

St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 1

Term: Autumn 1



Unit: Hey You!



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>chorus - a repeated section in a song which gives the main message</p> <p>verse -a section in a song which has the same tune but different words</p> <p>coda -short section which brings the song or piece to an end.</p> <p>introduction -music heard at the beginning of a song or piece of music bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.</p>	<p>Songs are made from a structure including verses and chorus, often with an introduction.</p> <p>Improvising is making something up which is not written down or can be repeated</p> <p>Practising helps them to improve</p>	<p>How the structural elements are put together differently in different songs</p> <p>How to improvise by trying out different musical ideas</p> <p>how putting words to rhythms help us to play them on an instrument</p>	<p>Listening</p> <p>listen to the structure of the songs and be able to say which section is which</p> <p>explain if they like the music or not and give reasons</p> <p>listen out for different instruments which are playing and be able to identify them</p> <p>Singing</p> <p>sing the song all together as a class and in groups</p> <p>Composing</p>

<p>melody - tune</p> <p>ostinato - a repeated pattern</p> <p>phrase - a musical sentence</p> <p>pulse - a steady beat</p> <p>structure - how the sections (verses and choruses etc) of a song are ordered to make the whole piece.</p> <p>improvise - create and perform spontaneously or without preparation</p>			<p>improvise using up to 3 notes</p> <p>improvise using different rhythms</p> <p>put words to rhythms when improvising</p> <p>Musicianship</p> <p>perform pre-written parts using glockenspiels</p> <p>perform own improvisations within the song</p> <p>perform as part of a whole class and in smaller groups</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 1 & 2

Term: Autumn 2



Unit: KS1 Christmas Production



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>chorus - a repeated section in a song which gives the main message</p> <p>verse -a section in a song which has the same tune but different words</p> <p>coda -short section which brings the song or piece to an end.</p> <p>introduction -music heard at the beginning of a song or piece of music bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.</p>	<p>how the songs are structured and how many verses there are in each</p> <p>how long the introduction is for each song</p> <p>the pulse of the song so that everyone keeps together</p>	<p>how to perform as a group ensuring everyone is doing the same thing at the same time</p> <p>how to keep the pulse of the song so that everyone keeps together</p>	<p>Listening</p> <p>listen to the structure of the songs and be able to say which section is which</p> <p>explain if they like the music or not and give reasons</p> <p>Singing</p> <p>sing the song all together as a class and in groups</p> <p>use diction to ensure the words can be heard clearly</p> <p>Musicianship</p>

<p>melody - tune</p> <p>phrase - a musical sentence</p> <p>pulse - a steady beat</p> <p>structure - how the sections (verses and choruses etc) of a song are ordered to make the whole piece.</p>			<p>perform as part of a whole class and in smaller groups</p> <p>perform to different audiences</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 1

Term: Spring 1



Unit: Percussion instruments



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>percussion - any instrument that makes a sound when it is hit, shaken, or scraped.</p> <p>tambour - a small drum</p> <p>tambourine - a small drum with metal jingles around the edge</p> <p>cabasa - constructed with loops of steel ball chain wrapped around a wooden cylinder.</p> <p>maraca - a shaker</p> <p>pocket rattle - wooden slatted instrument</p> <p>agogo bells - double metal bells</p>	<p>There are two different types of percussion instruments - tuned and untuned</p> <p>Pitch is only for tuned percussion and shows high and low sounds.</p> <p>Different percussion instruments can be played in different ways</p> <p>The names for the different percussion instruments and whether they are tuned or untuned</p> <p>Timbre is the sound of a particular instrument</p> <p>Dynamics is whether a sound is loud or quiet</p>	<p>how to play each of the percussion instruments (with a beater, with your hand etc)</p> <p>how to make different sounds using each percussion instrument</p> <p>how to recognise a particular percussion instrument by its timbre</p> <p>how to make a loud and a quiet sound using each percussion instrument</p> <p>how to look after the instruments</p> <p>how to keep the pulse using the percussion instruments</p>	<p>Listening</p> <p>Hear the different timbres of the percussion instruments and be able to name them from their sound.</p> <p>Listen to whether they have a pitch (tuned) or no pitch (untuned)</p> <p>Singing</p> <p>Sing songs using the percussion instruments to keep the pulse</p> <p>Composing</p> <p>Improvise using the percussion instruments making different dynamics</p>

<p>jingle stick - tambourine style jingles on a plastic stem</p> <p>guiro-open-ended wooden instrument, hollow gourd with parallel notches cut in one side.</p> <p>woodblock</p> <p>glockenspiel</p> <p>tuned percussion - instruments that have a pitch</p> <p>untuned percussion - instruments that do not have a pitch</p> <p>pitch - defined by high / low</p> <p>timbre - the perceived sound quality of a musical note, sound or tone</p> <p>dynamics - defined by loud / quiet and the variation between them</p> <p>pulse - the beat of the music</p> <p>improvise - create and perform spontaneously or without preparation</p>	<p>The pulse is keeping the beat</p>		<p>Musicianship</p> <p>Play each percussion instrument using different dynamics</p> <p>Play instruments on their own and with others</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 1

Term: Spring 2



Unit: Mozart



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Wolfgang Amadeus Mozart (1756-1791)</p> <p>concerto - a piece for a solo instrumentalist and orchestra</p> <p>symphony - a piece for an orchestra</p> <p>opera - a story told by singing</p> <p>composer - a person who writes music</p> <p>octave - 8 note pitch between notes that have the same note name</p> <p>Classical period - 1730-1820</p>	<p>Wolfgang Amadeus Mozart (1756-1791)</p> <p>Mozart was a composer who wrote a range of concertos, operas, symphonies along with many others</p> <p>Mozart was one of the most famous composers of the Classical period.</p> <p>Mozart started composing around the age of 4 and his first symphony at age 8</p> <p>An octave has 8 notes</p>	<p>how composers create music to make a certain effect</p> <p>how music can often tell a story</p> <p>people still listen to and enjoy Mozart's music today</p> <p>some pieces of music people will enjoy more than others</p>	<p>Listening</p> <p>Listen to a variety of Mozart's compositions</p> <p>Talk about what instruments they can hear</p> <p>Talk about how the music makes them feel</p> <p>Compare different pieces composed by Mozart and explain which one they prefer and why</p> <p>Musicianship</p> <p>Keep the pulse of the music with others and on their own</p>

			March in time to the pulse of the music (Alla Turca) and turn every 8 steps (octaves are playing)
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St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 1

Term: Summer 1



Unit: Call and response



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>call and response - musical question and answer</p> <p>rhythm - music's pattern in time made from long and short sounds.</p> <p>Compose - write or create a piece of music</p> <p>beat - the basic unit of time, the pulse</p>	<p>call and response is like a conversation in music (question and answer)</p> <p>the response does not have to be the same as the call</p> <p>responses can be created using voice or untuned percussion instruments (or tuned instruments within music they hear)</p>	<p>they have to listen to the call section and not sing or play over the top</p> <p>their response section needs to fit a set number of beats</p>	<p>Listening</p> <p>listen to music that uses call and response within the music</p> <p>using charanga, listen to a musical statement and then either copy it back or create their own</p> <p>listen carefully to the call section so that they do not play over it.</p> <p>Singing</p> <p>sing call and response songs e.g Hey You! with different people leading.</p> <p>Composing</p>

			<p>create their own musical statement as a response using their voice or an untuned percussion instrument.</p> <p>Musicianship</p> <p>perform as a whole class and small group</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 1

Term: Summer 2



Unit: Samba



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Samba</p> <p>agogo bells</p> <p>tambour</p> <p>whistles</p> <p>maracas</p> <p>claves / woodblocks</p> <p>call and response - musical question and answer</p> <p>rhythm - music's pattern in time made from long and short sounds.</p>	<p>Samba music is high-energy - its rhythms make you want to dance!</p> <p>what traditional samba instruments look like and how they sound</p> <p>the link between samba and call and response music from previous learning</p> <p>rhythms must be clear and stay on the beat</p>	<p>they have to listen to the call section and not sing or play over the top</p> <p>their response section needs to fit a set number of beats</p>	<p>Listening</p> <p>listen to and move to a range of samba inspired music</p> <p>Singing</p> <p>A keelie makolay - sing as a class with a leader taking the call section.</p> <p>Sing other samba inspired songs as a class</p> <p>Composing</p> <p>compose own samba rhythms that they can perform using unturned or body percussion</p>

<p>Compose - write or create a piece of music</p> <p>beat - the basic unit of time, the pulse</p>			<p>Musicianship</p> <p>perform as part of whole class but also in small groups</p>
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