



Y1 music overview 2019-20 Music for stories

Musical Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Responding Exploring	Creating Notating	Evaluating
Singing	<ul style="list-style-type: none"> Sing audibly with appropriate pitch, tempo, melody Sing following a given manuscript (notation) Sing in two part harmony 	<ul style="list-style-type: none"> Class/group tuition with notation 	<ul style="list-style-type: none"> Understanding history/origins of instruments Understanding how music depicts emotions and moods Understand how instruments are grouped together wind, string, pipe music Understand how music can link to stories in shows, TV, plays 	<ul style="list-style-type: none"> Class teacher led presentations with children note-taking Group research on musical instrument origins etc and instruments Rehearsal in groups / as a class Performances to class/assemblies Class, then group opportunities to create compositions Chosen piece to present to class for listening with reasons why and a background to piece selected 	TERM1: <ul style="list-style-type: none"> Story/theme video clips Research websites for projects (poster for show) Sound recordings Instruments for group composition (percussion) Notation cards TERM2: <ul style="list-style-type: none"> Story/theme music video clips Instruments for group composition (percussion) Research websites for projects (booklet) Notation cards TERM3: <ul style="list-style-type: none"> Story/theme music video clips Instruments for group composition (percussion) Research websites for projects (?) Notation cards 	Most children will be able to... (working at)	Some children will not yet be able to... (working towards)	Some children are confidently able to... (exceeding)
Playing	<ul style="list-style-type: none"> Play own composition with confidence Play given manuscript score with confidence Play a variety of instruments to a good level of expertise 	<ul style="list-style-type: none"> Class/group tuition with notation, pitch, rhythm, tempo, collaboration 						
Improvising	<ul style="list-style-type: none"> Improvise with a variety of instruments Improvise with voice Improvise with harmonising group 	<ul style="list-style-type: none"> Class/group improvisation games 						
Composing	<ul style="list-style-type: none"> Compose own composition following written score Compose for a story Compose for more than one instrument (including tempo, pitch, rhythm) 	<ul style="list-style-type: none"> Class initial tutoring, then group opportunities for composition. 						
Listening	<ul style="list-style-type: none"> Listen to variety of music, recorder, penny identifying particular elements Listen to someone else's chosen recording Listen to and critique other compositions 	<ul style="list-style-type: none"> Listening element to be part of each lesson 						
SMSC	<ul style="list-style-type: none"> Working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y1 music curriculum Resolve conflicts and differing opinions should these arise Enjoyment and relaxation music can offer Use of imagination and creativity Reflect on tasks Investigating and offering views on ethical issues in music topics studied Opportunities to and willingness to explore and understand music from a variety of cultural backgrounds 	<ul style="list-style-type: none"> Research using given websites and researching finding own 						