




Y1 music overview 2022-23

Musical Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Responding Evaluating	Creating Exploring	Notating
Singing	<ul style="list-style-type: none"> Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. Begin with simple songs with a very small range, mi-so (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). Include pentatonic songs (e.g. Dr Knickerbocker). Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy. 	<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 	TERM1: The Nutcracker	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 and musicianship	<p>Pulse/beat</p> <ul style="list-style-type: none"> Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance, e.g. Stepping (e.g. Mattachins from Capriol Suite by Warlock), Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky) Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky). <p>Rhythm</p> <ul style="list-style-type: none"> Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns: Ca-ter- pil- lar crawl Fish and chips <p>Pitch</p> <ul style="list-style-type: none"> Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk about the difference in sound. Explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk, quiet sounds created on a rainstick/shakers to depict a shower, regular strong beats played on a drum to replicate menacing footsteps. Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum 	<ul style="list-style-type: none"> Class/group tuition with notation, pitch, rhythm, tempo, collaboration 						
Improvising	<ul style="list-style-type: none"> Begin to improvise with a variety of instruments Begin to improvise with voice Begin to improvise with harmonising group and with an adult 	<ul style="list-style-type: none"> Class/group improvisation games 		<ul style="list-style-type: none"> Rehearsal in groups / as a class Performances to class/assemblies Class, then group opportunities to create compositions 	TERM2: Peter and the Wolf			
Composing	<ul style="list-style-type: none"> Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). Understand the difference between creating a rhythm pattern and a pitch pattern. 	<ul style="list-style-type: none"> Class initial tutoring, then group opportunities for composition. 						

	<ul style="list-style-type: none"> • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. • Use music technology, if available, to capture, change and combine sounds. • Recognise how graphic notation can represent created sounds. Explore and invent own symbols, for example: 							
Listening	<ul style="list-style-type: none"> • Listen to a variety of music, recorder, penny identifying particular elements • Listen to someone else's chosen recording • Begin to listen to and learn how to critique other compositions with a star and a wish 	<input type="checkbox"/> Listening element to be part of each lesson		<input type="checkbox"/> Chosen piece to present to class for listening with reasons why and a background to piece selected	TERM3: Famous Classical pieces			
SMSC	<ul style="list-style-type: none"> • Begin to work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y1 music curriculum • Begin to resolve conflicts and differing opinions should these arise • Begin to develop an enjoyment of music • Begin to use of imagination and creativity • Begin to reflect on tasks • Begin to investigate and offer views on music 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 • Planned for opportunities to enable pupils to work with those of differing backgrounds 						

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