

Music YEAR ONE
Core Purpose Long Term Overview

Rationale, Methodology and Pedagogy

Within the **inter-related dimensions** of music, we believe pulse, rhythm and pitch should be given priority and feature in each term's unit of work as they are the foundations from which the other inter-related musical dimensions (tempo, dynamics, timbre, texture and structure) can be built.

There are 5 areas of knowledge and skill within music that this curriculum will focus on and through which the inter-related dimensions are experienced and taught:

1. Musicianship

- The development of musical discipline, skills and knowledge as a performer
- Taught and experienced through listening, chanting, singing, body percussion and instruments

2. Notation

- The development of skill and knowledge in reading and writing music

3. Creativity

- Sound exploration, experimentation, improvisation and composition
- The creative application of musicianship, including effective use of the interrelated dimensions

4. Appreciation

- Experiencing and understanding a rich variety of music
- Incorporating music of the western classical tradition, traditional music from around the world and popular music

5. Presentation

- The development of skills needed for more formal performing to an audience

We believe that regular revision, consolidation and application of previously taught skills are vital to embed learning and a necessary foundation for good progression.

Consequently, our sequence of teaching within each term's unit of work follows the following structure:

- Revisit prior learning
- Teach new skills through the medium of body percussion and voice
- Consolidate and practise learning using instruments
- Apply learning through creative music-making
- Demonstrate learning through presentation

Our core Scheme is 'Jolly Music' - Level 1 which develops fundamental musicianship within a context of songs and rhymes mainly through singing, movement and body percussion. The 'Jolly Music' Scheme is supplemented with other resources where necessary to ensure good coverage of National Curriculum requirements in line with the 2021 Model Music Curriculum.

The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Opportunities will be provided for all children to listen to a wide range of styles and genres of music during whole-school assemblies, class snack times and moments of reflection. See Model Music Curriculum for suggested listening.

Links to school Visions and Values

Musicianship

We always try our best and are ambitious with our learning



Notation

We always try our best and are ambitious with our learning



Creativity

We enjoy being creative and 'thinking outside the box'



We explore, investigate and seek answers for ourselves



Appreciation

We encourage and celebrate individuality



We celebrate similarities and differences



Presentation

We take pride in the achievements of others



<p>NC Requirements</p>	<p>KS1 Children should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		
<p>Term</p>	<p>AUTUMN Pupils can ...</p>	<p>SPRING Pupils can ...</p>	<p>SUMMER Pupils can ...</p>
<p>Objectives</p>	<ul style="list-style-type: none"> • Apply musical skills in increasingly complex games (1) • Develop repertoire of sung musical signals and their responses (1) • Sing a short song at a different pitch from a previous person (1) • Sing simple songs starting on 3 itches without being told whether the starting pitch is low, medium or high (1) • Show melodic shape with hand movements ('musical pencils') (1) • Distinguish between pulse and rhythm (1) • Walk the pulse played on a percussion instrument (1) • Improvise answers to sung questions (1, 3) • 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) (1, 3) 	<ul style="list-style-type: none"> • Consolidate prior learning as necessary • Continue to apply developing musical skills in increasingly complex games (1) • Continue to develop repertoire of sung musical signals and their responses (1) • Show melodic shape with whole body movements (1) • Sing a range of musical 'question and answer' greetings in different pitches (1) • Recognise the 'so mi' interval in simple songs and show with actions (1) • Alter the pitch of known songs (1, 3) • Use thinking voices and musical 'question and answer' phrases to develop rhythmic skill (1) • Echo short rhythms performed by the teacher (1) • Improvise actions to demonstrate rhythms (1) • Fragment simple songs into melodic beats (1) • Develop understanding of rest beats (1) • Show the gesture to mark a rest beat (1) • 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) (1, 3) 	<ul style="list-style-type: none"> • Consolidate prior learning as necessary • Continue to apply developing musical skills in increasingly complex games (1) • Consolidate and develop repertoire of sung musical signals and their responses (1) • Show 'so' and 'mi' pitches sung by the teacher in random order (1) • Learn the solfa names and handsigns for 'so' and 'mi' (1) • Analyse the melodic changes made to known songs (musical pencils) (1) • Perform pulse and rhythm together in groups, using thinking and singing voices (1, 5) • Begin to use the solfa pitch names 'so' and 'mi' (1) • Begin to use the rhythm names 'ta' and 'titi' (1) • Begin to visually represent rhythm and pulse (1) • Begin to understand the relationship between pulse and rhythm (1) • Recognise songs from rhythm pictures (1) • Show written crotchet / quaver symbols using stick notation (2) • Add solfa names to pitch pictures (1, 2) • Sing simple songs from pitch pictures, using solfa names (1, 2) • 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) (1, 3)