



Music Core Curriculum
Year 1

Unit	Listen and appraise	Games	Singing	Playing	Improvisation	Composition	Performance
Substantive Knowledge	<ul style="list-style-type: none">-To know 5 songs off by heart.-To know what the songs are about.-To know and recognise the sound and names of some of the instruments they use.	<ul style="list-style-type: none">-To know that music has a steady pulse, like a heartbeat.-To know that we can create rhythms from words, our names, favourite food, colours and animals.	<ul style="list-style-type: none">-To confidently sing or rap five songs from memory and sing them in unison.	<ul style="list-style-type: none">-Learn the names of the notes in their instrumental part from memory or when written down.-Learn the names of the instruments they are playing.	<ul style="list-style-type: none">-Improvisation is about making up your own tunes on the spot.-When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.-Everyone can improvise!	<ul style="list-style-type: none">-Composing is like writing a story with music.-Everyone can compose.	<ul style="list-style-type: none">-A performance is sharing music with other people, called an audience.

<p>Disciplinary knowledge</p>	<p>-To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>-There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <p>-Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse</p> <p>-Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</p> <p>-Rhythm Copy Back, Your Turn Create rhythms for others to copy</p> <p>-Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching to the</p>	<p>-Learn about voices, singing notes of different pitches (high and low).</p> <p>-Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>-Learn to start and stop singing when following a leader.</p>	<p>-Treat instruments carefully and with respect -Play a tuned instrumental part with the song they perform.</p> <p>-Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <p>-Listen to and follow musical instructions from a leader.</p>	<p>-Use the improvisation tracks provide. Improvise using the three challenges:</p> <p>-1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>-2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>- 3. Improvise! – Take it in turns to improvise using one or two notes.</p>	<p>-Help to create a simple melody using one, two or three notes.</p> <p>-Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>-Choose a song they have learnt from the Scheme and perform it.</p> <p>-They can add their ideas to the performance.</p> <p>-Record the performance and say how they were feeling about it.</p>
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Key Vocab	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p>						