

Music Year group - Year One

Listen & Appraisal	Inter-related Dimensions	Use voices	Playing Instruments	Improvisation	Composition
L1 Can I start to recognise very simple styles of music?	D1 Can I begin to demonstrate how pulse and rhythm work together?	V1 Can I work together as part of a group?	P1 Can I begin to play a classroom instrument?	I1 Can I explore and create very simple sounds with my voice or an instrument?	C1 Can I create a very simple melody (in a group)?
L2 Can I identify different sounds in the music? e.g. instrument families - wind, string, percussion, brass.	D2 Can I clap the rhythm of my name?	V2 Can I begin to sing alone?	P2 Can I join in and stop at the right times with increasing confidence?	I2 Can I create my own simple rhythmic pattern with my voice or an instrument?	C2 Can I make my own composition using 1 or 2 notes?
L3 Can I find the pulse of a piece of music by marching, clapping and tapping my knee?	D3 Can I show an understanding of how pitch, pulse and rhythm are used in a piece of music?	V3 Can I warm up my voice?	P3 Can I respond to simple musical cues (starting/stopping)?	I3 Can I perform my own rhythms and melodies?	C3 Can I record the composition in any way appropriate? (notated/pictorial/video)
L4 Can I talk about the pulse, rhythm and pitch of a piece of music?		V4 Can I sit up/stand up straight when I sing?	P4 Can I begin to follow a leader/conductor?		C4 Can I create compositions that demonstrate an understanding of using pitch and dynamics?
L5 Can I share my opinion about a piece of music?			P5 Can I look after my instrument?		
			P6 Can I begin to play different notes?		

Topic coverage

Autumn 1 <i>Outdoor Adventurers</i> <i>Hey You!</i>	Autumn 2 <i>Outdoor Adventurers</i> <i>Rhythm in the Way we Walk</i>	Spring 1 <i>Let's Play</i> <i>In the Groove</i>	Spring 2 <i>Let's Play</i> <i>Round and Round</i>	Summer 1 <i>Land Ahoy!</i> <i>Your Imagination</i>	Summer 2 <i>Land Ahoy!</i> <i>Reflect, Rewind and Replay</i>
L1 - L5 D1 - D3 V1 - V4 P1 - P6 I1 - I3 C1 - C4		L1 - L5 D1 - D3 V1 - V4 P1 - P6 I1 - I3 C1 - C4		L1 - L5 D1 - D3 V1 - V4 P1 - P6 I1 - I3 C1 - C4	
Vocabulary		Vocabulary		Vocabulary	
<u>Elements</u> Pulse Beat Rhythm Pitch (high/low) Melody <u>Instruments</u> Keyboard Piano Drums Bass Guitar Claves Tambourine Egg Shaker Maracas Triangle Conductor		<u>Elements</u> Pulse Beat Rhythm Pitch (high/low) Melody <u>Instruments</u> Keyboard Piano Drums Bass Guitar Claves Tambourine Egg Shaker Maracas Triangle Conductor		<u>Elements</u> Pulse Beat Rhythm Pitch (high/low) Melody <u>Instruments</u> Keyboard Piano Drums Bass Guitar Claves Tambourine Egg Shaker Maracas Triangle Conductor	

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<p><u>Pathway</u> Listening Improvise Compose Call and respond Perform Comment</p> <p><u>Genre/Style</u> Pop</p>	<p><u>Pathway</u> Listening Improvise Compose Call and respond Perform Comment</p> <p><u>Genre/Style</u> Pop</p>	<p><u>Pathway</u> Listening Improvise Compose Call and respond Perform Comment</p> <p><u>Genre/Style</u> Pop</p>
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I will know...

Listening and Appraising

- What songs are about?
- The sound and names of some of the different instruments they use.
- That music has a steady pulse like a heartbeat.
- How to find and move to the pulse.

Call and Respond

- That we can create steady rhythms from words, our names, favourite foods, colours and animals.
- How to copy and create my own rhythms.
- How to sing notes of different pitches.
- How to follow a leader to know when to start and stop singing/playing my instrument.

Improvising

- That improvisation is about making up your own tunes on the spot.
- That when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- That everyone can improvise.
- How to use my body, voice or instrument to create my own rhythm.

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Composing

- That composing is like writing a story with music.
- That everyone can compose.
- How to create a simple melody using one, two or three notes.
- How to begin to record the notes of my own composition.

Perform

- How to confidently sing or rap 5 songs from memory and sing them in unison.
- The names of the notes in their instrumental part from memory or when written down.
- How to play a tuned instrument.
- The names of the instruments I am playing.
- How to treat instruments carefully and with respect.
- That performing is sharing music with other people, called an audience.