

YEAR 1 MUSIC CURRICULUM FRAMEWORK



Pupils 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 interrelated dimensions of music

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 3
DINO PLANET	PAWS, CLAWS AND WHISKERS	SUPERHEROES
<p>Use their voices creatively and expressively by singing songs and speaking chants and rhymes.</p> <p>Change the lyrics of <i>The Wheels on the Bus</i> to create a new dinosaur song, for example, 'The Tyrannosaurus rex goes grrr, grrr, grrr...' Suggest appropriate percussion instruments to accompany each verse.</p> <p>Play tuned and untuned instruments musically. Create a soundtrack for a dinosaur movie using percussion instruments, voices and other sound effects. Record and edit the soundtrack using a simple audio editing package.</p>	<p>Play tuned and untuned instruments musically. Make sounds in different ways, including hitting blowing and shaking. Use percussion instruments and sounds made using voices to accompany performance of animal songs and rhymes</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Perform animal songs and rhymes to an audience.</p>	<p>Experiment with, create, select and combine sounds using the interrelated dimensions of music. Experiment with percussion and electronic instruments, such as keyboards and synthesisers, to create imaginative sound effects for superhero action sequences. Record and play back their sound effects.</p>
SPRING TERM 4	SUMMER TERM 5	SUMMER TERM 6
ENCHANTED WOODLAND	MOON ZOOM	BRIGHT LIGHTS, BIG CITY

	<p>Experiment with, create, select and combine sounds using the interrelated dimensions of music. Work in groups or as a whole class to create 'space sounds', experimenting with their own voices, various instruments and digital software. Make a simple musical score using pictorial symbols for the sounds made. Indicate whether the sounds will be played fast or slow and loud or soft.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Sing 'Twinkle, Twinkle, Little Star' together. Read, learn and join in with other space- themed rhymes, poems and songs.</p> <p>Play tuned and untuned instruments musically Choose their favourite tune and select instruments that could accompany their chosen rhyme, poem or song.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Sing with a sense of shape and melody traditional and contemporary rhymes, poems and songs that have a London theme, such as: 'London Bridge is Falling Down', 'Oranges and Lemons', 'Pussy Cat, Pussy Cat' and 'Ring a Ring o' Roses'.</p>
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AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Children will be taught:</p> <ul style="list-style-type: none"> • physical preparation for singing; • vocal warm ups including mouth and tongue dexterity and progressive singing to increase the vocal range; • the concept of ostinato. Children will work in groups to maintain the ostinato while others sing the melody; • to manipulate basic untuned instruments accurately and with control, following a conductor; • to repeat a simple 4 beat pattern and maintain it. 	<p>Children will be taught:</p> <ul style="list-style-type: none"> • the concept of singing in rounds –the children will work in groups to sing simple rounds; • to use untuned instruments to follow, create and compose 4 beat rhythms; • to move expressively to music from different genres and to give their opinions of different styles of music; • to learn two country dances and to move with a sense of the pulse, skipping in time and following an extended sequence of moves with confidence. 	<p>Children will be taught:</p> <ul style="list-style-type: none"> • how to create their own rhythms and maintain them while other rhythms are playing; • to read a four beat rhythm from symbols or musical; notations and reproduce it confidently on an instrument, maintaining a steady pulse; • to listen to music from different composers and to respond to it appropriately, giving articulate reasons for likes and dislikes; • prepare for an open music class at the end of term.