

Music - Year 1			
Focus	Skills	Knowledge	Outcomes
Listen and Appraise	<ul style="list-style-type: none"> ● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars ● To be able to find the pulse. ● To be able to listen to the rhythm and clap back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. ● To be able to create clapping rhythms for others to copy ● To be able to listen and sing back a pitch using voices to copy back using 'la'. 	<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. ● 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. 	<p>Hey You! By Joanna Mangona - how pulse, rhythm and pitch work together.</p> <p>Rhythm In The Way We Walk and The Banana Rap by Joanna Mangona and Jane Sebba - pulse, rhythm and pitch, rapping, dancing and singing.</p> <p>In The Groove by Joanna Mangona - how to be in the groove with different styles of music.</p> <p>Round and Round by Joanna Mangona - pulse, rhythm and pitch in different styles of music.</p> <p>Your Imagination by Joanna Mangona and Pete Readman - using your imagination.</p>
Perform and Share	<ul style="list-style-type: none"> ● Learn about voices, singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. ● Learn to start and stop singing when following a leader. ● Treat instruments carefully and with respect. ● Play a tuned instrumental part with the song they perform. ● 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). ● Listen to and follow musical instructions from a leader. ● Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> ● To know the names of the notes in their instrumental part from memory or when written down. ● To learn the names of the instruments they are playing. ● To understand that performance is sharing music with other people, called an audience. 	
Improvisation	<ul style="list-style-type: none"> ● Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). ● Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. ● Improvise! – Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> ● To know that improvisation is about making up your own tunes on the spot. ● To know 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. ● To understand that everyone can improvise! 	<p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">pulse, rhythm, pitch, tempo, dynamics, structure, timbre, texture, patterns, harmony, ostinato, notation, crotchet, quaver, staff and rest, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz,</p>
Composition	<ul style="list-style-type: none"> ● Help to create a simple melody using one, two or three notes. ● Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> ● To know that composing is like writing a story with music. ● To understand that everyone can compose. 	