

Through our Music curriculum, we aim to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. The children will learn about the history of Music; they will be introduced to famous composers; learn to engage critically with music through appreciation sessions; learn to compose using a variety of instruments.



YEAR 1

Subject: Music
Unit Title: Football

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

Reception: Play a steady beat on percussion instruments. Sing a song using a call-and-response structure. Play a call and response phrase comprising a short, stepping tune (C-D-E) . Play a two-note accompaniment, playing the beat on tuned or untuned percussion.

Year 1: sing a song by rote and show the shape of the pitch moving with actions while singing with the solfa (mi-re-do).

Key Vocabulary taught in this unit:

Duration: beat, rhythm, rest.

Pitch: mi-re-do (notes E-D-C), untuned/tuned instruments, unpitched/pitched patterns.

Structure: ostinato (repeating pattern), echo, call-and-response.

Tempo: steady beat.

Intent: What do we want the children to know, be able to do by the time they complete this unit?

Objectives

Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).

Chant together rhythmically, marking rests accurately.

Sing an echo song while tapping the beat, and clap the rhythm of the words understanding there is one beat for each syllable.

Play a simple ostinato on untuned percussion.

Recognise the difference between a pattern with notes (pitched) and without (unpitched).

National Curriculum for Music KS1 coverage:

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.

Model Music Curriculum YEAR 1 coverage:

Sing simple chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.

Sing songs with a very small range (mi-so), then slightly wider. Include pentatonic songs.

Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy

Improvise simple vocal chants using question-and-answer phrases.

Understand the difference between creating a rhythm pattern and a pitch pattern.

Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.

Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat.

Perform short copycat rhythm patterns accurately, led by the teacher.

Perform word-pattern chants; create, retain and perform their own rhythm patterns.

Song Bank:

Tap your name; Football; Rain is falling down; My fantasy football team.

Watch/Listen/Move:

Don't clap this one back.

Rain is falling down: matching pitch using body ladders Teacher reference video from Sing Up's Developing musicianship toolkit.

Rain is falling down progression snapshot 2 videos (Sing Up).

Impact / Outcome:

What will the final product / result be?

Children will be able to perform a chant with clear words, diction and a strong beat.

Children will show that they can perform a simple ostinato on untuned percussion.

Perform the 'rain' actions to Rain is falling down and be able to sing in a call and response.

Children will demonstrate they understand the rhythm of the words, understanding there is one beat for each syllable.

Children will work in groups to compose their own word patterns and perform their word patterns as a group over a backing track.

Children will compose and perform melodies using mi-re-do (E-D-C) to their own word patterns and rhymes.

P4C Inquiry (where appropriate)