



### Curriculum Overview

The national curriculum for music KS1 aims that 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 inter-related dimensions of music

<b><u>EYFS</u></b>	<b><u>Listen and Respond</u></b>		<b><u>Explore and Create</u></b>	<b><u>Singing</u></b>	<b><u>Share and Perform</u></b>	
<b>Areas of Study</b>	<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>		<ul style="list-style-type: none"> <li>Explore and engage in music making and dance, performing solo or in a group.</li> <li>Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	<ul style="list-style-type: none"> <li>Perform any of the nursery rhymes or songs by singing and adding actions or dance.</li> <li>Perform any nursery rhymes or songs adding a simple instrumental part.</li> </ul>	
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b><u>EYFS</u></b>	<b>Me!</b> nursery rhymes and action songs: <ul style="list-style-type: none"> <li>Find the pulse</li> <li>Body percussion</li> <li>Copy-clap the rhythm of names</li> <li>Exploring sound – quiet/ loud and high/ low sounds</li> </ul>	<b>My stories</b> <ul style="list-style-type: none"> <li>Find the pulse as one of the characters from the song</li> <li>Copy-clap the rhythm of small phrases from the songs.</li> </ul>	<b>Everyone!</b> <ul style="list-style-type: none"> <li>Invent ways to find the pulse.</li> <li>Copy-clap some rhythms of phrases from the songs</li> <li>Explore high pitch and low pitch in the context of the songs.</li> </ul>	<b>Our World</b> <ul style="list-style-type: none"> <li>Find the pulse and show others your ideas.</li> <li>Copy-clap some rhythms of phrases from the songs.</li> <li>Explore high pitch and low pitch using</li> </ul>	<b>Big Bear Funk</b> <ul style="list-style-type: none"> <li>Find a funky pulse.</li> <li>Copy-clap 3 or 4 word phrases from the song.</li> <li>Keep the beat of the song with a pitched note.</li> </ul>	<b>Reflect, rewind and replay:</b> <ul style="list-style-type: none"> <li>Consolidating learning and performing to an audience.</li> <li>EYFS cluster music festival – Mini Music Makers.</li> </ul>



	<ul style="list-style-type: none"> <li>Use instruments to create weather effects</li> </ul> <p><b>Seasonal</b> Harvest Service Songs Firework music and sounds</p>	<ul style="list-style-type: none"> <li>Explore high pitch and low pitch in the context of the songs.</li> <li>Composition- Invent a pattern to go with a song using one note.</li> </ul> <p><b>EYFS Christmas Nativity songs and performance.</b></p>	<ul style="list-style-type: none"> <li>Use the starting note to explore melodic patterns using one or two notes.</li> </ul> <p><b>Arts Week</b> Music and musical instruments from around the world.</p> <p>Japanese music and dance. Playing along with the pulse (drums, triangles, claves etc.)</p>	<p>the images from the songs.</p> <ul style="list-style-type: none"> <li>Use the starting note to explore melodic patterns using one or two notes.</li> </ul> <p><b>Seasonal</b> Easter songs</p>	<ul style="list-style-type: none"> <li>Making musical instruments</li> <li>Reading simple music and playing along with instruments.</li> </ul>	
<p><b><u>Years 1 and 2</u></b> <b>Areas of Study</b></p>	<p><b><u>Listening and Appraising</u></b></p> <ul style="list-style-type: none"> <li>To know that music has a steady pulse, like a heartbeat.</li> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>Rhythms are different from the steady pulse.</li> <li>Games and Challenges to help embed pulse, rhythm and pitch.</li> <li>High and low sounds, pitch, when we sing and play our instruments.</li> </ul>		<p><b><u>Performing and Sharing</u></b></p> <ul style="list-style-type: none"> <li>To confidently sing or rap songs from memory and sing them in unison.</li> <li>Using their voices to sing notes of different pitches (high and low).</li> <li>Learn to start and stop singing when following a leader</li> <li>Learn the names of the instruments they are playing.</li> <li>Play the part in time with the steady pulse.</li> </ul>		<p><b><u>Composing and Creating</u></b></p> <ul style="list-style-type: none"> <li>Improvise by making up your own tunes.</li> <li>Use voices and instruments - listen and sing back, then listen and play your own answer using one or two notes</li> <li>To know how the notes of a composition can be written down and changed if necessary.</li> </ul>	



## West Leigh Infant School

## Music curriculum overview and progression of skills

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b><u>Year 1</u></b>	<p><b>Hey You: Old School Hip-Hop.</b> How pulse, rhythm and pitch work together.</p> <ul style="list-style-type: none"> <li>Choose an animal and find the pulse</li> <li>Listen and clap back, then listen and clap your own answer (rhythms of words)</li> <li>To learn about voices, singing notes of different pitches (high and low).</li> <li>Learn to find a comfortable singing position.</li> <li>To confidently sing songs from memory and sing them in unison.</li> </ul> <p><b>Seasonal</b> Harvest Service Songs and performance.</p>	<p><b>Rhythm In The Way We Walk and The Banana Rap: Reggae.</b> Pulse, rhythm and pitch, rapping, dancing and singing.</p> <ul style="list-style-type: none"> <li>Listening and appraising</li> <li>Make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>Rapping and performing</li> </ul> <p><b>KS1 Christmas Nativity</b> songs and performance.</p>	<p><b>In the Groove: Blues, Baroque, Latin, Bhangra, Folk, and Funk.</b> How to be in the groove with different styles of music.</p> <ul style="list-style-type: none"> <li>Listening and appraising</li> <li>Learn about voices, singing notes of different pitches (high and low).</li> <li>Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</li> <li>Take it in turns to improvise using C or C and D</li> </ul> <p><b>Arts Week</b> Music and musical instruments from around the world. Africa/Australia/Japan/India</p>	<p><b>Round and Round: Bossa Nova.</b> Pulse, rhythm and pitch in different styles of music.</p> <ul style="list-style-type: none"> <li>Listening and appraising</li> <li>Listen and sing back. Use your voices to copy back using 'la', whist marching to the steady beat</li> <li>Learn to start and stop singing when following a leader.</li> <li>Improvisation</li> <li>Composition</li> <li>End of unit class performance</li> </ul> <p><b>Seasonal</b> Easter songs and performance.</p>	<p><b>Your Imagination: Pop.</b> Using your imagination.</p> <ul style="list-style-type: none"> <li>Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E</li> <li>Singing the song</li> <li>Improvise! Take it in turns to improvise using D or D and E</li> <li>Create a simple melody using one, two or three notes.</li> <li>Perform the simple melody to classmates and talk about how they feel about it</li> </ul> <p><b>Year 1 Singing Music Festival</b> with cluster schools.</p>	<p><b>Reflect, Rewind &amp; Replay:</b></p> <ul style="list-style-type: none"> <li>Consolidating learning and performing to an audience.</li> </ul> <p><b>End of year leavers service.</b></p>



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b><u>Year 2</u></b>	<p><b><u>Recorders</u></b></p> <ul style="list-style-type: none"> <li>Holding the instrument</li> <li>How to blow a recorder and use the tonguing technique</li> <li>To read music and understand different note lengths and rests</li> <li>To start to control more complex notes using both hands</li> <li>To understand basic rhythm patterns and time signatures</li> </ul> <p><b>Seasonal</b> Harvest Service Songs and performance.</p>	<p>Recorders – continued</p> <p><b>Ho, Ho, Ho:</b> A song with rapping and improvising for Christmas</p> <ul style="list-style-type: none"> <li>Control singing and breathing</li> <li>Pitch control</li> <li>Dynamics</li> <li>Ensemble experience</li> <li>Percussion accompaniment</li> <li>Performing</li> <li>Appraisal</li> </ul> <p><b>KS1 Christmas Nativity</b> songs and performance.</p>	<p><b><u>Recorders</u></b></p> <ul style="list-style-type: none"> <li>To compose their own music</li> <li>To understand some more complex music instructions – Dal Segno, Fine, Coda</li> <li>To look for matching note patterns to help ease of learning</li> <li>To understand more complex rhythm patterns and use them to develop their music</li> <li>To read music without letters on</li> <li>To use more new notes and fingerings</li> </ul> <p><b>Arts Week</b> Music and musical instruments from around the world. Africa/Australia/Japan/India</p>	<p>Recorders - continued</p> <p><b>I Wanna Play in a band:</b> Rock. Playing together in a band</p> <ul style="list-style-type: none"> <li>Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with F moving to G.</li> <li>Improvise using F or F and G.</li> </ul> <p><b>Seasonal</b> Easter songs and performance.</p>	<p>Recorders - continued</p> <p><b>Friendship Song:</b> Pop. A song about being friends</p> <ul style="list-style-type: none"> <li>Listen and clap back, then listen and clap your own answer (rhythms of words)</li> <li>Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</li> <li>Improvise! Take it in turns to improvise using C or C and D.</li> </ul> <p><b>Year 2 Summer Sing Music Festival</b> with cluster schools.</p>	<p><b><u>Recorders</u></b></p> <ul style="list-style-type: none"> <li>To play a tune 'by ear'</li> <li>To build a duet or small ensemble</li> <li>To prepare for an end of Key Stage recorder performance to parents</li> <li>Perform to an audience</li> </ul> <p><b>Reflect, Rewind &amp; Replay:</b></p> <ul style="list-style-type: none"> <li>Consolidating learning and performing to an audience.</li> </ul> <p><b>Year 2 recorder performance</b> to parents at the Leavers service.</p>