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| **Content** | **Year 1** | **Year 2** |
| **To use voices expressively and creatively**. | **Knowledge:**To confidently sing songs from memory and sing them in unison.**Skills:**Learn to sing 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. | **Knowledge:**To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.**Skills:**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 (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. |
| **To play tuned and untuned instruments musically.** | **Knowledge:**To learn the names of the instruments they are playing.**Skills:**Learn to treat instruments carefully and with respect. Play an untuned 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. | **Knowledge:**To learn the names of the notes in their instrumental part from memory or when written down. To know the names of untuned percussion instruments played in class.**Skills:**Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. |
| **To listen with concentration and understanding to a range of high-quality live and recorded music.** | **Knowledge:**To begin to describe music using correct vocabulary (fast, slow etc.)To know and recognise the sound and names of some of the instruments they use.To know that music can tell a story.**Skills:**To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. | **Knowledge:**To listen to music and describe it using the correct vocabulary.To know that music can tell a story.To know that some songs have a chorus or a response/answer part. To know that songs have a musical style.**Skills:**To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.To pick out a repeating theme. |
| **To experiment with, create, select and combine sounds using the inter-related dimensions of music.** | **Knowledge:**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.Composing is like writing a story with music. Everyone can compose.Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise!**Skills:**Game 1 – Find the pulse. Game 2 – Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. Game 3 – Create rhythms for others to copy Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using ‘la’, whist marching to the steady beat 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.Improvise! – Take it in turns to improvise. | **Knowledge:**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. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.Composing is like writing a story with music. Everyone can compose.Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes.**Skills:**Game 1 – Find the pulse. Game 2 – Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. Game 3 – Create rhythms for others to copy. Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using ‘la’, whilst marching the steady beat. Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.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. |
| **Performance** | **Knowledge:**A performance is sharing music with other people, called an audience.**Skills:**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 | **Knowledge:**A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.**Skills:**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. |

**The Interrelated Dimensions of Music (Dimensions)**

● Pulse – the regular heartbeat of the music; its steady beat.

● Rhythm – long and short sounds or patterns that happen over the pulse.

● Pitch – high and low sounds.

● Tempo – the speed of the music; fast or slow or in-between.

● Dynamics – how loud or quiet the music is.

● Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.

● Texture – layers of sound. Layers of sound working together make music very interesting to listen to.

● Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.

● Notation – the link between sound and symbol.