



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

### Curriculum Map: Music Year 1

	<b>Autumn 1 Keeping the Pulse (My Favourite Things)</b>	<b>Autumn 2 Nativity Performance</b>	<b>Spring 1 Tempo (Snail and Mouse)</b>	<b>Spring 2 Sound Patterns (Fairy Tales)</b>	<b>Summer 1 Pitch (Superheroes)</b>	<b>Summer 2 Musical Symbols (Under the Sea)</b>
<b>Content</b> Declarative Knowledge 'I know'	*Know that notation is read from left to right *Know that pictorial representations of rhythms show sounds and rests	*Know that pieces can have more than one structure eg verse chorus	*Know that sound can help tell a story. *Know That an instrument or a voice can be played at different speeds. *Know that pulse can be fast and slow.	*Know that sections of music can be described as loud, quiet or silent and the meaning of these terms	*Know that sounds within music can be described as high or low sounds and the meaning of these terms. *Know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.	*To be able to recognise and name up to three different instruments. *To know that notation is read from left to right.
<b>Skills</b> Procedural Knowledge 'I know how to'	<b>Listening and Evaluating</b> * Listen with concentration to short pieces of music or excerpts from	<b>Performing</b> *Using their voices expressively to speak and chant *Singing short songs from memory,	* Recognise basic tempo changes. Describe the character and mood or story of music they listen to	<b>Listening and Evaluating</b> * Listen with concentration to short pieces of music or excerpts from	<b>Listening and Evaluating</b> *Listening with concentration to short pieces of music or excerpts from	<b>Listening and Evaluating</b> *Listening with concentration to short pieces of music or excerpts from

	<p>longer pieces of music.</p> <ul style="list-style-type: none"> <li>* Engage with and respond to longer pieces of music.</li> <li>* Recognise simple patterns and repetition in pitch.</li> <li>* Recognise and name up to three instruments.</li> <li>* Begin to move in time with the beat of the music.</li> <li>* Give positive feedback relating to the tempo of practises and performances using the vocabulary of fast and slow.</li> <li>* Recognise simple patterns and repetition in rhythm (eg where a pattern of beats is repeated).</li> </ul> <p><b>Creating Sound</b></p> <ul style="list-style-type: none"> <li>* Sing simple songs, chants and rhymes from memory.</li> <li>* Explore changing their singing voice in different ways.</li> <li>* Competently sing songs with a very small pitch range (two notes that are</li> </ul>	<p>keeping in tune and time</p> <ul style="list-style-type: none"> <li>* Responding to simple musical instructions as part of a class performance</li> <li>* Knowing when to respond to others when playing as part of a group</li> </ul>	<p>(Verbally or through movement).</p> <ul style="list-style-type: none"> <li>* Describe the differences between two pieces of music.</li> <li>* Begin to make improvements to their work as suggested by the teacher.</li> <li>* Use their voices expressively to speak and chant.</li> <li>* Saying short songs from memory, maintaining the overall shape of the melody and keeping in time.</li> <li>* Listen and respond to other performers by playing as part of a group.</li> <li>* Combine instrumental and vocal sounds within a given structure.</li> <li>* Respond to simple musical instructions such as tempo changes.</li> <li>* Competently sing songs with a very small pitch range.</li> </ul>	<p>longer pieces of music.</p> <ul style="list-style-type: none"> <li>* Engage with and respond to longer pieces of music.</li> <li>* Begin to articulate how a piece of music affects them</li> <li>* Identify some common instruments when listening to music.</li> <li>* Relate sounds in music to real-world world experiences.</li> <li>* Recognise simple patterns and repetition in rhythm.</li> <li>* State what they enjoyed about their peers performances.</li> </ul> <p><b>Creating sound</b></p> <ul style="list-style-type: none"> <li>* Develop an awareness of how dynamics are affected by the force with which an instrument is played.</li> <li>* Use bilateral and hand eye coordination to play/hold instruments using both hands.</li> <li>* Use instruments imaginatively to create soundscapes</li> </ul>	<p>longer pieces of music.</p> <ul style="list-style-type: none"> <li>* Engaging with and responding to longer pieces of music.</li> <li>* Coordinating the speed of their movements to match the speed of the music (not the beat).</li> <li>* Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy).</li> <li>* Recognising simple patterns and repetition in pitch (e.g. do-re-mi).</li> <li>* Talking about the tempo of music using the vocabulary fast and slow.</li> <li>* Talking about the pitch of music, using the vocabulary high and low.</li> <li>* Stating what they enjoyed about their peers' performances.</li> </ul> <p><b>Creating sound</b></p> <ul style="list-style-type: none"> <li>* Using instruments imaginatively to create soundscapes</li> </ul>	<p>longer pieces of music.</p> <ul style="list-style-type: none"> <li>* Engaging with and responding to longer pieces of music.</li> <li>* Coordinating the speed of their movements to match the speed of the music (not the beat).</li> <li>* Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy).</li> <li>* Identifying some common instruments when listening to music.</li> <li>* Relating sounds in music to real-world experiences (e.g. "it sounds like squelching mud").</li> <li>* Talking about the tempo of music using the vocabulary fast and slow.</li> <li>* Talking about the dynamics of the music, using the vocabulary loud, quiet and silent.</li> </ul>
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	<p>different but close together).</p> <ul style="list-style-type: none"> <li>* Breathe at appropriate times when singing.</li> </ul> <p>Learn to use instruments to follow the beat, By first observing and then mimicking the teachers modelling.</p> <ul style="list-style-type: none"> <li>* Maintain a comfortable position when sitting or standing to sing and play instruments.</li> </ul> <p>Notation</p> <ul style="list-style-type: none"> <li>* Read different types of notation. By moving eyes from left to right, a sound occurs.</li> <li>* Confidently read simple rhythmic patterns comprising of one beat signs and one beat rests.</li> <li>* Use pictorial representations to stay in time with the pulse when singing or playing.</li> </ul> <p>Composing and improvising</p> <ul style="list-style-type: none"> <li>* Improve simple question and answer phrases using</li> </ul>			<p>which convey a sense of place.</p> <ul style="list-style-type: none"> <li>* Start to understand how to produce different sounds on pitched instruments.</li> <li>* Maintain a comfortable position of sitting or standing to sing and play instruments.</li> </ul> <p><b>Composing and improvising</b></p> <ul style="list-style-type: none"> <li>* Create sound responses to a variety of physical stimuli.</li> <li>* Select objects and/or instruments to create sounds to represent to give an idea or character.</li> <li>* Play and combine sounds under the direction of a leader.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>* Offer positive feedback on others' performances.</li> <li>* Keep instruments still until their part in the performance.</li> </ul>	<p>which convey a sense of place.</p> <ul style="list-style-type: none"> <li>* Using bilateral and hand-eye co-ordination to play/hold instruments using both hands.</li> <li>* Maintaining a comfortable position when sitting or standing to sing and play instruments.</li> </ul> <p>Notation</p> <ul style="list-style-type: none"> <li>* Reading different types of notation and understanding they are read by moving eyes from left to right as sound occurs.</li> <li>* Recognising pitch patterns using dots.</li> </ul> <p><b>Composing and improvising</b></p> <ul style="list-style-type: none"> <li>* Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.</li> <li>* Experimenting with creating different sounds using a single instrument.</li> <li>* Experimenting with creating loud, soft, high and low sounds.</li> </ul>	<ul style="list-style-type: none"> <li>* Talking about the pitch of music, using the vocabulary high and low.</li> <li>* Stating what they enjoyed about their peers' performances.</li> </ul> <p><b>Creating sound</b></p> <ul style="list-style-type: none"> <li>* Developing an awareness of how sound is affected by the way an instrument is held.</li> <li>* Using instruments imaginatively to create soundscapes which convey a sense of place.</li> <li>* Using bilateral and hand-eye coordination to play/hold instruments using both hands.</li> <li>* Maintaining a comfortable position when sitting or standing to sing and play instruments.</li> </ul> <p><b>Notation</b></p> <p>Reading different types of notation by moving eyes from left to right as sound occurs.</p> <p><b>Composing and improvising</b></p>
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	<p>untuned percussion or voices.</p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>* Start to maintain a steady beat throughout short performances.</li> <li>* Perform actively as part of a group, keeping in time with the beat.</li> <li>* Keep instruments still until their part in the performance.</li> <li>* Show awareness of the leader, particularly when starting or ending a piece.</li> </ul>				<ul style="list-style-type: none"> <li>*Selecting objects and/or instruments to create sounds to represent a given idea or character.</li> <li>*Playing and combining sounds under the direction of a leader (the teacher).</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>*Offering positive feedback on others' performances.</li> <li>*Keeping instruments still until their part in the performance.</li> <li>*Showing awareness of the leader, particularly when starting or ending a piece.</li> </ul>	<ul style="list-style-type: none"> <li>*Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.</li> <li>*Experimenting with creating different sounds using a single instrument.</li> <li>*Experimenting with creating loud, soft, high and low sounds.</li> <li>*Selecting objects and/or instruments to create sounds to represent a given idea or character.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>*Offering positive feedback on others' performances.</li> <li>*Showing awareness of the leader, particularly when starting or ending a piece.</li> </ul>
<b>Vocabulary</b>	Pulse, singing voice, speaking voice, thinking voice	Actions, clap, in time, performance, sing, tune, verse, voice	Beat, fast, singing voice, slow, speaking voice, warm up.	Character, voice, sound pattern	High, low, pattern, performance, pitch, tempo	Dynamics, pitch, rest, sound pattern, tempo
<b>Key Questions</b>	What is pulse? What is a speaking voice? what is a singing voice? What is a thinking voice? How many sounds for the word 'pizza'?	What is a verse? What is a chorus? What makes an effective performance?	What is the beat? What is a singing voice? What is a speaking voice? Which animal moves slowly?	What is tempo? What type of voice might a wolf use? What type of voice might a pig use? What could be a suitable instrument	What is tempo? What is pitch? How did we use tempo in our superhero music? How did we use pitch in our superhero music?	What s pulse? What are dynamics? What is pitch? Which piece of music has a higher pitch? Which best describes the tempo

				for the wolf? What could be a suitable instrument for the pigs?	How could you show a high sound with your hand?	of this piece of music?
<b>Assessment</b>	Children to answer key questions	Performance of Nativity	Children to answer key questions	Recording of the class telling story of Three Little Pigs including clapping rhythms to key phrases	Recordings of group performances of Superhero theme tune	Record children working in pairs to demonstrate: dynamics, timbre and pitch
<b>Cross Curricular Links/Character Education</b>	Individual liberty: Composition provides opportunity for individual liberty PSHE: self-identity, Good to be Me	Character: Serving community RE: link to Christmas story Cultural: participation in performance	Individual liberty: Composition provides opportunity English: story telling	Individual liberty: Composition provides opportunity English: link – retelling story of fairy tales	Individual liberty: Composition provides opportunity	Individual liberty: Composition provides opportunity English: descriptive language
	Mutual Respect: collaboration Spirituality: enjoyment/fascination of world around them, opportunities for reflection					