

## Music Curriculum KS1

### Aims

The national curriculum for music aims to ensure that all pupils:

- ♣ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musician
- s ♣ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- ♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should 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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

## Knowledge & Skills - KS1

Unit	1	2	3	4	5	6
Title	Hey You	Rhythm In The Way We Walk and The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay
Style of main song	Old School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
Unit theme	How pulse, rhythm and pitch work together.	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.
Instrumental Parts						
Key	C		C	D minor	C	Revise existing
One Note	C		C	D	C	
Easy Part	C		C + D	D, F, C + D	C + G	

Medium Part	C + G		C + D	D, E, F, G + A	C, E + G
Melody	C + G		C, G + A	D, F, G, A + C	E, G + A
<b>Warm-up Games</b>	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.				
Game 1	<b>Find The Pulse</b> Choose an animal and find the pulse				
Game 2	<b>Rhythm Copy Back</b> Listen to the rhythm and clap back				
Game 3	<b>Rhythm Copy Back, Your Turn</b>				
Game 4	<b>Pitch Copy Back and Vocal Warm-up 1</b>				
Game 4a	<b>Pitch Copy Back and Vocal Warm-up 2</b>				

	1	2	3	4	5	6
<b>Improvisation</b>						
Challenge 1	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).		<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	Revise existing
Challenge 2	<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.		<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.	<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E.	<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E.	
Challenge 3	<b>Improvise!</b> Take it in turns to improvise using C or C and D		<b>Improvise!</b> Take it in turns to improvise using C or C and D	<b>Improvise!</b> Take it in turns to improvise using D or D and E	<b>Improvise!</b> Take it in turns to improvise using D or D and E	
<b>Composing</b>						
With one note	C		C		C	Revise existing
With three notes	C, D + E		C, D + E		C, D + E	
With five notes	C, D, E, F + G		C, D, E, F + G		C, D, E, F + G	

## Supporting Songs and Styles

1	2	3	4	5	6
Hey You! By Joanna Mangona	Rhythm In The Way We Walk and The Banana Rap by Joanna Mangona and Jane Sebba	In The Groove by Joanna Mangona	Round and Round by Joanna Mangona	Your Imagination by Joanna Mangona and Pete Readman	Reflect, Rewind and Replay
Old-School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
Me, Myself And I by De La Soul Fresh Prince Of Bel-Air by Will Smith Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC	The Planets, Mars by Gustav Holst (Classical)  Tubular Bells by Mike Oldfield (Pop)  The Banana Rap by Jane Sebba (Hip Hop)  Happy by Pharrell Williams (Pop)  When I'm 64 by The Beatles (Pop)	How Blue Can You Get by B.B. King (Blues)  Let The Bright Seraphim by Handel (Baroque)  Livin' La Vida Loca by Ricky Martin (Latin/Pop)  Jai Ho by J.R. Rahman (Bhangra/Bollywood)  Lord Of The Dance by Ronan Hardiman (Irish)  Diggin' On James Brown by Tower Of Power (Funk)	Livin' La Vida Loca by Ricky Martin (Latin/Pop)  Imperial War March by John Williams (Film)  It Had Better Be Tonight by Michael Bubl� (Latin/Big Band)  Why Don't You by Gramophonedzie (Big Band/Dance)  Oya Como Va by Santana (Latin/Jazz)	Supercalifragilisticexpialidocious from Mary Poppins  Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack  Daydream Believer by The Monkees  Rainbow Connection from The Muppet Movie  A Whole New World from Aladdin	A Song Before Sunrise by Frederick Delius - 20th Century  The Firebird by Igor Stravinsky - 20th Century  The Bird by Sergei Prokofiev - 20th Century  Grand March from Aida by Giuseppe Verdi - Classical  Bolero by Maurice Ravel - 20th Century  The Lamb by John Tavener - Contemporary

Unit	1	2	3	4	5	6
Title	Hands, Feet, Heart	Ho, Ho, Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind & Replay
Style of main song	Afropop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
Unit theme	South African music	Festivals and Christmas	Playing together in a band	Reggae and animals	A song about being friends	The history of music, look back and consolidate your learning, learn some of the language of music
<b>Instrumental Parts</b>						
Key	G	G	D	C	C	Revise existing
One Note	G	G	F	C	C	
Easy Part	G, A + C	G, A + B	D + C	C + D	E + G	
Medium Part	G, A, B + C	G, A + B	G, F + C	C + D	E, G, A + B	
Melody	E, F, G, A, B + C	N/A	C, D + F	C + D	C, D, E, F, G, A + B	
<b>Warm-up Games</b>	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					
Game 1	<b>Find the Pulse</b> Choose an animal and find the pulse					
Game 2	<b>Rhythm Copy Back</b> Listen to the rhythm and clap back					
Game 3	<b>Rhythm Copy Back, Your Turn</b>					
Game 4	<b>Pitch Copy Back and Vocal Warm-up 1</b>					
Game 4a	<b>Pitch Copy Back and Vocal Warm-up 2</b>					
	1	2	3	4	5	6
<b>Improvising</b>						

Challenge 1	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).		<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	Revise existing
Challenge 2	<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.		<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with F moving to G.	<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.	<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.	
Challenge 3	<b>Improvise!</b> Take it in turns to improvise using C or C and D.		<b>Improvise!</b> Take it in turns to improvise using F or F and G.	<b>Improvise!</b> Take it in turns to improvise using C or C and D.	<b>Improvise!</b> Take it in turns to improvise using C or C and D.	
<b>Composing</b>						
With one note	C		F	C	C	Revise existing
With three notes	C, D + E		F, G + A	C, D + E	C, D + E	
With five notes	C, D, E, F + G		F, G, A, B <sup>b</sup> (A <sup>#</sup> ) + C	C, D, E, F + G	C, D, E, G + A	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	
<b>Hands, Feet, Heart</b> by Joanna Mangona	<b>Ho, Ho, Ho</b> by Joanna Mangona	<b>I Wanna Play in a Band</b> by Joanna Mangona	<b>Zootime</b> by Joanna Mangona	<b>Friendship Song</b> by Joanna Mangona and Pete Readman	<b>Reflect, Rewind and Replay</b>	

Afropop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
The Click Song sung by Miriam Makeba	Please choose your own song here	We Will Rock You by Queen	Kingston Town by UB40	Count On Me by Bruno Mars	Peer Gynt Suite: Anitras Dance by Edvard Grieg - Romantic
The Lion Sleeps Tonight sung by Soweto Gospel Choir	Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom Song)	Smoke On The Water by Deep Purple	Shine by ASWAD	We Go Together (from the Grease soundtrack)	Brandenburg Concerto No 1 by Johann Sebastian Bach - Baroque
Bring Him Back by Hugh Masekela	Suspicious Minds by Elvis Presley (Pop)	Rockin' All Over The World by Status Quo	IGY by Donald Fagen	You Give A Little Love (from Bugsy Malone)	From The Diary Of A Fly by Béla Bartók - 20th Century
You Can Call Me Al by Paul Simon	Sir Duke by Stevie Wonder (Funk)	Johnny B.Goode by Chuck Berry	Feel Like Jumping by Marcia Griffiths	That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John	Fantasia On Greensleeves by Ralph Vaughn Williams - 20th century
Hlokoloza by Arthur Mafokate	Fly Me To The Moon by Frank Sinatra (Big Band/ Jazz)	I Saw Her Standing There by The Beatles	I Can See Clearly Now by Jimmy Cliff	You've Got A Friend In Me by Randy Newman	Dance of The Sugar Plum Fairy by Pytor Tchaikovsky - Romantic
					The Robots (Die Roboter) by Kraftwerk - Contemporary

## Listen and Appraise

<b>Knowledge</b>	<b>Skills</b>
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- 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 learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.

## Games

Knowledge	Skills
<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> </ul>	<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> <li>• <b>Game 1 - Have Fun Finding The Pulse!</b> Find the pulse. Choose an animal and find the pulse</li> <li>• <b>Game 2 - Rhythm Copy Back</b> 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.</li> <li>• <b>Game 3 - Rhythm Copy Back, Your Turn</b> Create rhythms for others to copy</li> <li>• <b>Game 4 - Pitch Copy Back and Vocal Warm-up 1</b> Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat</li> <li>• <b>Game 4a - Pitch Copy Back and Vocal Warm-up 2</b> Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</li> </ul>

## Singing

Knowledge	Skills
<p>To confidently sing or rap five songs from memory and sing them in unison.</p>	<ul style="list-style-type: none"> <li>● Learn about voices, singing notes of different pitches (high and low).</li> <li>● Learn that they can make different types of sounds with their voices - you can rap or say words in rhythm.</li> <li>● Learn to start and stop singing when following a leader.</li> </ul>

## Playing

Knowledge	Skills
<ul style="list-style-type: none"> <li>● Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>● Learn the names of the instruments they are playing.</li> </ul>	<ul style="list-style-type: none"> <li>● Treat instruments carefully and with respect.</li> <li>● Play a tuned instrumental part with the song they perform.</li> <li>● 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).</li> <li>● Listen to and follow musical instructions from a leader.</li> </ul>

## Improvisation

Knowledge	Skills
<ul style="list-style-type: none"> <li>Improvisation is about making up your own tunes on the spot.</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>Everyone can improvise!</li> </ul>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li><b>Clap and Improvise</b> - Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li><b>Sing, Play and Improvise</b> - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li><b>Improvise!</b> - Take it in turns to improvise using one or two notes.</li> </ol>

## Composition

Knowledge	Skills
<ul style="list-style-type: none"> <li>Composing is like writing a story with music.</li> <li>Everyone can compose.</li> </ul>	<ul style="list-style-type: none"> <li>Help to create a simple melody using one, two or three notes.</li> <li>Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>

## Performance

Knowledge	Skills
<p>A performance is sharing music with other people, called an audience.</p>	<ul style="list-style-type: none"> <li>Choose a song they have learnt from the Scheme and perform it.</li> <li>They can add their ideas to the performance.</li> <li>Record the performance and say how they were feeling about it.</li> </ul>