



## KS1 Markland Hill Music Curriculum – END OF KEY STAGE 1 YEAR B

| Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                             | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Teaching Units                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                             |
| 'Mars' from 'The Planets' by Gustav Holst<br><br><b>BBC Ten Pieces</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Lark Ascending<br><br><b>BBC Ten Pieces</b> | <i>Feel the beat</i><br><br><b>Bolton Music Service</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <i>Patterns with Pitch</i><br><br><b>Bolton Music Service</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <i>Traditional Tales</i><br><br><b>Bolton Music Service</b> |
| <b>Substantive Knowledge (NC objectives):</b> <ul style="list-style-type: none"><li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>• play tuned and untuned instruments musically</li><li>• listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul><br><b><u>Disciplinary Knowledge</u></b><br><b><u>Mars</u></b><br><br>Listen to a new piece of music<br>Explore spikey and smooth in the context of music<br>Learn a new song and sing it in different styles |                                             | <b>Substantive Knowledge (NC objectives):</b> <ul style="list-style-type: none"><li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>• play tuned and untuned instruments musically</li><li>• listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul><br><b><u>Disciplinary Knowledge</u></b><br><br><b><u>Feel the Beat</u></b><br><br>Feel the Beat Exploring the voice and pitch matching so-mi-la.<br>Developing control of pulse and rhythm, with body percussion and simple percussion (taps/shakers).<br>Exploring dynamics and tempo with the | <b>Substantive Knowledge (NC objectives):</b><br><br><b><u>Disciplinary Knowledge</u></b> <ul style="list-style-type: none"><li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>• play tuned and untuned instruments musically<ul style="list-style-type: none"><li>• listen with concentration and understanding to a range of high-quality live and recorded music</li></ul></li><li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul><br><b><u>Patterns with Pitch</u></b><br><br>Warm up the voice, exploring pitch changes using pitch graphic scores<br>Play singing games to develop accurate pitch matching |                                                             |

Play simple patterns on the drum, and repeat simple patterns back

Write new lyrics to a familiar tune about all the things you might find on your way to Mars!

Make your own space map with lots of different sounds

Play some classroom instruments

### Assessment End Points:

**S1** I can sing 2 melodies (so-mi) with mostly accurate pitch matching.

**L1a** I can listen with growing concentration to a range of live and recorded music, responding in different ways e.g. drawing, moving.

**L1b** I can say how a piece of music makes me feel.

**C1b** I can suggest ideas to replace words in familiar songs

**M1c** I have explored a range of tuned and untuned instruments.

**M1d** I have used pictures and symbols to support my singing and playing.

**S2** I can sing 2 or 3 note melodies (la-so-mi) with mostly accurate pitch matching

**L2a** I can listen with growing concentration to a range of live and recorded music, recognising changes in dynamics and tempo.

**L2b** I can say how a piece of music makes me feel and give a reason

**C2b** I can create a simple rhythm using words and phrases as a starting point.

voice and through listening.  
Listen and respond: short selections including introducing the orchestra.

### Assessment End Points:

**S1** I can sing 2 melodies (so-mi) with mostly accurate pitch matching.

**L1a** I can listen with growing concentration to a range of live and recorded music, responding in different ways e.g. drawing, moving.

**M1a** I can keep the beat using my body, with some support.

**M1b** I can copy a simple rhythm using my body

**S2** I can sing 2 or 3 note melodies (la-so-mi) with mostly accurate pitch matching

**L2a** I can listen with growing concentration to a range of live and recorded music, recognising changes in dynamics and tempo.

**M2a** I can move and perform to a steady beat/pulse.

**M2b** I can copy a simple rhythm using my body or an instrument.

### Teachers to refer to Skills Progression Document for Year 3 and Year 4.

Sing songs and pattern pitch changes

Play simple scalar melodies from songs and drones on tuned percussion (chime bars) to accompany songs

Listen to instruments with different pitches and identify higher and lower

### Assessment End Points:

**M1a** I can keep the beat using my body, with some support.

**M1b** I can copy a simple rhythm using my body

**M1c** I have explored a range of tuned and untuned instruments.

**M1d** I have used pictures and symbols to support my singing and playing.

**M2a** I can move and perform to a steady beat/pulse.

**M2b** I can copy a simple rhythm using my body or an instrument.

**M2c** I have played a range of tuned and untuned instruments.

**M2d** I have used pictures and symbols (including sticks and dots) to support my singing and playing

### Traditional Tales

#### Jack and the Beanstalk

Sing/perform 'Here's the story of Jack'  
Choose and use percussion instruments to accompany the song story and devise their own symbols eg

**M2c** I have played a range of tuned and untuned instruments.

**M2d** I have used pictures and symbols (including sticks and dots) to support my singing and playing

### Lark Ascending

- Listen to a new piece of music and learn what a composer is
- Explore the difference between high pitch and low pitch
- Lead a musical activity
- Listen and identify sounds outside Mirror sounds they hear
- Link an instrument to a character
- Sing (whilst learning a new song)
- Suggest new lyrics
- Compose short pieces of music

### Assessment End Points:

**S1** I can sing 2 melodies (so-mi) with mostly accurate pitch matching..

**L1a** I can listen with growing concentration to a range of live and recorded music, responding in different ways e.g. drawing, moving.

**L1b** I can say how a piece of music makes me feel.

**C1a** I have created music in response to an idea or theme, exploring the inter-related dimensions.

**C1b** I can suggest ideas to replace words in familiar songs

**M1c** I have explored a range of tuned and untuned instruments.

|                      |                     |
|----------------------|---------------------|
| Magic beans          | 5 shakes on maracas |
| Climbing up and down | Glockenspiels       |
| Fee Fi Fo Fum        | Drums               |
| Money/golden hen     | Metal sounds        |
| Axe chopping         | Claves              |

Climbing up the Beanstalk (Sparkyard) – play CDEFG on “up up up up up”

Y1 – axe rhythms (1 and 2 sounds per beat)

Y2 - Beanstalk's growing – stick notate the rhythm

Beanstalk's growing – keep a drone on pulse (C), ostinato (C-G), melody (CEG) with dot notation

Match pitch patterns by ear. Partner pitch patterns on CEG (improvise Q&A phrases)

Compose own simple phrases using 3 notes and record using dot notation

### Assessment End Points:

**M1a** I can keep the beat using my body, with some support.

**M1b** I can copy a simple rhythm using my body

**S2** I can sing 2 or 3 note melodies (la-so-mi) with mostly accurate pitch matching

**L2a** I can listen with growing concentration to a range of live and recorded music, recognising changes in dynamics and tempo.

**L2b** I can say how a piece of music makes me feel and give a reason

**C2a** I have created music in response to an idea or theme, exploring the inter-related dimensions.

**C2b** I can create a simple rhythm using words and phrases as a starting point.

**M2c** I have played a range of tuned and untuned instruments.

**Teachers to refer to Skills Progression Document for Year 1 and Year 2.**

**M1c** I have explored a range of tuned and untuned instruments.

**M1d** I have used pictures and symbols to support my singing and playing.

**C1a** I have created music in response to an idea or theme, exploring the inter-related dimensions.

**M2a** I can move and perform to a steady beat/pulse.

**M2b** I can copy a simple rhythm using my body or an instrument.

**M2c** I have played a range of tuned and untuned instruments.

**M2d** I have used pictures and symbols (*including sticks and dots*) to support my singing and playing.

**C2a** I have created music in response to an idea or theme, exploring the inter-related dimensions.

**Teachers to refer to Skills Progression Document for Year 3 and Year 4.**

## KEY STAGE 1 – Year 1 & 2

| General                                                                             | Pitch       | Duration                                                              | Dynamics                                                           | Tempo                                                  | Timbre                                                | Texture  | Structure             | Notation                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------|-------------|-----------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------|----------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Instrument<br>Listen<br>Song<br>Sound<br>Voice<br>Chant<br>Create<br>Record<br>Play | High<br>Low | Beat/ Pulse<br>Rhythm<br>Walk<br>Jogging<br>Rest<br>Thinking<br>voice | Loud<br>Getting<br>louder<br>Quiet<br>Getting<br>quieter<br>Silent | Slow<br>Getting<br>slower<br>Fast<br>Getting<br>faster | Percussion<br>Tuned<br>Untuned<br><br>Spiky<br>Smooth | Together | Repeat<br>Call/answer | Graphic<br>symbols<br><br>Stick<br>notation<br><br><b>Walk</b><br>I<br><b>Jogging</b><br>IT<br><b>Rest</b><br>Z<br><br>Dot notation<br><br> |

In addition, pupils should begin to name the classroom percussion instruments that they are playing e.g. Drum, Triangle, Claves, Woodblock, Chime bars, Guiro, Maracas etc