



KS1 Markland Hill Music Curriculum – **END OF KEY STAGE 1 YEAR A**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teaching Units					
No Place Like Home	Finlandia	Hoedown!	Rain rain go away	Minibeasts	The Seaside
BBC Ten Pieces	BBC Ten Pieces	Bolton Music Service	Bolton Music Service	Bolton Music Service	Bolton Music Service
Substantive Knowledge (NC objectives): - 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. Disciplinary Knowledge No Place Like Home Listen to a new piece of music and describe what they hear Listen to the environment around them, and find new sounds Practise start and stop Conduct the class in starting and stopping Make their own 'Home' sound piece Think of new words for songs		Substantive Knowledge (NC objectives): - 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. Disciplinary Knowledge Hoedown! Exploring Pulse and rhythm. Finding and exploring the voice. Finding the beat (to songs and listening music), clap, tap and move Great Big House in New Orleans/ Cherry Pie Toes a twinklin' Exploring pulse and rhythm: Chickamey		Substantive Knowledge (NC objectives): - 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. Disciplinary Knowledge Minibeasts Minibeast songs: Minibeast bingo (so mi la) Playing in the garden (drone accomp) If I were a minibeast Composition Minibeast rhythms (fly/spider/moth) – Y2 extend to stick notation Play using untuned percussion Listening: Flight of the bumblebee (Rimsky-	

Link their topic or book to this piece of music

Help write a story with sound effects

Assessment End Points:

L1a I can listen with growing concentration to a range of live and recorded music, responding in different way

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

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

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

Finlandia

Listen to a new piece of music
Explore loud and quiet sounds
Make sounds on their body
Make a graphic score, and new pieces of music
Sing in different languages
Hear music from another country
Move to a pulse
Move to music
Play classroom instruments

Assessment End Points:

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

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

Crow, Hands & boots scores
Clap and tap the rhythm (with instruments)
Cowboy Joe – introducing stick notation
Listening: Rodeo by Copeland

Assessment End Points:

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

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

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. body or an instrument.

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

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

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

Rain Rain

Rain is falling down – drones and 2/3 note ostinati
Composing rainstorms and graphic scores.
Exploring timbre, structure, dynamics and tempo.
Listening: Drip drip drop little April Showers
Body percussion rainstorm (Africa) &
Raindrop prelude
Spring/Easter songs

Korsakov) The Wasps overture (Vaughn Williams)

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.

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

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.

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

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

The Seaside

Developing control of pitch with the voice and tuned percussion.
'Down there under the sea' – adding drones and tuned ostinato.
Listening: The Aquarium Composing 2&3 note melodies and following dot notation.

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.

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.

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.

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

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

Assessment End Points:

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

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

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

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

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.

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

Assessment End Points:

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.

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

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

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 why.

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.

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

KEY STAGE 1 – Year 1 & 2

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

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