

**Our children are receptive, inquisitive learners who, through our Gospel values, have a unique sense of the world.**

**The Music Curriculum K&S at St. Teresa’s Catholic Academy – Key Stage 1**

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| NC objective    Pupils should be taught to: | **Year 1 Charanga Units**  *Hey you!*  *Rhythm in the way we walk & talk/banana rap*  *In the groove*  *Round and round*  *Your imagination* *Reflect, rewind, replay* | | **Year 2 Charanga Units**  *Hands, feet, heart*  *Ho, Ho, Ho*  *I wanna play in a band*  *Zootime*  *Friendship time*  *Reflect, rewind, replay* | |
| Skills | Knowledge | Skills | Knowledge |
|  Use their voices expressively and creatively by singing songs and speaking chants and rhymes. | -To use their voices and sing notes of different pitches | -To understand that different pitches can be created using our voices. | - To use their voice to sing notes of different pitch  (high and low) | -To understand that voice can sing notes of different pitch (high and low) |

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|  |  | * To use their voices to make different types of sounds – rapping or saying words in rhythm.     -To sing or rap five songs from memory.     * To start and stop singing when following a leader. | -To understand that different types of sounds can be made using their voices.    -To know five songs or raps from memory. | * To know and confidently sing five songs from memory.      * To be able to explain what singing in unison means.     -To use their voices to make different types of sounds – rapping.      -To be able to warm up their voices effectively.    -To be able to sit in a comfortable position to sing. | -To know five songs or raps from memory.      -To know that unison is when everyone is singing at the same time.    -To know that songs can include other ways of using the voice e.g rapping  (spoken word)    -To understand why we need to warm up our voices. |
|  | Play tuned and untuned instruments musically. | * To treat instruments with respect.     -To be able to find and play notes C, D, E, F, G and A on a tuned instrument.     * To play a tuned instrumental part to accompany a song using one note. | * To know notes C, D, E, F, G and A.      * To know the name of the instruments that they are playing. | * To play a tuned instrumental part that uses one, two or more notes.      * To be able to find and play notes G, A, B, C, D, E   and F on a tuned instrument.     * To play an instrumental part in time with the steady pulse. | * To know notes G, A, B, C, D, E and F.      * To know the names of untuned percussion instruments that are played in class. |

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|  |  | - To listen to and follow musical instructions from a leader. |  |  |  |
|  | Listen with concentration and understanding to a range of high-quality live and recorded music. | -To experience movement to music by dancing, marching, being animals or pop stars.    - To recognise the sound and names of some of the instruments they hear within music. | * To know five songs.     -To know what each song is about.     * To know and recognise the sound and names of some of the instruments they use within music. | - To explain how songs can tell a story or describe an idea and give specific examples. | * To know five songs.      * To know some songs have a chorus and a response/answer part.     -To know that songs have a musical style.    -To know that songs can tell a story or describe an idea. |
|  | Experiment with, create, select and combine sounds using the inter-related dimensions of music. | -To be able to find the pulse within a song or piece of music.     * To be able to listen to a rhythm and clap the same rhythm back.      * To create their own rhythms for others to copy.      * To be able to listen to a rhythm and improvise and clap back an answer. | -To know that music has a steady pulse, like a heartbeat.    -To know that we can create rhythms from words, our names, favourite colours and animals.     * To know that improvisation is about making up your own tunes on the spot.      * To know that everyone can improvise. | * To be able to use voice to copy back using ‘la’ whilst marching the steady beat.        * To be able to take turns to improvise using one or two notes.      * To be able to help create three simple melodies using one, three or five notes.        * To be able to choose a song that they have learnt and perform it. | * To know that we can create rhythms from words, our names, favourite food, colours and animals.      * To know that rhythms are different from the steady pulse.      * To know that we can add high and low sounds (pitch) when we sing and play our instruments. |
|  | | * To be able to use voices and instruments to improvise their own answer when they have listened to a rhythm.      * To be able to help to create a simple melody using one, two or three notes.      * To be able to write down the notes of a composition and change them if necessary.      * To be able to perform a song or piece of music that they have learnt. | * To understand that composing is like writing a story with music.     -To understand that everyone can compose.    -To understand how notes of the composition can be written down and changed if necessary.     * To understand that a performance is sharing music with other people who are called an audience. | -To be able to add their own ideas to a performance.    - To be able to comment on how they were feeling about their performance. | * To know that a performance can be a special occasion and involve a class, a year group or a whole school.      * To know that an audience can include your parents and friends. |