

**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.

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|  | * 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.

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