LONGTON LANE PRIMARY SCHOOL SUBJECT: MUSIC YEAR 1

*‘Believe and Achieve’*

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| National Curriculum Subject Content  * use their voices expressively and creatively by singing songs and speaking chants and rhymes 1 * play tuned and untuned instruments musically 2 * listen with concentration and understanding to a range of high-quality live and recorded music 3 * experiment with, create, select and combine sounds using the inter-related dimensions of music 4 |

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| 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 and 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 |
| 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 |

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| Listen and Appraise | Singing | Playing | Improvisation | Composition | Performance |
| To know 5 songs off by heart  To know what a song is about  To know and recognise the sound and names of some of the instruments they use  To enjoy moving to music in a variety of ways | To confidently sing or rap 5 songs from memory and sing them in unison  To sing notes of different pitch - high and low  To be able to make different types of sounds with their voices i.e. say words in rhythm  Begin to start and stop singing when following a leader | To know that music has a steady pulse, like a heartbeat  Learn the names of the instruments they are playing  Learn the names of the notes in their instrumental part  Play a tuned instrumental part with the song they perform  Play an instrumental part that matches their musical challenge, using one of the differentiated parts  Listen to and follow musical instructions from a leader | Understand that improvisation is about making up a tune on the spot  Be able to improvise through clapping  Be able to improvise through singing and playing | Understand that composing is like writing a story with music  Help to create a simple melody using one, two or three notes  Learn how the notes of a composition can be written down and changed if necessary | Know that a performance is sharing music with other people called an audience  Choose a song they have learnt from the scheme and perform it  Listen to their recorded performance and say how they were feeling about it |