



AVANTI MEADOWS
PRIMARY SCHOOL

Year 1 and 2 Music Curriculum Year A

	<u>Hey you!</u>	<u>Ho, Ho, Ho</u>	<u>In the groove</u>	<u>Zootime</u>	<u>Friendship Song</u>	<u>Reflect, Rewind and Replay</u>
<u>Listening and appraising</u>	<p>To show respect when listening to music</p> <p>To listen carefully to a piece of music and talk about what I can hear.</p> <p>To learn how I can enjoy moving to music using my body</p>	<p>To learn songs by heart</p> <p>To understand that songs have structure and begin to describe this such as call and response, or verse or chorus</p> <p>To know that songs have a musical style and to begin to talk about some style features I can hear</p> <p>To understand that we need to respect and celebrate the diversity of different styles of music</p>	<p>To show that I can respect a wider range of music from different origins and cultures</p> <p>To begin to use simple musical vocabulary to talk about a piece of music – such as some instruments I can hear.</p>	<p>To learn how songs can tell a story or describe an idea</p> <p>To talk about the different instruments, I can hear in the music and what these sound like</p> <p>To use key words to talk about rhythm, pulse, pitch in the music I am listening to</p>	<p>To begin to communicate my ideas about the meaning of the song in my singing – through my expression and body language</p> <p>To use key words to talk about rhythm, pulse, pitch in the music I am listening to</p>	<p>To listen, with respect, to other people’s ideas and feelings towards the music listened to.</p> <p>To describe some simple features of a piece of music using musical vocabulary – such as how a piece of music is organised into verses and chorus</p>
<u>Active warmups/games</u>	<p>To know that music has a steady pulse, like a heartbeat</p> <p>Find the pulse of a song</p> <p>To know that we can create rhythms from words such our names, favourite food, colours or animals</p> <p>Listen to a simple rhythm and clap back</p>	<p>To know that music has a steady pulse, like a heartbeat</p> <p>To find the pulse</p> <p>To know that we can create rhythms from words</p> <p>To know that rhythms are different from the steady pulse</p> <p>We can add pitch to rhythm and pulse by</p>	<p>To create my own rhythms from words such our names, favourite food, colours or animals</p> <p>To create my own rhythms for others to clap back</p> <p>To understand that pitch means how low or high a sound is</p> <p>To sing back pitches with increasing accuracy</p>	<p>To listen to the rhythm and clap back whilst keeping a steady beat</p> <p>To listen to the rhythm and clap back whilst keeping a steady beat</p> <p>To use my voice to sing rhythms based on words or sounds with one syllable whilst keeping a steady beat</p>	<p>To listen to the rhythm and clap back whilst keeping a steady beat</p> <p>To listen to the rhythm and clap back whilst keeping a steady beat</p> <p>To use my voice to sing rhythms based on words or sounds with one syllable whilst keeping a steady beat</p>	<p>To begin to show my understanding of pulse, rhythm and pitch and how these are linked in the music</p>

		singing or playing tuned instruments				
<u>Singing</u>	<p>To join in singing activities with enjoyment</p> <p>To know that I can make different types of sounds with my voice</p> <p>To sing notes of different pitches (high or low)</p> <p>Begin to start and stop while following a leader</p>	<p>To know that songs can involve more than one way to use the voice – for example rapping and singing</p> <p>To understand that my voice is an instrument and I need to take care of it</p> <p>To understand that warming up my voice is important</p>	<p>To begin to talk about how singing makes my body feel</p> <p>To understand that my voice is an instrument and I need to take care of it</p> <p>To sing a growing range of notes of different pitches (high or low) with increasing accuracy</p> <p>Start and stop with increasing accuracy whilst following a leader</p>	<p>To confidently know and sing songs from memory</p> <p>To know that unison is everybody singing at the same time</p>		<p>To begin to link singing to my wellbeing</p> <p>To join in activities to keep my voice healthy- warming up, maintaining good posture etc</p> <p>To sing a growing range of notes of different pitches (high or low) with increasing accuracy</p> <p>To respond to a range of simple cues from a leader – such as start stop, louder or quieter</p>
<u>Playing</u>	<p>To learn the correct names of instruments I play in class such as drum, tambourine or glockenspiel</p> <p>To treat instruments carefully and with respect</p> <p>Listen to and follow musical instructions from a leader</p>	<p>To know the correct names of the instruments in the classroom</p> <p>To continue to treat instruments purposefully, carefully and with respect making links to our ethos</p> <p>To follow a growing range of cues from a leader such as start stop, quicker slower, softer, louder</p>	<p>To learn the correct names of a growing range of instruments, both tuned and untuned</p> <p>To begin to play instruments purposefully – shake the tambourine, beat the drum</p> <p>To continue to show respect to instruments</p> <p>To start and stop when following a leader</p>	<p>To identify some families of instruments</p> <p>To treat instruments increasingly musically – beginning to know to change or modify sounds made from instruments</p> <p>To follow a growing range of cues from a leader such as start stop, quicker slower, softer, louder</p>	<p>To identify some families of instruments and begin to say which family a particular instrument comes from</p> <p>To treat instruments increasingly musically – beginning to know to change or modify sounds made from instruments</p> <p>To follow a growing range of cues from a leader such as start stop, quicker slower, softer, louder</p>	<p>To begin to recognise some families of instruments</p> <p>To begin to play instruments musically – for example beat the triangle lightly so that it vibrates fully and rings out.</p> <p>To continue to show respect to instruments</p> <p>To continue to show respect to instruments</p> <p>To follow a range of simple cues from a leader such as start stop, slower, faster, louder, quieter</p>
<u>Composition</u>	<p>Understand that composing is like writing a story with music and can be written down</p> <p>Recognise that everybody</p>	<p>Composing is like writing a story with music, which can be written down</p> <p>Everyone can compose</p>	<p>To explore ways of changing sounds using percussion instruments.</p> <p>To sequence sounds using percussion instruments</p>	<p>A composition can be written down and changed if necessary</p> <p>Everyone can compose</p>	<p>A composition can be recorded in a variety of ways including technology</p> <p>Everyone can compose</p>	<p>To explore ways of changing sounds using percussion and tuned instruments.</p> <p>To make a sequence using</p>

	<p>can compose</p> <p>Begin to experiment with creating and changing sounds</p>	<p>Continue to explore and experiment with sound: sequencing, changing, adapting using tuned and untuned instruments</p>		<p>Begin to create simple melodies in a group using 1 or 3 notes on a tuned instrument</p>	<p>Begin to create simple melodies in a group using 3 or 5 notes on a tuned instrument</p>	<p>one or two notes using a tuned instrument</p> <p>To sequence sounds using percussion instruments</p>
<u>Improvisation</u>	<p>Understand that improvisation is about making up my own tunes on the spot</p> <p>Recognise that everyone can improvise</p> <p>To listen to a short rhythm, and then improvise my own short rhythm using my body or voice</p>	<p>Improvisation is making up you own tunes on the spot</p> <p>Everyone can improvise</p> <p>To improvise short rhythms or short melodies using 1 note</p>	<p>Understand that improvisation is about making up my own tunes on the spot</p> <p>Recognise that everyone can improvise</p> <p>To listen and sing back my own improvisation using one note - C</p>	<p>Improvisation is making up you own tunes on the spot</p> <p>Everyone can improvise</p> <p>To improvise short rhythms or short melodies using 1 note</p>	<p>To learn that my improvisation belongs to me but is not written down</p> <p>Everyone can improvise</p> <p>To improvise short rhythms or short melodies using one or two notes</p>	<p>Understand that improvisation is about making up my own tunes on the spot</p> <p>Recognise that everyone can improvise</p> <p>To listen and sing back my own improvisation, using one or two notes. D or E This can be using my voice or tuned instrument</p>
<u>Performance</u>	<p>To understand that a performance is sharing music with other people, called an audience</p> <p>To enjoy singing as a group</p> <p>To perform a song in a hip-hop style to a small audience – e.g., children or staff</p>	<p>To learn that a performance can be a special occasion.</p> <p>There are different types of performers, e.g., a solo, an ensemble and different types of audiences – family or friends or parents</p> <p>To Perform a rap song</p>	<p>To understand that a group of musicians performing together is called an ensemble</p> <p>To join in as part of a musical ensemble</p> <p>To perform a song in different styles – Blues, Baroque, Latin, Bhangra, Folk, Funk</p>	<p>To make a positive contribution to an ensemble – playing as part of a team, supporting others, listening to others</p> <p>To add my own ideas to a performance</p> <p>To perform a reggae song</p>	<p>To make links with our values to consider what makes for a positive performance experience for performer and audience</p> <p>To add my own ideas to a performance</p> <p>To perform a pop song</p>	<p>To join in as part of a musical ensemble</p> <p>To begin to understand the importance of teamwork in a musical ensemble</p> <p>To perform a song in a classical style</p>