

Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10



Year 1	Music Long Term Overview					
	Autumn 1 Genre: Ragtime	Autumn 2 Genre: Ragtime	Spring 1 Genre: Romantic	Spring 2 Genre: Romantic	Summer 1 Genre: Minimalism	Summer 2 Genre: Minimalism
Unit of work Driving Question	How can we make friends when we sing together?  Composing: Using the notes CDE in 4/4 time	How does music tell stories about the past?  Composing: <b>compose a melodic line with direction creating a beginning and an end using the home key</b>	How does music make the world a better place?  Composing: Using the notes D, F, G, A in 3/4 time	How does music teach us about our neighbours?  Composing: Animal soundscapes	What songs can we sing to help us through the day?  Composing: Transport soundscapes	How does music teach us about looking after our planet? Composing: Improvising using CDE in 4/4 time
Composer Study:	Composer Study: Scott Joplin	Composer Study: Scott Joplin	Composer Study: Saint-Saëns	Composer Study: Saint-Saëns	Composer Study: John Adams	Composer Study: John Adams
Values	Friendship and Love		Respect and responsibility		Perseverance and Hope	
Link to NC programme of study	Pupils should be taught to: <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					

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<b>What we need to know</b> Red Hill Riches	To know that music has a steady pulse, like a heartbeat.  To know what a glockenspiel is.  To know that songs include other ways of using the voice e.g. rapping (spoken word).	To know that we can create rhythms from words, our names, favourite food, colours and animals.  To know what a piano sounds like.	To know what pitch is.	To know what tempo is.	To know that improvising is making up your own melodies or rhythms on the spot.	To know what minimalist music is.  To know that composing is like writing a story with music.
<b>Links to prior knowledge</b> (footprints)	Reception-Moving in time with the music		Reception-minibeast sounds		Reception-Sea soundscape	
<b>Vocabulary</b>	Pulse Pitch Rhythm Genre Instrument Tuned Untuned Body percussion Untuned percussion Symbols					
<b>Disciplinary Knowledge</b> Musicianship: Understanding Music	<ul style="list-style-type: none"> <li>• Walk, move or clap a steady beat, changing the speed of the beat as the speed (tempo) of the music changes.</li> <li>• Use body percussion and class percussion to play repeated rhythm patterns.</li> <li>• Use tuned instruments to play pitched patterns while maintaining a steady beat.</li> <li>• Perform word-pattern chants; create, retain and perform own rhythm chants.</li> </ul>					

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	<ul style="list-style-type: none"> <li>Explore percussion sounds to enhance story telling. Follow pictures and symbols to guide singing and playing. E.g. 4 dots = 4 taps on a drum</li> </ul>
Disciplinary Knowledge Listening	<ul style="list-style-type: none"> <li>Identify the beat (<b>pulse</b>) of a tune.</li> <li>Recognise changes in <b>pitch</b>.</li> <li>Listen to rhythms and clap them back.</li> <li>Begin to identify some instruments by the sound that they make.</li> </ul>
Disciplinary Knowledge Singing	<ul style="list-style-type: none"> <li>Demonstrate good singing posture</li> <li>Sing songs from memory</li> <li>Copy back intervals of an octave and fifth (high, low)</li> <li>Sing in unison</li> <li>Sing in high and low voices and talk about the difference in sound (<b>pitch</b>)</li> </ul>
Disciplinary Knowledge Performing	<ul style="list-style-type: none"> <li>Prepare a song to perform</li> <li>Communicate the meaning of the song</li> <li>Follow instructions on how to play an instrument.</li> </ul>
Disciplinary Knowledge Composing	<p><b>Whole Class</b></p> <ul style="list-style-type: none"> <li>Create musical sound effects and short sequences of sounds in response to a stimuli (e.g. rainstorm or train journey)</li> <li>Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>Recognise how graphic notation can represent created sounds.</li> <li>Explore and invent own symbols.</li> </ul> <p><b>Improvisation</b></p> <p>Improvise simple vocal chants using question and answer phrases.</p>