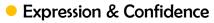


Halsall St Cuthbert's CE Primary School Music

Our bespoke curriculum contains the following Golden threads:

- Environment & Locality
- Equality & Diversity



Year 1		
Topic: "Hey You!" Singing Charanga unit		
	Objectives	
 NC - Pupils should be taught to: [] use their voices expressively and creatively by singing songs and speaking chants and rhymes [] play tuned and untuned instruments musically [] listen with concentration and understanding to a range of high-quality live and recorded music [] experiment with, create, select and combine sounds using the inter-related dimensions of music. To know that most music has a steady pulse To begin to understand pulse, rhythm and pitch Sing in time to a piece of music To clap a rhythm Play tuned and untuned instruments 		
Key Vocabulary	Enrichment Opportunities	
Pulse, rhythm, beat, glockenspiel	Different musical instruments, watch musicians play live, play the songs at various times for the pupils to join in with	
Values	End Outcomes and assessment	
Environment & Locality: Equality & Diversity: listening to a range of music from all over the world Expression & Confidence: improvisation and performance skills	 I can clap back rhythms I can sing in time to the music I can play a simple melody using simple rhythms I can recognise and name 2 or more instruments in a song I can play C in time for a performance 	



Year 1		
Topic: Christmas and Nativity songs and percussion		
Objectives		
 NC To use their voices expressively and creatively by singing songs and speaking chants and rhymes To learn how they can enjoy moving to music by dancing, marching, being in role To learn about voices, singing notes of different pitches To learn to start and stop singing when following a leader 		
Key Vocabulary	Enrichment Opportunities	
Carol, choir, rhythm	Use the Christmas songs learnt to enhance the Christmas Performances	
Values	End Outcomes and assessment	
Environment & Locality: Equality & Diversity: Expression & Confidence: Christmas Performances	 I know a modern Christmas song by heart I know a traditional Christmas carol by heart I can use my voice expressively 	

	Year 1			
Topic: Musical elements – Listening and identifying				
Objectives				
of high-quality live and recorded	ents of music through listening to a variety of pieces and beginning to identify some elements and instruments			
Key Vocabulary	Enrichment Opportunities			
Rhythm, dynamics,	To hear instruments being played live: guitar, ukulele, keyboard			
Values	End Outcomes and assessment			
Environment & Locality: Equality & Diversity: Expression & Confidence:	 I clap back rhythms heard I can say if the music is loud or soft (dynamics) I can listen for sustained periods I can recognise the sound a piano makes 			
Cypi ession a confidence.	 I can recognise the sound a drum makes I can recognise the sound strings make 			

Year 1

Topic: BBC 10 Pieces

"Finlandia" https://www.bbc.co.uk/programmes/articles/kXBzMN5FDFGpYJ0x3PxjtZ/finlandia-by-jean-sibelius

Objectives

- play and perform in ensemble contexts, using their voices and playing musical instruments
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

Key Vocabulary	Enrichment Opportunities
Beat, Black notes, Ostinato, pitched percussion, Pulse, Unpitched percussion, White notes	Further work on Finland: Geography, landscape images, etc
Values	End Outcomes and assessment
Environment & Locality: Relate to Finland Equality & Diversity: Tell basic story of Finland under threat from Russia Expression & Confidence: perform in a group	 I can listen and reflect on a piece of orchestral music I can create a rhythmic ostinatos and structure them into a piece I can perform as an ensemble I can recognise simple staff notation

Year 1				
Topic: Glockenspiels https://www.lancashiremusichub.co.uk/c/1314439-instruments/1369791-courses-and-units/1360253- glockenspiel-stage-1				
	Objectives			
 NC To play tuned and untuned instruments mu To begin to understand improvisation. Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm Know how pulse, rhythm and pitch work togeth Know that every piece of music has a pulse/state Know the difference between a musical question 	m. her to create a song. eady beat.			
Key Vocabulary	Enrichment Opportunities			
Glockenspiel, notes, ensemble, improvisation	Watch Evelyn Glennie play on Youtube			
Values	End Outcomes and assessment			
Environment & Locality: Equality & Diversity: Expression & Confidence: performance skills	 I can play a simple melody of 1,2 or 3 notes I can play along to a piece of music I can play as part of an ensemble 			

	Year 1		
Topic: African Music			
	Objectives		
 NC use their voices expressively and creatively by singing songs and speaking chants and rhymes [] play tuned and untuned instruments musically [] listen with concentration and understanding to a range of high-quality live and recorded music [] experiment with, create, select and combine sounds using the inter-related dimensions of music. Using a variety of classroom songs and recorded music, children become familiar with African rhythm and style Call and response - che che kule <u>https://www.youtube.com/watch?v=UIGMYsWs6jc</u> Play a variety of African instruments to a given piece of music 			
Key Vocabulary	Enrichment Opportunities		
Drums, beat, rhythms, calabash,	Drumming workshop, Pearl of Africa Choir visit		
Values	End Outcomes and assessment		
Environment & Locality: compare Africa to our country Equality & Diversity: African Expression & Confidence: Performance	 I can follow an African call-and-response song I can use a drum to keep a regular beat I begin to recognise the African music style I can name at least one African drum 		