



Halsall St Cuthbert's CE Primary School Music



Our bespoke curriculum contains the following Golden threads:

- Environment & Locality
- Equality & Diversity
- Expression & Confidence

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

Pulse, rhythm, beat, glockenspiel

Enrichment Opportunities

Different musical instruments, watch musicians play live, play the songs at various times for the pupils to join in with

Values

Environment & Locality:
 Equality & Diversity: listening to a range of music from all over the world
 Expression & Confidence: improvisation and performance skills

End Outcomes and assessment

- 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

Carol, choir, rhythm

Enrichment Opportunities

Use the Christmas songs learnt to enhance the Christmas Performances

Values

Environment & Locality:

Equality & Diversity:

Expression & Confidence: Christmas Performances

End Outcomes and assessment

- 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

- NC ☐ use their voices expressively and creatively by singing songs and speaking chants and rhymes ☐ listen with concentration and understanding to a range of high-quality live and recorded music
- To begin to understand the elements of music through listening to a variety of pieces and beginning to identify some elements and instruments
- To enjoy listening to a variety of musical styles

Key Vocabulary

Rhythm, dynamics,

Enrichment Opportunities

To hear instruments being played live: guitar, ukulele, keyboard

Values

Environment & Locality:

Equality & Diversity:

Expression & Confidence:

End Outcomes and assessment

- 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
- 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/kXBzMN5FDFGpYJOx3PxjtZ/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

Beat, Black notes, Ostinato, pitched percussion, Pulse, Unpitched percussion, White notes

Enrichment Opportunities

Further work on Finland: Geography, landscape images, etc

Values

Environment & Locality: Relate to Finland

Equality & Diversity: Tell basic story of Finland under threat from Russia

Expression & Confidence: perform in a group

End Outcomes and assessment

- 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
glockenspiel-stage-1

<https://www.lancashiremusichub.co.uk/c/1314439-instruments/1369791-courses-and-units/1360253->

Objectives

- NC To play tuned and untuned instruments musically
- 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 together to create a song.
- Know that every piece of music has a pulse/steady beat.
- Know the difference between a musical question and an answer.

Key Vocabulary

Glockenspiel, notes, ensemble, improvisation

Enrichment Opportunities

Watch Evelyn Glennie play on Youtube

Values

Environment & Locality:

Equality & Diversity:

Expression & Confidence: performance skills

End Outcomes and assessment

- 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 <https://www.youtube.com/watch?v=UIGMYsWs6jc>
- Play a variety of African instruments to a given piece of music

Key Vocabulary

Drums, beat, rhythms, calabash,

Enrichment Opportunities

Drumming workshop, Pearl of Africa Choir visit

Values

Environment & Locality: compare Africa to our country

Equality & Diversity: African

Expression & Confidence: Performance

End Outcomes and assessment

- 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