

## **Key stage 1 curriculum coverage map**

### **Pupils should be taught to:**

1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes
2. Play tuned and untuned instruments musically
3. Listen with concentration and understanding to a range of high-quality live and recorded music
4. Experiment with, create, select and combine sounds using the inter-related dimensions of music.

### **Linked in with new Model Music curriculum:**

#### **4 focus areas:**

Singing (All terms, including singing assemblies)

Listening (Spring term focus)

Composing (Autumn and Summer term focus)

Musicianship (All terms)

### **Information on 5-part lesson plan:**

**Vocabulary** – retrieval of old vocabulary and teaching of new vocabulary (see progression below)

**Singing** – Carefully select songs to reflect progression (see below)

**Instrument / listening focus** – listen to a range of music with a focus on live and recorded music, drawn from different traditions, great composers and musicians. Look at how music has changed over time. (See progression below)

**Main lesson focus** - (See long term planning below)

**Evaluation focus** – Comment on and appraise learning (See progression below)

**Composition focus** (see progression below)

**Whole school assemblies:** A combination of year 1 and year 2 singing material – Chants and rhymes, pentatonic songs, call and response songs. Sample of songs from model music curriculum:

This list of repertoire is intended to give teachers a good start in terms of choosing music for Year 1 and to highlight music which is age-appropriate. It should not limit the imagination and creativity of the teacher in terms of seeking and using other musical examples.

Good repertoire for this age group includes:

- Sing for Pleasure: *Boom Chicka Boom*
- Voices Foundation: *Have you Brought your Whispering Voice?*
- Voices Foundation: *Hello, How are You*
- Bance: *Copy Kitten*
- Voicelinks: *I'm a Train*
- *Bounce High, Bounce Low*
- Singing Sherlock: *Dr Knickerbocker*
- *Dragon Dance*
- Trad. Bangladesh: *Mo matchi (Song of the Bees)*
- Trad. Ghana: *Kye Kye Kule*
- Trad. England: *An Acre of Land*

This list of repertoire is intended to give teachers a good start in terms of choosing music for Year 2 and to highlight music which is age-appropriate. It should not limit the imagination and creativity of the teacher in terms of seeking and using other musical examples.

Good repertoire for this age group includes:

- *Little Sally Saucer*
- Trad. *Star Light, Star Bright, First Star I See Tonight*
- Trad. *Hey, Hey, Look at Me*
- Trad. *Rain, Rain Go Away*
- Trad. *Acka Backa*
- Voicelinks: *The King is in the Castle*
- Young Voiceworks: *Ebenezer Sneezer*
- Trad. *Oats and Beans and Barley Grow*
- Singing Sherlock 1: *Teddy Bear Rock n Roll*
- Trad. *Oliver Cromwell*
- Trad. *Lovely Joan*
- Trad. *Searching for Lambs*
- Voicelinks: *Fireworks*
- Trad. Bangladesh: *Hatti – ma tim tim (An Imaginary Bird)*
- Trad. Bangladesh: *Charti Kula beng (Four Fat Frogs)*
- Trad. Australia: *I Got Kicked by a Kangaroo*
- Trad. America: *Built My Lady a Fine Brick House*
- Sing Up: *Paintbox*

and composer focus

Composers revisited during music assemblies:

Mozart, Holst, Ravel (Bolero), Night Ferry (Anne Clyne)

Musicianship should be taught at the start of every lesson with a focus on one of pulse / beat, rhythm and pitch. (See possible teaching ideas for this below)

<p><b><u>Vocabulary progression:</u></b></p> <p><b><u>Year 1</u></b>  Pulse, beat, rhythm, pitch (high/low)  Loud / quiet, volume  Silence</p>	<p><b><u>Year 2</u></b>  (Continue with vocabulary from year 1)  Tempo, crescendo, decrescendo and pause  Rests – link in with rhythm/ pulse/ beat</p>
<p><b><u>Singing progression:</u></b></p> <p><b><u>Year 1</u></b>  Find their singing voice and use their voice with confidence  Use voices in different ways such as speaking, singing and chanting  Follow pitch movements with their hands and sing at high, low and middle ranges</p>	<p><b><u>Year 2</u></b>  Use voice expressively and creatively  Sing a melody accurately at their own pitch  Sing with an awareness of other performers  Begin to sing with control of pitch</p>
<p><b><u>Listening/instrument progression:</u></b></p> <p><b><u>Year 1</u></b></p> <ul style="list-style-type: none"> <li>• Recognise and explore how sounds can be organised</li> <li>• Identify and organise sounds using simple criteria: loud, soft, high, low</li> <li>• Talk about how music makes you feel or want to move. E.G Music makes me want to jump / dance / shout etc</li> <li>• Begin to understand that musical elements can be used to create different moods and effects.</li> <li>• Begin to understand and name classroom instruments.</li> </ul>	<p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>• Identify different groups of instruments</li> <li>• Begin to explore and order sounds using the inter – related dimensions of music*</li> <li>• Respond to different moods in music and explain their thinking about the changes in sound.</li> <li>• Understand that musical elements can be used to create different moods and effects.</li> <li>• Listen to pieces of music and discuss where and when they may be heard, explaining why using simple musical</li> </ul>

- Listen to short, simple pieces of music and talk about when and why they might hear it. E.G: A lullaby, The Wedding March

**Evaluation progression:**

- Think about and make simple suggestions about what could make their work better

**Composition progression:**

- Create and choose sounds
- Perform simple rhythmic patterns showing an awareness of pulse
- Know about and experiment with sounds
- Identify the pulse of a piece of music and join in getting faster and slower together
- Recognise and explore how sounds can be organised
- Identify and organise sounds using simple criteria: loud, soft, high, low
- Begin to represent sounds with shapes and marks.

vocabulary: It's quiet and smooth so it would be good for a lullaby

- Identify what improvements could be made to own work and make these changes including altering their voice, choice of and how they play their instrument
- Identify what improvements could be made to own work and make these changes including altering their voice, choice of and how they play their instrument
- Create and choose sounds for a specific effect
- Perform rhythmical patterns and accompaniments keeping a steady pulse
- Handle and play instruments with control
- Repeat short rhythmic patterns
- Accompany a chant or song by clapping or playing the pulse or rhythm
- Contribute to the creation of a class composition
- Create and choose sounds in response to a given stimulus
- Begin to explore and order sounds using the inter – related dimensions of music\*
- Confidently represent sounds with a range of symbols, shapes or marks.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<p><b>Superheroes</b> Singing focus - Children singing and performing songs based on superheroes</p> <p>Use voices expressively and creatively by singing songs and rhymes Play tuned and untuned instruments musically</p> <p>Chn to sing simple songs, chants and rhymes from memory. Start with simple songs with a small range and then extend to a wider range. Call and response songs. Include pentatonic songs. See repertoire of sample music but also use own examples. (Singing focus) Musicianship throughout</p>	<p><b>Superheroes</b> (Listening focus) Composers Musicianship throughout</p> <p><b>Listening unit – focus on musical genres</b></p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p><b>Focus on musical genres:</b> Learn a little about the history of the music. Listen to more of the planet pieces and children can decide if they like the music or not. Children can create their own stories behind the music. (Listening focus – musical genres) Musicianship throughout</p>	<p><b>Moon Zoom</b> Listening unit - composers</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music Play tuned and untuned instruments musically Use their voices expressively and creatively by singing songs <b>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b></p> <p>Listen to Mars by Holst during the unit. This can be introduced but will properly be looked at during the listening term.</p>	<p><b>The enchanted woodland</b> Composition focus – The write stuff</p> <p>Use voices expressively and creatively by singing songs and rhymes</p> <p>Play tuned and untuned instruments musically Creating and developing musical ideas (Create and Compose)</p> <p><b>Musicianship throughout</b></p> <p><b>Optional extra: Woodland rhymes</b></p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes Know about and experiment with sounds</p> <p><b>Composition focus – The write stuff</b></p>	<p><b>Rio de vida</b> Composition unit – BBC ten pieces Children will look at music from around the world Creating and developing musical ideas (Create and Compose) Play tuned and untuned instruments musically</p> <p><b>Summer term composition:</b> Links in with 'Rio' topic Heita Villa-Lobos <a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-heitor-villa-lobos/z4nsmfr">https://www.bbc.co.uk/teach/ten-pieces/classical-music-heitor-villa-lobos/z4nsmfr</a></p> <p>Listen to Fanfarra by Sergio Mendes/ Carlinhos Brown. Compare the music. Look at the origin of the music.</p> <p>(Composition focus) Musicianship throughout</p> <p>Use voices expressively</p>	<p><b>Paws, claws and whiskers</b> Singing unit - Charanga Creating and developing musical ideas (Create and Compose) Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>(Singing focus) Musicianship throughout</p>

					<p>and creatively by singing songs and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p><b>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b></p>	
<b>Year 2</b>	<p><b>Street Detectives</b></p> <p>Begin to learn to play the ocarina. This will carry on as the year progresses.</p> <p>Play tuned and untuned instruments musically</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>(Musicianship / instrument</b></p>	<p><b>Towers, tunnels and turrets</b></p> <p>Listening focus – genres of music</p> <p>Play tuned and untuned instruments musically</p> <p><b>Listening term: Focus on musical genres</b></p> <p><b>(Listening focus)</b></p>	<p><b>Fire of London</b></p> <p>Listening focus – Music through the decades</p> <p>Play tuned and untuned instruments musically</p> <p><b>Listening term: Focus on musical genres – focus specifically on learning about genres like rock, pop, classical and jazz. Play</b></p>	<p><b>The scented garden</b></p> <p>Singing / performance focus</p> <p>Use voices expressively and creatively by singing songs and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Chn to sing simple songs, chants and rhymes from memory.</p> <p>Start with simple songs with a small range and then extend to a wider range. Call and</p>	<p><b>Wriggle and Crawl</b></p> <p>Composition focus linked in with Write Stuff – Super worm</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded</p>	<p><b>Beachcombers BBC ten pieces</b></p> <p>-</p> <p><a href="https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-index/zr4x2sg">https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-index/zr4x2sg</a></p> <p><b>Children making own instruments to link with the sounds of the sea.</b></p> <p>Confidently represent sounds with a range of symbols, shapes or marks.</p> <p>Listen to pieces of music and discuss where and when they may be</p>

	<p><b>focus)</b></p> <p><b>Learn: Sea Shanties</b></p> <p>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</p> <p><b>Listening and singing focus</b>  <b>Focus on pitch – sing songs with a range in pitch. Respond to the leaders instructions and demonstrate these when singing.</b>  <b>Focus on dynamics (loud/quiet and tempo).</b></p>		<p><b>enough pieces so chn start spotting common patterns / links in the music.</b></p> <p><b>(Listening focus)</b></p>	<p>response songs.  Include pentatonic songs.</p> <p>See repertoire of sample music but also use own examples.</p> <p><b>(Singing focus)</b></p> <p><b>Musicianship throughout</b></p>	<p><b>music</b></p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>heard, explaining why using simple musical vocabulary: It's quiet and smooth so it would be good for a lullaby  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.</p>
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	<p><b>Introduce crescendo, decrescendo and pause.</b></p> <p><b>(Singing focus)</b></p> <p><b>Autumn term composition – creating music based on a narrative map from the Write Stuff. Can be completed in either Aut 1 or 2. (Composing focus)</b></p>					
<p><b>All children to learn the ocarina throughout Year 2.</b></p> <p><i>Play tuned and untuned instruments musically</i></p> <p><i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></p> <p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p>						

**Year 1:**

## Musicianship

### Pulse/Beat

- Walk, move or clap a steady **beat** with others, changing the speed of the beat as the **tempo** of the music changes.
- Use **body percussion**, (e.g. clapping, tapping, walking) and **classroom percussion** (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (**ostinati**) and short, pitched patterns on **tuned instruments** (e.g. glockenspiels or chime bars) to maintain a steady beat.
- Respond to the **pulse** in recorded/live music through movement and dance, e.g.
  - Stepping (e.g. *Mattachins* from *Capriol Suite* by Warlock),
  - Jumping (e.g. *Trepak* from *The Nutcracker* by Tchaikovsky)
  - Walking on tiptoes (e.g. *Scherzo* from *The Firebird Suite* by Stravinsky).

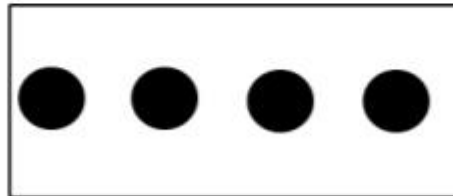
### Rhythm

- Perform short copycat rhythm patterns accurately, led by the teacher.
- Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.
- Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.



## Pitch

- Listen to sounds in the local school environment, comparing high and low sounds.
- Sing familiar songs in both low and high voices and talk about the difference in sound.
- Explore percussion sounds to enhance storytelling, e.g.
  - ascending xylophone notes to suggest Jack climbing the beanstalk,
  - quiet sounds created on a rainstick/shakers to depict a shower,
  - regular strong beats played on a drum to replicate menacing footsteps.
- Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.



Year 2:

## Musicianship

### Pulse/Beat

- Understand that the speed of the beat can change, creating a faster or slower pace (tempo).
- Mark the beat of a listening piece (e.g. *Bolero* by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo.
- Walk in time to the beat of a piece of music or song (e.g. *La Mourisque* by Susato). Know the difference between left and right to support coordination and shared movement with others.
- Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.
- Identify the **beat groupings** in familiar music that they sing regularly and listen to, e.g.
  - in 2 *Maple Leaf Rag* by Joplin
  - in 3 *The Elephant* from *Carnival of the Animals* by Saint-Saëns

### Rhythm

- Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.
- Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).
- Read and respond to chanted rhythm patterns, and represent them with stick notation including **crotchets**, **quavers** and **crotchets rests**.
- Create and perform their own chanted rhythm patterns with the same stick notation.

### Pitch

- Play a range of singing games based on the **cuckoo interval** (*so-mi*, e.g. *Little Sally Saucer*) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track