



Year 1 Overview for Music

Key Concepts NC PoS Reference	Knowledge (specific facts or truth components. A knowledge statement will often contain substantive, declarative or explicit knowledge.) Composite Knowledge Specific Knowledge – Component Knowledge	Skills (the use and application of composite knowledge. A skill statement will often contain implicit, procedural and disciplinary knowledge.)
<p>Musicianship: Understanding Music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p>Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor.</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low. Complete vocal warm-ups with a copy back option to use Solfa.</p> <p>Find and keep a steady beat together.</p>
<p>Listening: Respond/Analyse</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Find the steady beat.</p> <p>Talk about feelings created by the music. Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow. Describe dynamics as loud and quiet.</p>	<p>Move and dance with the music.</p> <p>Join in sections of the song, eg chorus.</p> <p>Begin to understand where the music fits in the world. Begin to understand about different styles of music.</p>
<p>Singing</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Demonstrate good singing posture</p>	<p>Sing, rap, rhyme, chant and use spoken word</p> <p>Sing songs from memory.</p> <p>Copy back intervals of an octave and fifth (high, low). Sing in unison.</p>
<p>Notation</p>	<p>Know ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G F, G, A G, B, D D, E, F#, G, A D, A, C</p>	
<p>Playing Instruments</p> <p>Play tuned and untuned instruments musically.</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.</p>	
<p>Creating: Improvising</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p>Improvise simple vocal patterns using 'Question and Answer' phrases.</p>

<p>Creating: Composing</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Explore and create graphic scores: Recognise how graphic notation can represent created sounds. Explore and invent your own symbols. Use music technology, if available, to capture, change and combine sounds.</p>	<p>Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Create a story, choosing and playing classroom instruments and/or soundmakers.</p> <p><u>Use simple notation if appropriate:</u> Create a simple melody using crotchets and minims:</p>
<p>Performing</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>Enjoy and have fun performing. Choose a song/songs to perform to a well-known audience. Prepare a song to perform. Communicate the meaning of the song. Add actions to the song. Play some simple instrumental parts.</p>