

Monks Coppenhall Academy – Year 1 Music Curriculum



	Singing/Songs	Overview	Objectives
Autumn 1	<p><u>Actions songs</u></p> <p>Cauliflowers Fluffy Oats and Beans Big Blue Tractor The Giggle Song The Alphabet Song Shake My Sillies Out I Walk and Walk Ralph’s Warm Up The Fancy Dance</p>	<p><u>MUSICAL SOUND EFFECTS FOR STORIES AND POEMS</u></p> <p>Exploring vocal sounds, body percussion, found sounds and using the untuned percussion instruments to choose and create musical sound effects to accompany stories and poems – Bear Hunt, The Gruffalo, Pirate Poetry, Owl Can’t Sleep, Monkey Drum</p> <p>Introduction to using colour coded notation to play simple melodies on colour coded untuned percussion</p>	<p>Sing to be able to match the pitch they hear with accuracy (S),</p> <p>Use percussion sounds to enhance story telling (M)</p> <p>Listen to sounds in the school environment, comparing high and low sounds (M)</p> <p>Understand the difference between a rhythm pattern and a pitch pattern (M)</p> <p>Create musical sound effects and short sequences of sound choosing appropriate instruments, vocal sounds, body percussion and sound makers. (M)</p> <p>Use body percussion and instruments to play repeated rhythm patterns ostinati and short pitched patterns on tuned instruments to maintain a steady beat. (M)</p>
Autumn 2	<p>Songs and Dances for Christmas</p>	<p><u>Colour Coded Handbells</u></p> <p>Understanding pitched notes. Working together in small groups to play seasonal melodies on the colour coded handbells using colour coded notation.</p>	<p>To use a colour coded notation system to play simple sung melodies with accurate rhythm on tuned percussion(M)</p> <p>Follow rhythm and pitch signals as a guide to singing and playing (M)</p>

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<p>Spring 1</p>	<p><u>Songs</u> Baby Beluga The Penguin Song Little Bird Song of the Fish</p> <p><u>Singing</u> <u>Games and</u> <u>Action Songs</u> Catch the Beanbag Jumping Up and Down Dabbling Ducks Train Coming</p>	<p><u>Listening to and Composing – Carnival of the Animals</u> Listening to and appraising extracts from Carnival of the Animals. How does the music describe the animals? Fast or slow, loud or quiet, happy or sad, smooth or spiky</p> <p><u>Drawing shapes to represent sounds.</u> Using a graphic score to compose music and choose instruments and sounds to describe an animal. Using a music making app to compose and record music to describe an animal. Chinese New Year – Pentatonic melodies</p>	<p>Be able to talk about how the features of the music can describe an animal (L) Recognise how graphic notation can represent created sounds and be able to explore and invent own symbols for sounds (M) Use technology to capture, change and combine sounds (M) Invent, retain and recall rhythm and pitch patterns and perform these for others (M) Walk, move or clap a steady beat with others and be able to change the speed of the beat as the tempo of the music changes (M) Sing familiar songs in both high and low voices and talk about the difference in sound (M) Respond to pulse in recorded or live music through movement and dance (M) Continue to use a colour coded notation system to play simple sung melodies with accurate rhythm on tuned percussion(M)</p>
<p>Spring 2</p>	<p><u>Songs</u> Songs and dances for Springtime and Easter Chants – call and response</p>	<p><u>Rhythm Stick Games – Playing Together and Taking Turns</u> BINGO Five Little Ducks Game Click and tap rhythms to favourite current music Copying rhythm patterns Composing rhythm patterns</p>	<p>Improvise simple vocal chants using question and answer phrases (M) Sing songs with a small range of notes and gradually increase note range to include pentatonic songs(S)</p> <p>Perform short copycat rhythms accurately led by the teacher (M) Perform short ostinato while keeping in time to a steady beat (M,P) Perform word pattern chants on untuned percussion (M) Create, retain and perform own rhythm patterns (M) Begin to understand and be able to clap/play rhythms using notation on a simple grid - crotchets, quavers and rests (M)</p>

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<p>Summer 1</p>	<p><u>Songs</u> March to The Beat We're Detectives I Love Music Major and Minor The Rainbow Song Happy and Sad (from 'I Love Music')</p>	<p><u>Playful Pizzicato</u> Composing a dance and mini-play with percussion and words to tell the story of the music of 'Playful Pizzicato.' Music and Art 'I See a Song' by Eric Carle Relaxation - Drawing to classical music. Draw and colour what you hear. Describing emotion in music.</p>	<p>To sing a wide range of call and response songs and to control vocal pitch and to match the pitch they hear with vocal accuracy. (S) Being able to discuss what a piece of music might be about and how it impacts on emotions. (L) Understanding and talking about music and mood, Use of art as a means to relax and focus on listening to music (L)</p>
<p>Summer 2</p>	<p><u>Bumble</u></p>	<p><u>Bumble – The Musical</u> Musical Theatre. Using music, dance, art and narrative to tell a story and learning all about the importance of bumble bees through the musical.</p>	