

The Piggott School: Charvil Primary



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Music Year 1

	Autumn 1 Pulse and Rhythm (All About Me)	Autumn 2 Nativity Performance	Spring 1 Classical Music, Dynamics and Tempo (Animals)	Spring 2 Timbre and Rhythmic Patterns (Fairy Tales)	Summer 1 Pitch and Tempo (Superheroes)	Summer 2 Musical Vocabulary (Under the Sea)
Content Declarative Knowledge 'I know'	*Know what rhythm is *Know what pulse is *Know that pieces can have more than one structure eg verse chorus	*Know that pieces can have more than one structure eg verse chorus	*Understand sounds can be adapted to change their mood eg through dynamics or tempo *Know that sounds can help tell a story *Know what tempo is *Know what dynamics are	*Know that sounds can tell a story *Know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936	*Know what tempo is *Understand that 'tuned' instruments play more than one pitch or notes	*Know what pitch is *Know what timbre is *Know what texture is
Skills Procedural Knowledge 'I know how to'	Listening *Describing the music verbally and through movement *Repeating short, simple rhythmic patterns Composing *Combining instrumental and vocal sounds within a given structure Performing	Performing *Using their voices expressively to speak and chant *Singing short songs from memory, keeping in tune and time *Responding to simple musical instructions as part of a class performance *Knowing when to respond to others	Listening *Recognising basic tempo, dynamic and pitch changes *Describing music verbally and through movement *Describing the differences between two pieces *Expressing a basic opinion about music *Repeating short, simple rhythmic patterns	Composing *Selecting and creating short sequences of sound to represent a given idea *Combining instrumental and vocal sounds within a given structure Performing *Using their voices expressively to speak and chant	Listening *Recognising basic tempo, dynamic and pitch changes *Describing the music verbally and through movement *Describing the differences between two pieces *Expressing a basic opinion about music Composing *Selecting and creating short	Listening *Recognising basic tempo, dynamic and pitch changes *Describing music verbally and through movement *Describing the differences between two pieces Composing *Selecting and creating short sequences of sound

	<ul style="list-style-type: none"> *Using their voices expressively to speak and chant *Singing short songs from memory, keeping in tune and time *Keeping the pulse *Copying back short rhythmic and melodic phrases *Knowing when to respond to others when playing as part of a group 	when playing as part of a group	Composing <ul style="list-style-type: none"> *Selecting and creating short sequences of sound to represent a given idea *Combining instrumental and vocal sounds within a given structure *Beginning to make improvements to their work as suggested by the teacher *Knowing when to vary tempo and dynamics in composition 	<ul style="list-style-type: none"> *Copying back short rhythmic and melodic phrases *Responding to simple musical instructions as part of a class performance *Knowing when to vary tempo and dynamics in composition 	sequences of sound to represent a given idea <ul style="list-style-type: none"> *Creating simple melodies using a few notes Performing <ul style="list-style-type: none"> *Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance *Knowing when to vary tempo and dynamics in composition 	to represent a given idea <ul style="list-style-type: none"> *Combining instrumental and vocal sounds within a given structure *Creating simple melodies using a few notes *Responding to simple musical instructions as part of a class performance *Knowing when to vary tempo and dynamics in composition
Vocabulary	Rhythm, pulse, body percussion, instruments	Actions, clap, in time, performance, sing, tune, verse, voice	Fast, quiet, tempo, slow, dynamics, musical composition	Timbre, rhythm, strings, oboe, bassoon, pulse, syllables, timpani, clarinet, French horn, flute	Accelerando, compose, fast, features, gradually, high, low, note, pattern, performance, pitch, play, rallentando, slow, sing, tempo, theme tune	Pulse, tempo, timbre, rhythm, texture, dynamics, celeste, pitch, structure, graphic score
Key Questions	Can you clap or move to show that you can feel the pulse of the music? What is pulse? What is rhythm? Which instruments can you hear? What is body percussion? Can you	What is a verse? What is a chorus? What makes an effective performance?	What are dynamics? What is tempo? Which music has the fastest tempo? How can the tempo of music represent animals?	How can we show fast and slow movement in music? How can we show a soft or loud musical sound? What is timbre? In Peter and the Wolf, why is the bird played by a	What is tempo? What is pitch? How do we use tempo in our superhero music? What does the leader do in a group performance? Which piece of music	What is pulse? What is timbre? What is texture? Which piece of music has the highest pitch? Which best describes the tempo of the music?

	clap the rhythm for the word “elephant”?			flute? In Peter and the Wolf, why is the wolf played by a timpani?	starts at a higher pitch?	
Assessment	Can the children clap a pulse? Can the children clap back a simple rhythm?	Performance of Nativity	Recording of class composition telling the story of the lion	Recording of the class telling story of Three Little Pigs including clapping rhythms to key phrases	Recordings of group performances of Superhero theme tune	Record children working in pairs to demonstrate: dynamics, timbre and pitch
Cross Curricular Links/Character Education	Individual liberty: Composition provides opportunity PSHE: self-identity, Good to be Me	Character: Serving community RE: link to Christmas story Cultural: participation in performance	Individual liberty: Composition provides opportunity English: story of Lion	Individual liberty: Composition provides opportunity English: link – retelling story of Three Little Pigs	Individual liberty: Composition provides opportunity	Individual liberty: Composition provides opportunity English: descriptive language
	Mutual Respect: collaboration Spirituality: enjoyment/fascination of world around them, opportunities for reflection					