

## Music yearly overview Year 1 and Year 2

Music is a subject that is taught every half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>Pulse</b></p> <p>Children will experience hearing and making long and short sounds on different instruments. They will use their listening skills to identify the different sounds. Children will create and follow symbols when performing. Children will understand the concept of syllables and rhythms. Children will explore the concept of pulse and why this is essential to keep the time when performing.</p> <p><b>End of unit aim:</b></p> <p>By the end of this unit, children should be able to identify, explore and create long and short sounds. Children should be able to create and follow simple symbols whilst performing such as stop, start, faster and slower. Children should be able to keep a steady pulse and demonstrate this by clapping, marching or playing an instrument.</p>	<p><b>Voice</b></p> <p>Children will learn to sing and perform songs which contain a small range of 3 to 5 notes. Children will learn to follow performance instructions when singing such as starting and stopping with accuracy. Children will learn to recognise and represent higher and lower sounds using graphic notation.</p> <p><b>End of unit aim:</b></p> <p>By the end of this unit, children should be able to sing and perform songs containing a small range of notes. Children should be able to follow performance instructions with accuracy. Children should be able to use graphic notation to represent higher or lower notes.</p>	<p><b>Rhythm</b></p> <p>Children will learn to explore how words and their syllables can be used to create rhythms and help maintain a pulse. Children will learn to use physical actions and movements to show the pulse and also indicate a rest. Children will learn to use graphic notation to compose some simple rhythms in small groups which will then be used as part of a class performance. Children will learn to perform review and appraise their own and their peers performances.</p> <p><b>End of unit aim:</b></p> <p>By the end of this unit, children should be able to play rhythmic patterns found in speech and confidently copy given rhythms. Children should begin to understand the differences between pulse and rhythm and use graphic notation to record rhythms. Children should be able to listen to ideas from others and use others feedback to improve their own work.</p>	<p><b>Pitch</b></p> <p>Children will learn to recognise the pitch of their voice, sounds and instruments. Children will learn to listen with accuracy and make decisions and order sounds that they hear. Children will learn to think about moods, feelings and emotions in relation to the pitch they choose for their performance.</p> <p><b>End of unit aim:</b></p> <p>By the end of this unit, children should be able to sing in tune and perform songs which contain 3 to 5 notes. Children should be able to recognise and begin to control changes in timbre, tempo, pitch and dynamics when playing instruments or vocally. Children should be able to use graphic notation to record pitch and listen to ideas from others to help them improve their work.</p>	<p><b>20<sup>th</sup> Century music</b></p> <p>Children will learn to listen to recorded music and use one element from different traditions, genres, styles and times.</p> <p><b>End of unit aim:</b></p> <p>By the end of this unit, children should be able to identify and perform features of a given tradition, genre, style or time. Children should be able to identify features of experimental music. Children should be able to identify and perform features of disco music. Children should be able to create and practise a piece of music using features of other genres</p>	<p><b>Music technology</b></p> <p>Children will learn to use technology to create and change sounds. Children will learn to demonstrate an understanding of musical structure. Children will learn to comment and respond to recordings of their own and others compositions.</p> <p><b>End of unit aim:</b></p> <p>By the end of this unit, children should be able to offer comments on peers' compositions and be receptive to feedback offered to them. Children should be able to suggest ways of using music technology to change or manipulate sounds. Children should be able to show an understanding of why music technology is useful and how it helps us to create new sounds from existing sounds.</p>

## Music yearly overview Year 1 and Year 2

Year 2	Pulse	Voice	Rhythm	Pitch	Music technology	20th century music
	<p>Children will learn to identify and explore pulse, rhythm and ostinatos (repeating patterns). Children will learn to practise and perform rhythms learning to layer them and combine them over other patterns and the pulse.</p> <p><b>End of unit aim:</b></p> <p>By the end of this unit, children should be able to sing and play with a good sense of pulse. Understand and demonstrate the differences between pulse and rhythm through physical movements, playing an instrument and singing. Children should begin to recognise rhythmic patterns found in speech by chanting and counting syllables in names or words. Children should be able to respond to visual and aural cues.</p>	<p>Children will learn to sing accurately using a range of notes. Children will learn to follow and use performance instructions including starting, stopping, dynamics and tempo. Children will learn to recognise and demonstrate the link between pitch and shape using graphic notation.</p> <p><b>End of unit aim:</b></p> <p>By the end of this unit, children should be able to sing with accuracy within a range of notes. Children should be able to follow and use performance instructions such as starting, stopping, dynamics and tempo. Children should be able to use graphic notation to recognise and demonstrate the link between pitch and shape.</p>	<p>Children will learn to listen to a variety of music from a diverse range of composers. Children will learn to explore pulse and rhythm through movement, playing instruments, singing, listening and graphic scores. Children will practise and then perform an ostinato which has a steady sense of pulse, rhythm and clear start and end points. Children will learn to appraise both their own work and the work of their peers and use this feedback to improve their own work.</p> <p><b>End of unit aim:</b></p> <p>By the end of this unit, children should be able to recognise rhythmic patterns found in speech. Children should be able to demonstrate understanding of the differences between pulse and rhythm. Children should be able to perform with a good sense of pulse and rhythm and use graphic notation to record rhythm. Children should be able to offer comments on others work and be accepting of feedback offered to them.</p>	<p>Children will learn to build confidence when singing, playing and identifying pitches. Children will learn to use a range of graphic representations to respond and sing along with. Children will have the opportunity to compose including elements such as rhythm, tempo and dynamics. Children will learn to compose, practise, perform and appraise their pieces and the work of their peers.</p> <p><b>End of unit aim:</b></p> <p>By the end of this unit, children should be able to sing in tune within a given pitch range and perform with a good sense of pulse and rhythm. Children should be able to listen and respond appropriately to a variety of music. Children should be able to demonstrate understating and use of musical features such as the graduation of sound. Children should be able to use graphic notation to demonstrate the link between shape and pitch.</p>	<p>Children will learn to experiment by changing and combining sounds using music technology. Children will learn to comment and respond to a variety of live and recorded music and comment on musical structures. Children will learn to demonstrate a deeper understanding of musical structures through discussion.</p> <p><b>End of unit aim:</b></p> <p>By the end of this unit, children should be able to offer comments on patterns they hear in 4 beat repeating patterns. Listen and offer appraisal of others work commenting on the musical structure. Children should be able to identify a verse chorus structure in well-known songs. Children should be able to record songs in a verse chorus pattern.</p>	<p>Children will learn to recognise and describe some features of film music. Children will learn to listen to sounds and draw symbols to represent them. Children will learn to perform songs altering the quality or mood of a song using their voice. Children will learn to appraise other work and accept the feedback of others.</p> <p><b>End of unit aim:</b></p> <p>By the end of this unit, children should be able to recognise and describe some features of descriptive music. Children should be able to recognise and describe the features of descriptive music and film music or soundtracks. Children should be able to recognise rhythmic patterns found in speech.</p>