

## Year 1 Key Learning

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Musicianship  Understanding Music  Improvise Together	Listening Finding a steady beat Copy-back Improvisation Singing  Pulse/beat Rhythm Pitch Tempo Dynamics	How to move in time with a steady beat/pulse.	<ul style="list-style-type: none"> <li>● I can move in time with a steady beat.</li> <li>● I can find the pulse of the music by moving my body.</li> </ul>	Experiment with, create, select and combine sounds using the interrelated dimensions of music.
		To copy back simple long and short rhythms with clapping.	<ul style="list-style-type: none"> <li>● I can listen to, copy and repeat a simple rhythm through call and response.</li> </ul>	
		To copy back singing simple high and low patterns.	<ul style="list-style-type: none"> <li>● I can listen to, copy and repeat a simple melody using my voice.</li> </ul>	
		To understand and demonstrate the difference between pulse, rhythm and pitch.	<ul style="list-style-type: none"> <li>● I understand that the pulse or beat of the music is like a heartbeat that doesn't stop.</li> <li>● I understand and can demonstrate that rhythm is a pattern of long and short sounds which are performed over the pulse of the music.</li> <li>● I can sing high or low sounds, demonstrating an understanding of pitch.</li> </ul>	

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		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Listen and Respond	Listening Responding Musical styles Historical context Different musicians  Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	To move, dance and respond with their bodies in any way they can when listening.	<ul style="list-style-type: none"> <li>I can feel the pulse by moving my body to the music.</li> </ul>	Listen with concentration and understanding to a range of high-quality live and recorded music.
		To describe their thoughts and feelings when listening to the music, including why they like or don't like the music.	<ul style="list-style-type: none"> <li>I can say what I like or dislike about a piece of music and describe how it makes me feel.</li> <li>I can concentrate and listen to a piece of music.</li> <li>I can use some musical words to describe a piece of music.</li> </ul>	
		To talk about any instruments they might hear and perhaps identify them. To recognise some band and orchestral instruments.	<ul style="list-style-type: none"> <li>I can recognise some musical instruments and name them.</li> </ul>	
		To identify a fast or slow tempo.	<ul style="list-style-type: none"> <li>I can recognise if the music is fast or slow.</li> <li>I understand that tempo describes how fast or slow the music is.</li> </ul>	
		To identify loud and quiet sounds as an introduction to understanding dynamics.	<ul style="list-style-type: none"> <li>I can recognise if the music is loud or quiet.</li> </ul>	
		To talk about any other music they have heard that is similar.	<ul style="list-style-type: none"> <li>I can talk about the songs and pieces we have listened to and any songs that are similar.</li> </ul>	
		Begin to understand where the music fits in the world.	<ul style="list-style-type: none"> <li>I can talk about different styles of music and where they might come from in the world.</li> </ul>	
		Begin to understand different styles of music.		

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		The children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Learn to Sing the Song	Singing/rapping Words and meaning Follow a leader Movement  Pulse Rhythm Pitch Tempo Dynamics Structure	To sing, rap or rhyme as part of a choir/group.	<ul style="list-style-type: none"> <li>I can sing and/or rap as part of a group.</li> </ul>	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Begin to demonstrate good singing posture – standing up straight with relaxed shoulders.	<ul style="list-style-type: none"> <li>I can demonstrate good posture when singing.</li> </ul>			
To sing unit songs from memory.	<ul style="list-style-type: none"> <li>I can sing some songs and sections of songs from memory.</li> </ul>			
(Perhaps) to have a go at singing a solo.	<ul style="list-style-type: none"> <li>I can sing a solo, demonstrating some level of confidence.</li> <li>I can sing a solo with confidence.</li> </ul>			
Try to understand the meaning of the song.	<ul style="list-style-type: none"> <li>I can explain what the song is about.</li> </ul>			
Try to follow the leader or conductor.	<ul style="list-style-type: none"> <li>I can follow the leader of the group and take simple directions.</li> </ul>			
To add actions and/or movement to a song.	<ul style="list-style-type: none"> <li>I can add appropriate actions and movement to the songs I sing.</li> </ul>			

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		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Play Your Instruments with the Song	Playing instruments Keeping a steady beat Playing in a group/ensemble  Pulse Rhythm Pitch Tempo Dynamics Structure	To play a part on a tuned or untuned instrument by ear. Decide to play Part 1 or Part 2.  To learn to treat instruments carefully and with respect.  To rehearse and perform their parts within the context of the unit song.  To play together with everybody while keeping in time with a steady beat.  To perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.	<ul style="list-style-type: none"> <li>I can play a tuned and/or untuned percussion instrument carefully and with respect.</li> <li>I can rehearse a part effectively to improve my overall performance.</li> <li>I can play my instrument as part of an ensemble in time to a pulse and/or steady beat.</li> <li>I can perform repeated rhythmic patterns in time to a backing track.</li> </ul>	Play tuned and untuned instruments musically.  Experiment with, create, select and combine sounds using the interrelated dimensions of music.
Improvise with the Song	Improvising  Pulse Rhythm Pitch Tempo	To explore and begin to create personal musical ideas using the given notes for the unit.  To understand that improvisation is about making up your own very simple tunes on the spot.  To follow a steady beat and stay 'in time'.  To improvise simple vocal patterns using question-and-answer phrases.  To understand the difference between creating a rhythm pattern and a pitch pattern.	<ul style="list-style-type: none"> <li>I know that when I improvise, I am making up my own tune.</li> <li>I can use some notes to create an improvised rhythm/melody.</li> <li>I can stay in time with the music when I improvise.</li> <li>I can use call and response/question-and-answer to improvise simple vocal patterns.</li> <li>I can use rhythm and/or pitch to improvise over a steady pulse.</li> </ul>	

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		Children will:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Compose with the Song  Create a Graphic Score	Composing  Pulse Rhythm Pitch Tempo Dynamics	<p>Begin to understand that composing is like writing a story with music.</p> <p>To explore sounds and create their own melodies.</p> <p>To perform their simple composition/s using two, three, four or five notes.</p> <p><b>Use simple notation if appropriate:</b> To create a simple melody using crotchets and minims.</p>	<ul style="list-style-type: none"> <li>• I can compose a melodic line with direction, creating a beginning and an end using the home key.</li> <li>• I can explore pitch and rhythm when composing.</li> <li>• I can evaluate my composition through performance, using up to five notes.</li> <li>• I can write my melody using manuscript/online resources and/or graphic scores.</li> <li>• I can recognise signs and symbols that equate to the note value of one and two beats.</li> </ul>	Experiment with, create, select and combine sounds using the interrelated dimensions of music.

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Perform the Song	Performing Listening Following a leader Playing Singing Improvising Composing Making decisions	Children will learn:  To rehearse a song and then perform it to an audience, explaining why the song was chosen.	Children's Statements I can/I know/I understand and demonstrate:  <ul style="list-style-type: none"> <li>I can perform the song with my class, without any help from the teacher.</li> <li>I can explain why we chose the song/s to perform.</li> </ul>	The National Curriculum for Music says that pupils should be taught to:  Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically.
		To add actions and perhaps movement to the song.	<ul style="list-style-type: none"> <li>I can perform the song confidently with movement and/or actions.</li> </ul>	
	Pulse	To perform the song from memory.	<ul style="list-style-type: none"> <li>I can perform the song from memory.</li> </ul>	
	Rhythm Pitch	To follow the leader or conductor.	<ul style="list-style-type: none"> <li>I can follow the leader or conductor.</li> </ul>	
	Tempo Dynamics Timbre Texture Structure	To talk about the performance afterwards; saying what they enjoyed and what they think could have been better.	<ul style="list-style-type: none"> <li>I can say what I liked or enjoyed about the performance and what could have been better.</li> </ul>	
		When planning, rehearsing, introducing and performing the song: <ul style="list-style-type: none"> <li>Introduce the performance (any connection to the Social Theme is an added bonus).</li> <li>Begin to play tuned and untuned instruments musically within the performance.</li> <li>Begin to use the voice expressively and creatively by singing simple songs.</li> <li>Begin to play together as a group/band/ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>I can collectively plan a performance, including activities appropriate for an audience.</li> </ul>	
		To show their understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance.	<ul style="list-style-type: none"> <li>I can explain the Musical Spotlight and how music and songs have a Social Theme, ie how music brings us together.</li> </ul>	

\*Also known as interrelated dimensions of music.