

# Y1&2 MUSIC CURRICULUM



## Year A

AUTUMN: "PEOPLE, PENGUINS & PLATYPUS"	SPRING: "EXCELLENT EXPLORERS"	SUMMER: "PLAYTIME"
<p><b>Friendship Song</b> - Pop,</p> <p><b>Rhythm</b> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. <b>Yr2</b> - Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments</p> <p><b>Singing</b> Yr 1 - To confidently sing or rap five songs from memory and sing them in unison. <b>Yr 2</b> - To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.</p> <p><b><u>Nativity - Performance</u></b> Follow instructions on how and when to sing/play an instrument. Take notice of others when performing. Imitate changes in pitch- high and low.</p> <p>YR2 - Sing songs in ensemble following the tune (melody). Use voice to good effect understanding the importance of warming up first. Make and control long and short sounds using voices and instruments (duration).</p>	<p><b>Rhythm In The Way We Walk and Banana Rap</b> - Action songs that link to the foundation of music.</p> <p><b>Hands, feet, heart</b> - South African music and Freedom Songs.</p> <p><b>Playing</b> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. Yr 2 - Know the names of untuned percussion instruments played in class.</p> <p><b>Performance</b> A performance is sharing music with an audience. Yr 2 - A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.</p>	<p><b>I wanna play in a bang</b> - Teamwork, working together. The Beatles. Historical context of musical styles.</p> <p><b>Reflect, rewind and replay</b> - Consolidate the foundations of the language of music.</p> <p><b>Improvisation</b> Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise. Skills yr 2 - use two notes to improvise .</p> <p><b>Composition</b> Composing is like writing a story with music. Know that everyone can compose. Yr 2 - review a song composed by my class.</p>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
Pulse, beat, tempo, dynamics, texture, pitch, duration Pulse, beat, rhythm, dynamics, pitch, melody, performance, practice	Texture, structure, rhythm, string, woodwind, brass, percussion families, orchestra, conductor Pulse, beat, rhythm, dynamics, pitch, melody	Dynamics, pitch, rest, pattern, melody, Timbre, wooden, metal, dynamics, pattern, tap, scrape, shake,

# Year B

AUTUMN: "REMEMBER, REMEMBER..."	SPRING: "HERE & THERE"	SUMMER: "BEAUTIFUL BUILDINGS"
<p><b>Hey you!</b> - Option to make up (compose) a rap or words to the existing rap.</p> <p><b>Rhythm</b> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. <b>Yr2</b> - Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments</p> <p><b>Singing</b> Yr 1 - To confidently sing or rap five songs from memory and sing them in unison. <b>Yr 2</b> - To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.</p> <p><b><u>Nativity – Performance</u></b> Follow instructions on how and when to sing/play an Instrument. Take notice of others when performing. Imitate changes in pitch– high and low.</p> <p>YR2 - Sing songs in ensemble following the tune (melody). Use voice to good effect understanding the importance of warming up first. Make and control long and short sounds using voices and instruments (duration).</p>	<p><b>Your imagination</b> - Pop music <b>In the grove</b> - Six different styles of music that link to history, geography, countries and cultures.</p> <p><b>Playing</b> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. Yr 2 - Know the names of untuned percussion instruments played in class.</p> <p><b>Performance</b> A performance is sharing music with an audience. Yr 2 - A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.</p>	<p><b>Round and round!</b> - Latin American style of music - Countries from around the world. Film music. <b>Reflect, Rewind And Replay</b> - Consolidate the foundations of the language of music.</p> <p><b>Improvisation</b> Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise. Skills yr 2 - use two notes to improvise .</p> <p><b>Composition</b> Composing is like writing a story with music. Know that everyone can compose. Yr 2 - review a song composed by my class.</p>
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