

Manor Primary School

Music Year 1: In The Groove

Overview of the Learning:

All the learning is focused around one song: In The Groove. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.

Core Aims

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Pupils should be taught

- How to listen to music.
- To sing a range of songs.
- To understand the geographical origin of the music and in which era it was composed.
- To experience and learn how to apply key musical concepts/elements, eg finding a **pulse**, clapping a **rhythm**, use of **pitch**.
- To play the accompanying instrumental parts (optional).
- To work together in a **band/ensemble**.
- To develop creativity through **improvising** and **composing** within the song.
- To understand and use the first five notes of C Major **scale** while **improvising** and **composing**.
- To experience links to other areas of the curriculum
- To recognise the style of the music and to understand its main **style indicators**.

Expectations

Children will:

- Listen to songs/ music with direction
- Find the pulse whilst listening with movement, internalise the pulse
- Build an understanding of the pulse and its role as the foundation of music, every piece of music has a pulse, a different pulse
- Use the correct musical language of the style of music they are learning about
- Recognise and explore many varied music styles and their traditions and their basic style indicators

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- Develop an understanding of the history and context of music
- Use the correct musical language, discuss feelings and emotions/ like and dislikes that are linked to music
- Understand that rhythm are long and short sounds over the pulse, the steady beat, the pulse does not change in the context of a song but the rhythm does
- Understand that pitch is high and low sounds
- Start to understand how pulse, rhythm and pitch work together
- Sing songs and melodies musically
- Have an understanding of melody and words and their importance

Manor Primary School Music Year 1: Hey You!

Overview of the Learning:

All the learning is focused around one song: Hey You!. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. They will learn about old school hip hop style music and listen and appraise songs in this style. They will improvise and compose music to the song Hey you

Core Aims

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Pupils should be taught

- How to listen to music.
- To sing a range of songs.
- To understand the geographical origin of the music and in which era it was composed.
- To experience and learn how to apply key musical concepts/elements, eg finding a **pulse**, clapping a **rhythm**, use of **pitch**.
- To play the accompanying instrumental parts (optional).
- To work together in a **band/ensemble**.
- To develop creativity through **improvising** and **composing** within the song.
- To understand and use the first five notes of C Major **scale** while **improvising** and **composing**.
- To experience links to other areas of the curriculum
- To recognise the style of the music and to understand its main **style indicators**.

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Expectations

Children will:

- Listen to songs/ music with direction
- Find the pulse whilst listening with movement, internalise the pulse
- Build an understanding of the pulse and its role as the foundation of music, every piece of music has a pulse, a different pulse
- Use the correct musical language of the style of music they are learning about
- Recognise and explore many varied music styles and their traditions and their basic style indicators
- Develop an understanding of the history and context of music
- Use the correct musical language, discuss feelings and emotions/ like and dislikes that are linked to music
- Understand that rhythm are long and short sounds over the pulse, the steady beat, the pulse does not change in the context of a song but the rhythm does
- Understand that pitch is high and low sounds
- Start to understand how pulse, rhythm and pitch work together
- Sing songs and melodies musically
- Have an understanding of melody and words and their importance

Manor Primary School Music Year 1: Rhythm in the way we walk

Overview of the Learning:

This is a six-week Unit of Work that builds on previous learning. The independent learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and The Banana rap (Hip Hop style) as well as other genres and pieces of Music being explored in inputs to lessons.

Core Aims

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

Pupils should be taught

How to listen with understanding and direction

Recognising styles of music and their style indicators

Applying the interrelated dimensions of music in this context eg finding the pulse building to the extended dimensions of rhythm and pitch etc

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- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Using correct musical vocabulary linked to the song and general musical vocabulary correctly

Learning through repetition and games about the interrelated dimensions of music

Sing or rap the song with understanding and musicality

Expectations

Children will:

- Listen to songs/ music with direction
- Find the pulse whilst listening with movement, internalise the pulse
- Build an understanding of the pulse and its role as the foundation of music, every piece of music has a pulse, a different pulse
- Use the correct musical language of the style of music they are learning about
- Recognise and explore many varied music styles and their traditions and their basic style indicators
- Develop an understanding of the history and context of music
- To recognise certain style indicators for different pieces and styles of Music.
- Understand that the tune/melody can be played by an instrument or sang by a singer.
- Understand that pitch is high and low sounds
- Start to understand how pulse, rhythm and pitch work together
- Sing songs and melodies musically

Manor Primary School Music Year 1: Round and Round

Overview of the Learning:



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It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Round and Round, a Bossa Nova Latin style. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.

<p>Core Aims</p> <ul style="list-style-type: none">• perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians• Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence• understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	<p>Pupils should be taught</p> <ul style="list-style-type: none">• How to listen to music.• To sing a range of songs• To understand the geographical origin of the music and in which era it was composed.• To experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch.• To play the accompanying instrumental parts (optional).• To work together in a band/ensemble.• To develop creativity through improvising and composing within the song.• To experience links to other areas of the curriculum• To recognise the style of the music and to understand its main style indicators.• To be able to play the notes: C, D, F and the differentiated medium notes D, E, F, G, A on a glock.• To explore the structure of a song including the introduction, a verse, a bridge, a chorus
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<p>Expectations Children will:</p> <ul style="list-style-type: none">• Listen to songs/ music with direction• Find the pulse whilst listening with movement, internalise the pulse• Build an understanding of the pulse and its role as the foundation of music, every piece of music has a pulse, a different pulse• Use the correct musical language of the style of music they are learning about• Recognise and explore many varied music styles and their traditions and their basic style indicators• Develop an understanding of the history and context of music• Understand that rhythm are long and short sounds over the pulse, the steady beat, the pulse does not change in the context of a song but the rhythm does• Understand that pitch is high and low sounds
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- Start to understand how pulse, rhythm and pitch work together
- Sing songs and melodies musically
- Begin to recognise simple musical notation and use this to play simple notes on a glock.

Manor Primary School Music Year 1: Your Imagination

Overview of the Learning:

All the learning is focused around one song: *Your Imagination*. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.

Core Aims

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Pupils should be taught

- How to listen to music.
- To sing a range of songs.
- To understand the geographical origin of the music and in which era it was composed.
- To experience and learn how to apply key musical concepts/elements, eg finding a **pulse**, clapping a **rhythm**, use of **pitch**.
- To play the accompanying instrumental parts (optional).
- To work together in a **band/ensemble**.
- To develop creativity through **improvising** and **composing** within the song.
- To understand and use the first five notes of C Major **scale** while **improvising** and **composing**.
- To experience links to other areas of the curriculum
- To recognise the style of the music and to understand its main **style indicators**.

Expectations

Children will:

- Listen to songs/ music with direction

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- Find the pulse whilst listening with movement, internalise the pulse
- Build an understanding of the pulse and its role as the foundation of music, every piece of music has a pulse, a different pulse
- Use the correct musical language of the style of music they are learning about
- Recognise and explore many varied music styles and their traditions and their basic style indicators
- Develop an understanding of the history and context of music
- Use the correct musical language, discuss feelings and emotions/ like and dislikes that are linked to music
- Understand that rhythm are long and short sounds over the pulse, the steady beat, the pulse does not change in the context of a song but the rhythm does
- Understand that pitch is high and low sounds
- Start to understand how pulse, rhythm and pitch work together
- Sing songs and melodies musically
- Have an understanding of melody and words and their importance

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