



KEY STAGE ONE



MUSIC

Year A

Year A						
	TOPIC		National Curriculum	Knowledge <i>What do we want the children to know? Personalised to our topics/local area</i>	Vocabulary	Resources:
Year 1 and 2	What is celebrated and why?	Year 2: Musical me	<i>Use their voices expressively and creatively by singing songs speaking chants and rhymes Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the interrelated dimensions of music</i>	'Melody' means a tune. 'Notation' means writing music down so that someone else can play it. To understand that 'accompaniment' can mean playing instruments along with a song. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune. Key songs: Once a man fell in to a well	rhythm, pulse, dynamics, timbre, beat, melody, notation,	https://www.kapowprimary.com/subjects/music/ke-y-stage-1/year-2/musical-me/lesson-1-once-a-man-fell-in-a-well/
		Year 2 - Orchestral instruments	<i>Listen with concentration and understanding to a range of high-quality live and recorded music</i>	Orchestral music is music that is played by an orchestra. It is usually classical or film music, but sometimes orchestras play other types of music too. To know that musical instruments can be used to create 'real life' sound effects. To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. To know that stringed instruments, like violins, make a sound when their strings vibrate. To know that a brass instrument is played by vibrating your lips against the mouthpiece. Key songs: "George Meets the Orchestra", "Eric Coates - The Three Bears: A phantasy", "Doug Harville - Humoresque duet for oboe and clarinet", "J.S.Bach - Sleepers awake on trombone - Hisashi Arayama", 'Rainer Boschog - Sonata for horn solo- Gergley Sugar, International Albanian Brass Festival 2019' Zilzen -Zildjian performance - cymbals" "Do You Want To Build A Snowman?"	Orchestra, instrument, strings, woodwind, brass, percussion, vocals, sound effects, tempo, timbre	https://www.kapowprimary.com/subjects/music/ke-y-stage-1/year-2/traditional-stories/



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	Animals- How do things grow and change?	Year 2 - African call and response song	<i>Play tuned and untuned instruments musically</i>	To know that dynamics can change the effect a sound has on the audience. To know that the long and short sounds of a spoken phrase can be represented by a rhythm. To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song. To understand that the tempo of a musical phrase can be changed to achieve a different effect. To understand that an instrument can be matched to an animal noise based on its timbre.	Dynamics, tempo, timbre, rhythm, call and response	https://www.kapowprimary.com/subjects/music/ke-y-stage-1/year-2/animals-2/
	Plants- How do things grow and change?	Year 1 - Classical music, dynamics and tempo	<i>Experiment with, create, select and combine sounds using the inter-related dimensions of music</i>	To understand that sounds can be adapted to change their mood, eg through dynamics or tempo. To know that sounds can help tell a story. To know that tempo is the speed of the music. To know that dynamics means how loud or soft a sound is.	Dynamics, tempo, rhythm	https://www.kapowprimary.com/subjects/music/ke-y-stage-1/year-1/animals/
	Seaside	Year 1 - Music vocabulary	<i>Experiment with, create, select and combine sounds using the inter-related dimensions of music</i>	To understand that pitch means how high or low a note sounds. To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that music has layers called 'texture'.	Pulse, dynamics, pitch, tempo, timbre, rhythm	https://www.kapowprimary.com/subjects/music/ke-y-stage-1/year-1/musical-vocabulary/
		Year 1 - Vocal and body sounds	<i>Listen with concentration and understanding to a range of high-quality live and recorded music Use their voices expressively and creatively</i>	To know that dynamics can change how someone listening feels about music. To know that your voice can be used as a musical instrument. To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees. To understand that music can be represented by pictures or symbols.	Pitch, timbre, vocal sounds, dynamics, tempo, graphic score	https://www.kapowprimary.com/subjects/music/ke-y-stage-1/year-1/by-the-sea/
Year B						
Year 1 & 2	What makes a home?	Year 1 - Pulse and rhythm	<ul style="list-style-type: none"> <i>Listen with concentration and understanding</i> 	To know that rhythm means a pattern of long and short notes. To know that pulse is the regular beat that goes through music. To understand that the pulse of music can get faster or slower. To know that a piece of music can have more than one section, eg a verse and a chorus		https://www.kapowprimary.com/subjects/music/ke-y-stage-1/year-1/pulse-and-rhythm-all-about-me/



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			<p><i>ng to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> ● <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> 			
		<p>Year 2 - On this island: British songs and sounds</p>	<p><i>Use their voices expressively and creatively by singing songs</i> <i>Play tuned and untuned instruments musically</i> <i>Experiment with, create, select and combine sounds using the interrelated dimensions of music</i> <i>Listen with concentration</i></p>	<p>To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down. To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.</p>	<p>Inspiration, motif, soundscape</p>	<p>https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/on-this-island/</p>



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			<i>and understanding to a range of high-quality recorded music</i>			
How do the weather and seasons affect our world?	Year 1 - Timbre and rhythmic patterns	<i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	To know that an instrument or rhythm pattern can represent a character in a story. To know that my voice can create different timbres to help tell a story. To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.	Timbre, pulse, rhythm	https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/fairy-tales/	
	Year 2 - Myths and legends	<i>To listen with concentration and understanding to a range of high-quality live and recorded music Experiment, create, select and combine sounds</i>	I know that a graphic score can show a picture of the structure of music. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.	Rhythm, layers, melody, dynamics, timbre, pitch, verse, chorus, instrumental	https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/ks1-year-2-musical-developing-musical-language/	
What makes a superhero?	Year 1 - Pitch and tempo	<i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned (and untuned) instruments musically Listen with concentration and understanding to a range of high quality (live) and recorded music</i>	To understand that tempo can be used to represent mood or help tell a story. To understand that 'tuned' instruments play more than one pitch of notes. To know that following a leader when we perform helps everyone play together accurately.	Compose, accelerando	https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/pitch-and-tempo-high-fliers/	
	Year 2 - Dynamics, timbre, tempo and	<i>Create short sequences of sound after a given starting point or stimulus</i>	To know that a 'soundscape' is a landscape created using only sounds. To know that a composer is someone who creates music and writes it down. To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.	Compose, composer, composition, motif, dynamics, soundscape,	https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/space/	



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		motifs					timbre, tempo	
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