

Emmaville Primary School Music Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
M u s i c	Use voices creatively and expressively- singing songs.	Use voices creatively and expressively- chants and rhymes	Listening to high quality live and recorded music.	Main Focus: To learn and perform material for Year 1 Easter Class Assembly. Additional Focus: Play un-tuned percussion instruments - *composition	Play tuned instruments Xylophones - *composition	Play un-tuned percussion instruments
	QCA Unit 1 - Ongoing Skills London Songs: London Bridge is Falling Down London's Burning (as a round) Senses Song: https://www.youtube.com/watch?v=vXXiyIGqliE <i>See Model Music Curriculum p12 for more age appropriate songs.</i>	Jack and the Beanstalk: Rhymes and Songs pack. Beatrix Potter: Singing Game. Little Peter Rabbit had a Fly upon his Nose. Seasons song: https://www.youtube.com/watch?v=BkzF9z4-g <i>See Model Music Curriculum p12 for more age appropriate songs.</i>	Seasons: Vivaldi's Four Seasons - Winter BBC 10 Pieces Resources. https://www.bbc.co.uk/teach/ten-pieces/classical-music-antonio-vivaldi-winter-from-the-four-seasons/zf98bdm Genre of the Week: March <i>Model Music Curriculum p80 and p81 Appendix 3 Year 1 Case Study Mozart's Rondo alla Turca.</i>	QCA Units 3 and 4 Duration, Pulse and Rhythm <i>See Model Music Curriculum p13 and 14, re-composition.</i>	QCA Units 5 and 6 Pitch, Instruments and Symbols. <i>See Model Music Curriculum p13 and 14 re-composition.</i>	Samba Kit and Samba Lesson Pack Listen to: <i>Fanfarra (Cabua-Le-Le) by Sergio Mendes/Carlinhos Brown</i> https://www.youtube.com/watch?v=Cd6Kaf0ag0 More Brazilian Music to link with Samba if required. 10 Pieces https://www.bbc.co.uk/teach/ten-pieces/classical-music-heitor-villa-lobos/z4nsmfr
Additional opportunities for 'Listening to high quality live and recorded music' linked to other subjects.						
M u s i c	Seasons: Vivaldi's Four Seasons - Autumn	Spain Listen to Spanish Flamenco Music.	Giant's Causeway Fingal's Cave in Scotland was formed at the same time: Felix Mendelssohn was inspired to write music, in 1830, about the cave after visiting it. Overture 'The Hebrides' (Fingal's Cave) https://www.bbc.co.uk/music/works/3329a6c8-4785-31ee-ab7e-8ded6804598e Pipes of Finn by June Armstrong https://www.junearmstrong.com/books/causeway-coast-fantasy/the-pipes-of-finn-giant-s-causeway/ https://www.junearmstrong.com/books/causeway-coast-fantasy/	Seasons: Vivaldi's Four Seasons - Spring India: https://www.bbc.co.uk/programmes/p011m344 BBC Bitesize Russia: BBC Ten Pieces Stravinsky's Firebird. https://www.bbc.co.uk/programmes/p028nn5z	Music: Carnival of the Animals Wild Assess Cuckoo	Seasons: Vivaldi's Four Seasons - Summer Coronation of Queen Elizabeth Handel's- Zadok the Priest BBC 10 Pieces https://www.bbc.co.uk/teach/ten-pieces/KS2-george-frideric-handel-zadok-the-priest/znvkrnm

Milestone 1 (Year 1)			
Perform This concept involves understanding that music is created to be performed.	Compose This concept involves appreciating that music is created through a process which has a number of techniques.	Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.	Describe music This concept involves appreciating the features and effectiveness of musical elements.
• Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.	• Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases.	• Use symbols to represent a composition and use them to help with a performance.	• Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.
Autumn 1 and 2 Autumn 1 and 2, Spring 2, Summer 1 and 2 Autumn 1 and 2, Spring 2, Summer 1 and 2 Autumn 1 and 2, Summer 1	Spring 2, Summer 1 and 2	Spring 2, Summer 1	All year.

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use their voices expressively and creatively by speaking chants and rhymes.	use their voices expressively and creatively by singing songs.	to play tuned instrument musically.	to play un-tuned instruments musically.	to listen with concentration to a range of high quality live music.	to listen with understanding to a range of high quality live music.	to listen with concentration to a range of high quality recorded music.	to listen with understanding to a range of high quality recorded music.	to experiment with sounds using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure)	to create sounds using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure)	to select and combine sounds using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure)
Autumn 2 Spring 2	Autumn 1 Spring 2	Summer 1	Spring 2 Summer 2	Visits from Gateshead Music Service.		All year	All year	All year	All year	Spring 2 Summer 2

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Coverage/Focus		Genre of Focus Units		Vocabulary New			
Strings	All year	Spanish Indian Brazilian	Classical	Genre	rhythm	chants	mi,fa,so
Woodwind	All year		Spanish	tuned instruments	duration	call and response	
Brass	All year		Indian	Names of instruments within the instrument families.	pulse	question and answer	
Percussion	Spring 2 Summer 1 Summer 2		Brazilian	Voice	beat	sequences	
Voice	Autumn 1 Autumn 2 Spring 2 Summer 2			Strings	pitch	ostinato and ostinati	
Composition	Spring 2 Summer 1			Woodwind	Pentatonic		
				Brass	tempo		
				Percussion	timbre		
				Body Percussion	texture		
				Classroom Percussion	melody		
				Names of tuned and untuned percussion instruments.	structure		
					harmony		
					dynamics		