



Year 1 expected					
Listen & Appraise	Singing	Playing instruments	Composition	Improvisation	Performance
<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <ul style="list-style-type: none"> • Know 5 songs off by heart. • To know what the songs are about. • To know and recognise the sound and names of two instruments in the piece. • Dance to each style or move to the pulse 	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> • Confidently sing or rap five songs from memory and sing them in unison. • Learn about voices - singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. • Begin to start and stop singing when following a leader. 	<p>Play tuned and untuned instruments musically.</p> <ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. • Learn to play an instrumental part that matches their musical challenge using a one-note part or a simple part. • Play accurately and in time as part of the performance • Play using 1 or 2 notes. 	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> • As a group, help to create a simple melody using one or two notes. • Share ideas for a group composition. • Begin to choose sounds to represent different things. 	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> • Have a basic understanding of what improvisation is. • Clap and Improvise – Listen and clap back, then listen and clap their own answer (rhythms of words). • Sing, Play and Improvise – Use voices and instruments to listen and sing back, then listen and play their own answer using one or two notes. 	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> • Choose a song they have learnt from the Scheme and perform it. • Record the performance and say how they were feeling about it
Year 1 challenging					
Listen & Appraise	Singing	Playing instruments	Composition	Improvisation	Performance



Subject Overview with challenge

<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <ul style="list-style-type: none">• Identify five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them.• To know and recognise the sound and names of more than two instruments in the piece.• Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.• Find the pulse in other songs/pieces from the unit.	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none">• Lead the groups that are rapping and singing• Begin to sing in two parts.• Experiment with pitch.	<p>Play tuned and untuned instruments musically.</p> <ul style="list-style-type: none">• Know the names of some of the instruments they are playing.• Play using more than 2 notes.• Clap the rhythm of their favourite colour.	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <ul style="list-style-type: none">• Make up their own rhythms.• Use notes C, D and E.• Begin to know how the notes of a composition can be written down and how they can be changed if necessary.• Confidently choose instruments to represent a specific sound.	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <ul style="list-style-type: none">• Improvise using more than one note.• Improvise a rhythm that takes into account the previous rhythm.	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <ul style="list-style-type: none">• They can add their own ideas to the performance.• Begin to think about what they thought went well with the performance.
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Subject Overview with challenge