



EAST BOLDON INFANT SCHOOL

MUSIC CURRICULUM

Breakdown of weekly challenge questions YEARS 1 AND 2

MUSIC Year 1	Autumn one Old School Hip Hop	Autumn two Reggae	Spring one Blues, Baroque, Funk, Folk, Latin	Spring two Bossa Nova	Summer one Pop	Summer two Classical
MUSIC Year 2	Autumn one Hands, Feet, Heart: Afro Pop South African Music	Autumn two Ho, Ho, Ho: Rap and improvisation	Spring one I wanna play in a band: Rock – playing together in a band	Spring two Zoo time: Reggae and animals	Summer one Friendship Song: Pop	Summer two Reflect, Rewind and Replay: Classical: History of music and learning some language of music

YEAR 1 MUSIC: OLD SCHOOL HIP HOP

Autumn 1 Unit Learning	Week 1 Week 2	Week 3 Week 4	Week 6 Week 7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabular y
<p>Old School Hip Hop</p> <p>How pulse, rhythm and pitch work together.</p>	<p>Listen and appraise 'Hey You'.</p> <p>Find the pulse.</p> <p>Children clap/tap the pulse.</p> <p>Play pulse games.</p> <p>Learn to sing 'Hey You'.</p>	<p>Recap pulse – games.</p> <p>Rhythm - clap and improvise.</p> <p>Listen and clap back, then listen and clap your own answer (rhythms of words).</p>	<p>Recap pulse and rhythm. Clap the pulse or rhythm to Hey You.</p> <p>Sing, play and improvise using voices and instruments, listen and sing back, then listen and play your</p>		

			own answer using two notes, with C moving to D.	I can listen to a song and say what I like or dislike. I know what pulse means – consists of repeating of beats. I can clap or tap the pulse.	Pulse Rhythm Play Appraise Structure Instrumental Chorus Verse Improvise Hip hop
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<p>Blues, Baroque, Latin, Bhangra, Folk Funk.</p> <p>How to be in the groove with different styles of music.</p>	<p>Explore blues music. Listen and appraise. Pulse and rhythm challenges.</p>	<p>Explore Baroque music. Listen and appraise. Learn to sing 'In the Groove'.</p>	<p>Explore Latin music. Listen and appraise. Perform.</p>	<p>Explore Folk music. Listen and appraise. Improvise using voices or instruments .</p>	<p>Explore Folk music. Listen and appraise. Children use the glockenspiels to play C and D.</p>	<p>Explore Funk music. Listen and appraise. Compose. Compose together using C and D. Children play compositions.</p>	the children be able to recall?)	
							<p>I can listen to a song and say what I like or dislike. I know what pulse and rhythm means. I can clap or tap the pulse and rhythm. I can play an instrument and follow simple commands. I can compose a piece of music using notes I have been taught.</p>	<p>Pulse Rhythm Play Appraise Structure Instrumental Chorus Verse Improvise Compose</p>

YEAR 1 MUSIC: BOSSA NOVA

Spring 2 Unit Learning	Week 1 Week 2	Week 3 Week 4	Week 5 Week 6	Week 7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabular y
<p>Bossa Nova</p> <p>Pulse, rhythm and pitch in different styles of music.</p>	<p>Recap pulse, rhythm and pitch. Listen and appraise 'Round and Round'.</p> <p>Learn to sing and perform the song.</p>	<p>Play instruments along with the song. Improvise – clapping and using instruments. Children create rhythms for others to copy. Record them in the IWB.</p>	<p>Performance – sing and play instruments.</p>	<p>Compose together using different instruments. One symbol representing an instrument.</p>	<p>I know what pitch means and can identify when it changes.</p> <p>I can clap or tap the pulse and rhythm.</p> <p>I can play an instrument and follow simple commands.</p> <p>I can compose a piece of music using notes I have been taught.</p> <p>I can perform for others.</p>	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Appraise</p> <p>Structure</p> <p>Instrumental</p> <p>Chorus</p> <p>Verse</p> <p>Improvise</p> <p>Compose</p>

YEAR 1 MUSIC: POP

Summer 1 Unit Learning	Week 1 Week 2	Week 3 Week 4	Week 5 Week 6	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p align="center">Pop</p> <p>Using your imagination.</p>	<p>Listen and appraise 'Your Imagination'.</p> <p>Learn to sign and perform the song.</p>	<p>Play instruments along with the song. Can you play along with the pulse/rhythm?</p>	<p>Children work as a group to create their own composition.</p> <p>Children perform and others listen and appraise.</p>	<p>I can clap or tap the pulse and rhythm. I can play an instrument and follow simple commands. I can compose a piece of music using notes I have been taught. I can perform for others.</p>	<p>Pulse Rhythm Pitch Appraise Structure Instrumental Chorus Verse Improvise Compose</p>

YEAR 1 MUSIC: CLASSICAL

Summer 2 Unit Learning	Week 1 Week 2	Week 3 Week 4	Week 5 Week 6 Week 7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p>Classical</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music</p>	<p>Composing - First Composer. Children create their own composition then play it using glockenspiel.</p>	<p>Rhythm grids. Children create their own rhythm using a grid.</p>	<p>Children compose and perform for others. Rhythm grids, composition, instruments</p>	<p>I can listen to a song and say what I like or dislike. I know what pulse and rhythm means. I can clap or tap the pulse and rhythm. I can play an instrument and follow simple commands. I can compose a piece of music using notes I have been taught.</p>	<p>Pulse Rhythm Play Appraise Structure Instrumental Chorus Verse Improvise Compose</p>

YEAR 2 MUSIC: African Music

Autumn 1 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p>Hands, Feet, Heart: Afro Pop South African Music</p> <p>To learn how to respond to music To know music has a steady pulse To clap back a pulse To create rhythms To listen and sing back</p>	<p>Listen to 'Hands, Feet, Heart' Find the pulse. Discuss the song. Learn the song. Perform and share song.</p>	<p>Listen to 'The Click song' Find the pulse. Listen to 'Hands, Feet, Heart.' Compare the two songs. Use an instrument to respond to the song.</p>	<p>Listen to 'The Lion Sleeps Tonight' Find the pulse. Compare with the previous two songs. Use an instrument to respond to the song. Clap and improvise.</p>	<p>Listen to 'Bring Him Back Home' Find the pulse. Compare with the previous songs. Use an instrument to respond to the song. Clap and improvise. Compose with the song</p>	<p>Listen to 'You can call me Al' Find the pulse. Compare with the previous songs. Use an instrument to respond to the song. Clap and improvise Compose with the song</p>	<p>Listen to 'Hiokalaza' Find the pulse. Compare with the previous songs. Use an instrument to respond to the song. Clap and improvise Compose and perform</p>	<p>I can begin to recognise the basic style indicators of South African Music I can talk about a song using the correct musical language I can perform and share with others I can play an un-tuned instrument</p>	<p>Keyboard Drums Bass Electric guitars Saxophone Trumpet Pulse Rhythm Pitch Improvise Compose Perform Audience Melody Dynamics Tempo</p>

YEAR 2 MUSIC: Rap and Improvisation

Autumn 2 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
Ho, Ho, Ho: Rap and improvisation	Listen to 'Ho, Ho, Ho' Use your body to find the pulse. Discuss the song. Use correct musical language. Begin to rap and sing the song. Perform.	Listen to Christmas Songs Use your body to find the pulse. Discuss the song. Compare how the rap song is different. Continue to rap and sing the song. Play an instrument alongside the song. Perform.	Listen to 'Bring Him Back Home' Use your body to find the pulse. Discuss the song. Compare how the rap song is different. Continue to rap and sing the song. Play an instrument alongside the song. Perform.	Listen to 'Suspicious Minds' Use your body to find the pulse. Discuss the song. Compare how the rap song is different. Continue to rap and sing the song. Play an instrument alongside the song. Perform.	Listen to 'Sir Duke' Use your body to find the pulse. Discuss the song. Compare how the rap song is different. Continue to rap and sing the song. Play an instrument alongside the song. Perform.	Listen to 'Fly Me to the Moon' Use your body to find the pulse. Discuss the song. Compare how the rap song is different. Continue to rap and sing the song. Play an instrument alongside the song. Perform.	I can identify different pitches when I am singing I can make different sounds with my voice I can use an instrument to play in time with a steady pulse I can listen and clap back I can choose a song and perform it I can add ideas to my performance	Keyboard Bass Percussion Saxophone Trumpet Pulse Rhythm Pitch Improvise Perform Audience Rap Dynamics Tempo

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YEAR 2 MUSIC: Rock								
Spring 1 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
I wanna play in a band: Rock – playing together in a band	Listen to 'I wanna play in a band' Use your body to find the pulse. Discuss the song. Look at a coloured timeline to denote the songs sections. Use correct musical language. Begin to sing the song. Perform.	Listen to 'We Will Rock You'. Use your body to find the pulse. Sing the song. Think about the layers of sound. Discuss the tempo. Use a musical instrument in response to the song. Perform.	Listen to 'Smoke on the Water'. Find the pulse. Discuss the song. Compare the song. Continue to sing the song. Use a different musical instrument to accompany. Improvise the song.	Listen to 'Rocking All Over the World'. Find the pulse. Asking and answering questions. Compare with the previous songs. Compose. Perform. Appraise.	Listen to 'Johnny be Good'. Use their body to find the pulse. Asking and answering questions. Compare with the previous songs. Compose. Perform. Appraise.	Listen to 'I saw her standing there'. Use their body to find the pulse. Asking and answering questions. Compare with the previous songs. Improvise. Compose. Perform. Appraise.	I know that songs have a musical style. I know that some songs have a chorus. I know that music has a steady pulse. I know that rhythms are different from the steady pulse. I can confidently sing songs from memory. I know that improvising is making up your own tunes I can improvise using one or two notes.	Keyboard Drums Bass Electric Guitar Rock Pulse Rhythm Pitch Improvise Compose Perform Audience Melody Dynamics Tempo

							I can add my own ideas to a performance.	
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YEAR 2 MUSIC: Reggae								
Spring 2 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
Zoo time: Reggae and animals	Listen to 'Zoo Time'. Find the pulse. Look at the coloured timeline to identify the different sections of the song. Talk about the song. Learn to sing the song and perform. Appraise – discuss speed,	Listen to 'Kingston Town'. Find the pulse. Discuss the dynamics of the song. Compare the two songs. Play glockenspiel to accompany the song. Perform.	Listen to 'Shine'. Find the pulse. Discuss the dynamics of the song. Compare the two songs. Clap, improvise and sing. Perform.	Listen to 'I.G.Y.'. Find the pulse. Discuss the dynamics of the song. Compare the two songs. Clap, improvise and sing. Perform. Compose.	Listen to 'Feel Like Jumping.'. Find the pulse. Discuss the dynamics of the song. Compare the two songs. Clap, improvise and sing. Perform. Compose.	Listen to 'I Can See Clearly Now The Rain Has Gone'. Find the pulse. Discuss the dynamics of the song. Compare the two songs. Clap, improvise and sing. Perform. Compose.	I know that some songs can tell a story or have an idea. I can create rhythms for words I can hear high and low sounds when I play an instrument I know that unison is everyone singing at the same time. I can name some notes. I can name some instruments.	Keyboard Drums Bass Electric Guitar Reggae Pulse Rhythm Pitch Improvise Compose Perform Audience Melody Dynamics Tempo

	pitch and style.						I can play a tuned instrument I can take turns to improvise using one or two notes.	
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YEAR 2 MUSIC: Pop								
Summer 1 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
Friendship Song: Pop	Listen to 'Friendship Song'. Move to the music or sit and listen with closed eyes. Discuss the song using musical language. Clap along rhythmically. Learn the song in sections, split into two	Listen to 'You Can Count on Me'. Move to the music or sit and listen with closed eyes. Discuss the composition of the song. Compare the two songs. Clap along rhythmically. Learn song-including	Listen to 'We Go Together' Move to the music or sit and listen with closed eyes. Discuss the song using musical language. Compare with the other songs. Play an instrument using 3 notes	Listen to 'Give A Little Love'. Move to the music or sit and listen with closed eyes. Identify the different features in the music using the correct terminology. Compare with other songs. Coda has 2 different parts so class to split and sing the separate parts. Play	Listen to 'That's What Friends Are For'. Listen to and respond to the song. Identify different features. Compare with other songs. Coda has 2 different parts so class to split and sing the separate parts. Play instruments with the song. Improvise to the song.	Listen to 'You've Got a Friend in Me'. Listen to and respond to the song. Identify different features. Compare with other songs. Coda has 2 different parts so class to split and sing the separate parts. Play instruments with the song. Improvise to the song.		

	groups, sing in harmony	coda section. Use instruments for coda section. Split in 3 groups – 2 groups sing and 1 group plays.	for the coda section. Clap and improvise. Sing, play and improvise. Improve the coda section.	instruments with the song. Improvise to the song. Compose. Create a melody for the coda section. Perform.	Compose. Create a melody for the coda section. Perform.	Compose. Create a melody for the coda section. Perform.	<p>I know that some songs have a chorus or a response/answer part</p> <p>I can respond to music in different ways</p> <p>I can create rhythms</p> <p>I can sing songs from memory</p> <p>I can compose in response to music</p> <p>I can name the notes on instrument</p> <p>I can play a part in time with a steady pulses</p>	<p>Keyboard</p> <p>Drums</p> <p>Bass</p> <p>Glockenspiel</p> <p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Improvise</p> <p>Compose</p> <p>Perform</p> <p>Audience</p> <p>Melody</p> <p>Dynamics</p> <p>Tempo</p>
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YEAR 2 MUSIC: Classical								
Summer 2 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Substantive Knowledge (What facts and knowledge will	Key Vocabulary

<p>Reflect, Rewind and Replay: Classical: History of music and learning some language of music</p>	<p>Listen to 'Peer Gynt Suite:Anitra's Dance' Appraise. Listen to 'Bring Him Back Home'. Discuss the song. Composition activity using First Composer. Rhythmgrid work. Look at musical notation. Revisit songs from the year.</p>	<p>Listen to the Brandenburg Concerto Number one. Discuss and appraise. Listen to 'Fly Me To The Moon' and recall what they heard. Review ' Hands, Feet, Heart'. Compose on First Composer. Look at musical notation and rhythm and the language of music. Revisit and practice songs from the year.</p>	<p>Listen to 'The Diary of a Fly'. Listen to 'We Will Rock You'. Play warm up games with 'Ho, Ho, Ho.' Complete composition work. Compose on First Composer. Look at musical notation and rhythm and the language of music. Revisit and practice songs from the year.</p>	<p>Listen to 'Fantasia on Green Sleeves'. Listen to 'Feel Like Jumping.' Play warm up games from 'I want to play in a band' Complete composition work. Compose on First Composer. Look at musical notation and rhythm and the language of music. Revisit and practice songs from the year.</p>	<p>Listen to 'The Dance of the Sugar Plum Fairy'. Listen to 'You've Got a Friend in Me'. Play warm up games from 'Zoo Time'. Complete composition work. Compose on First Composer. Look at musical notation and rhythm and the language of music. Revisit and practice songs from the year.</p>	<p>Listen to 'The Robots'. Listen to 'You Can Count on Me.' Play warm up games from 'Friendship Song'. Complete composition work. Compose on First Composer. Look at musical notation and rhythm and the language of music. Revisit and practice songs from the year.</p>	<p>the children be able to recall?)</p>	
							<p>I can learn the names of the notes from memory or when written down. I can confidently sing 5 songs from memory I can create simple melodies with 1, 3 or 5 notes I can choose a song and perform it I can record my performance and say how I feel about it.</p>	<p>Keyboard Drums Bass Glockenspiel Pulse Rhythm Pitch Improvise Compose Perform Audience Melody Dynamics Tempo Musical notation</p>