

# Model Music Curriculum Year 1 Knowledge Organiser

## Singing

- Simple songs, chants and rhymes from **memory**
- Follow simple visual directions (stop, start, loud, quiet) 'My turn, your turn.'
- Begin with songs using a small range, **so-mi** (think **cuckoo** or **nee-naw**)
- Then slightly wider range (e.g. Bounce High, Bounce Low).
- Include pentatonic songs (e.g. Dr Knickerbocker).
- Call and response songs to help control vocal **pitch** and to match the pitch with accuracy.

## Listening

- Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are **listening to, singing and playing.**
- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.

## Composing

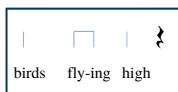
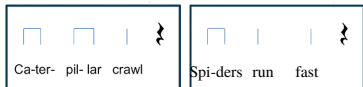
- **Improvise** (make up on the spot) simple vocal chants- question and answer phrases.
- Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).
- Understand the difference between creating a **rhythm** pattern and a **pitch** pattern.
- Invent, retain and recall **rhythm** and **pitch** patterns and perform these for others, taking turns.
- Use music technology, if available, to capture, change and combine sounds.
- Recognise how graphic notation can represent created sounds. Explore and invent own symbols

## Pulse

- Respond to the pulse in recorded/live music through movement and dance- Stepping, jumping/ tip-toeing
- Change the speed of the movement as the **tempo** of the music changes
- Play repeated patterns using body percussion, tuned and untuned classroom percussion (shake, scrape, tap) to maintain a steady beat

## Rhythm

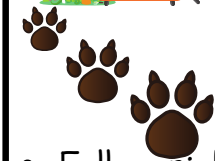
- Copycat rhythm patterns
- Repeating rhythm patterns (**ostinati**)
- Word-pattern chants



- Create, retain, perform own rhythm patterns.

## Pitch

- High and low sounds.
- Explore percussion sounds to enhance storytelling.



- Follow pictures and symbols to guide singing and playing

