

THORNDOWN PRIMARY SCHOOL - MODEL MUSIC CURRICULUM PROGRESSION DOCUMENT

YEAR 1

SINGING

- Sing simple songs, *chants* and *rhymes* (e.g. Boom Chicka Boom) from memory, singing collectively and at the same *pitch*, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.
- Begin with simple songs with a very small range, *mi-so* (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). Include *pentatonic* songs (e.g. Dr Knickerbocker).
- Sing a wide range of *call and response* songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy.

Sing for Pleasure: Boom Chicka Boom
 Voices Foundation: Have you Brought your Whispering Voice?
 Voices Foundation: Hello, How are You
 Bance: Copy Kitten
 Voicelinks: I'm a Train
 Bounce High, Bounce Low
 Five Little Monkeys
 Singing Sherlock: Dr Knickerbocker
 Dragon Dance
 Trad. Bangladesh: Mo matchi (Song of the Bees)
 Trad. Ghana: Kye Kye Kule
 Trad. England: An Acre of Land

LISTENING

Western Classical Tradition and Film

Title	Composer	Period
Rondo alla Turca ¹	Mozart	Classical
Mars from <i>The Planets</i>	Holst	20th Century

Popular Music

Style	Title	Artist(s)
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey

Musical Traditions

Country	Tradition	Title	Artist/Composer
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown

Songs are saved in Y1 resource folder

Runaway Blues, Ma Rainey link
<https://www.youtube.com/watch?v=Fm5qmMRx20s>

COMPOSING

- Improvise simple vocal chants, using 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, for example:



MUSICIANSHIP

*Pulse/Beat

*Rhythm

*Pitch

Pulse/Beat

- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.
- Respond to the pulse in recorded/live music through movement and dance, e.g. Stepping (e.g. Mattachins from Capriol Suite by Warlock), Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky) Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky).

MUSICIANSHIP

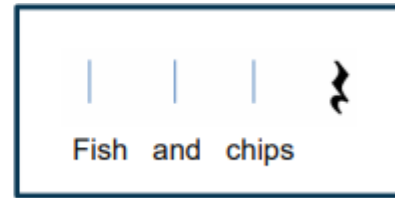
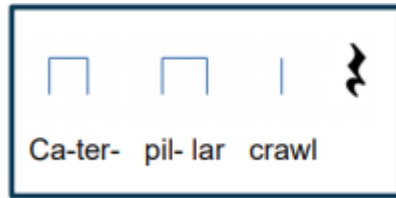
*Pulse/Beat

*Rhythm

*Pitch

Rhythm

- Perform short copycat rhythm patterns accurately, led by the teacher.
- Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.
- Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.



MUSICIANSHIP

*Pulse/Beat

*Rhythm

*Pitch

Pitch

- Listen to sounds in the local school environment, comparing high and low sounds.
- Sing familiar songs in both low and high voices and talk about the difference in sound.
- Explore percussion sounds to enhance storytelling, e.g. σ ascending xylophone notes to suggest Jack climbing the beanstalk, σ quiet sounds created on a rainstick/shakers to depict a shower, σ regular strong beats played on a drum to replicate menacing footsteps.
- Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.

