



Year 1 Music Subject Map

National Curriculum aims:

Across Key Stages 1 & 2:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians (Music Appreciation)
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated including through the inter-related dimensions: pitch, duration, dynamics, temp, timbre, texture, structure and appropriate musical notations.

Key Stage 1 specific:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Autumn Term 1 – Rhythm and Pulse focus

Lesson	Skill focus	Context
Lesson 1 Rhythm & Pulse 1	NC: Use voices expressively and creatively by singing songs and speaking chants and rhymes. <ul style="list-style-type: none"> • To learn and experience what is meant by a pulse or steady beat. • I can keep a pulse through actions and body percussion through playful songs and chants • I can watch and listen to the leader • I can demonstrate my own and others' names in clapped syllables 	Children will learn the meaning of the words rhythm and pulse – the focus for the whole half term. They will begin to learn call and response chants, learning to watch and follow a leader as well as responding within the steady pulse. Children will begin to learn to clap the syllables in their own name, and work with different syllables within the call and response chants.
Lesson 2 Rhythm & Pulse 2	NC: Use voices expressively and creatively by singing songs and speaking chants and rhymes/perform with others <ul style="list-style-type: none"> • To consolidate subconscious understanding of pulse through practical activities such as clapping games with partners. • I can follow a pulse at varying tempos. • I can watch and listen to the leader • I can count within a musical measure 	Children will develop their understanding of rhythm and pulse. They will begin to make solo responses within the steady pulse and begin to count in musical measures. Children will begin to listen to and respond to a changing steady pulse
Lesson 3	NC: Use voices expressively and creatively by singing songs and speaking chants and rhymes/understand and	Children will extend their repertoire of call and response and chanting songs. They will begin to recognise different rhythm

<p>Rhythm & Pulse 3</p>	<p>explore duration/understand and explore appropriate musical notation/perform with others.</p> <ul style="list-style-type: none"> ● To make conscious the first rhythm symbols ● I can read 4 beat rhythm patterns ● I can read simple rhythm notation ● I can rehearse and perform in a group 	<p>patterns by ear and then to name the rhythm patterns. Simple notation for Ta (crotchet) and Te (quaver) is introduced and the children will begin to read and respond to rhythm notation in simplified form.</p> <p>Children will begin to perform in small groups and begin to assess their own and others' performances using simple criteria.</p>
<p>Lesson 4 Rhythm & Pulse 4</p>	<p>NC: Understand and explore duration/use voices expressively and creatively by singing songs and speaking chants and rhymes/understand and explore appropriate musical notation/play untuned instruments musically/perform with others.</p> <ul style="list-style-type: none"> ● To transfer experience of rhythm patterns on to percussion instruments. ● I can keep a steady pulse using untuned percussion ● I can rehearse and perform in a group 	<p>Children will repeat skills from earlier lessons and practise responding to the written notations they learnt last lesson.</p> <p>Children will learn the terms 'tuned' and 'untuned' with regard to percussion instruments (and the definition of percussion). Using claves they will learn the correct techniques for playing, and practise playing accurate rhythms.</p> <p>Children will play together in small groups, concentrating on their accuracy of rhythm and pulse.</p>
<p>Lesson 5 Music Appreciation 1</p>	<p>NC: Listen with concentration and understanding to a range of high-quality live and recorded music</p> <ul style="list-style-type: none"> ● To recognise that different cultures have different music traditions ● I can listen to /watch performances of music and comment on what I can hear and see ● I can recreate techniques from different cultures using the skills I have learnt. 	<p>Music Appreciation – One World Specific</p> <p>Children will listen and watch a video of a live performance of a noted player/performer within the chosen genre.</p> <p>They will make open responses to any elements they observe and these will be used to answer questions, compare examples and to allow the children to recreate some elements of the performance themselves.</p>
<p>Lesson 6 Rhythm & Pulse 5</p>	<p>NC: Understand and explore duration/use voices expressively and creatively by singing songs and speaking chants and rhymes/perform music with others</p> <ul style="list-style-type: none"> ● To continue chanting and reading TA and Te-Te rhythm patterns. ● I can observe the place of a REST in music and incorporate this into my knowledge of rhythms. 	<p>Children will challenge their level of skill in call and response songs by keeping a steady pulse throughout a dotted rhythm.</p> <p>Children will be introduced to the new symbol for a rest and practise clapping 4 beat rhythms using each symbol that they know.</p> <p>Children begin to take the counting and rhythm 'into their heads' to gain independence in their musicianship.</p> <p>Children will perform to the rest of the class and appraise others' performances.</p>
<p>Lesson 7 Outdoor Music 1</p>	<p>NC: Play tuned and untuned instruments expressively</p> <ul style="list-style-type: none"> ● To explore percussive sounds ● I can play the outdoor instruments with the correct technique 	<p>Children will be introduced to each of the fixed outdoor instruments and shown the correct techniques for playing them, and for achieving the best sound.</p> <p>Children will have the opportunity to explore each of the stations</p>

	<ul style="list-style-type: none"> I can experiment with others to create music 	in small groups.
Autumn Term 2 - Rhythm & Pulse focus		
Lesson	Skill focus	Context
Lesson 1 Rhythm & Pulse 6	<p>NC: Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> To experience pulse and rhythm through rhythm/action games. I can play tuned and untuned percussion instruments musically. 	Children to combine their knowledge and skills of rhythm and pulse to use actions, improvisations, props and untuned percussion to enjoy music games.
Lesson 2 Outdoor Music 2	<p>NC: Understand and explore how music is created, produced and communicated.</p> <ul style="list-style-type: none"> To understand that there are soundscapes all around us and that we can make observations. I can create sound vibrations and make observations about the quality of sound I create. 	<p>Children will be introduced to the concept of vibration creating sound – with reference to the percussion instruments they already know.</p> <p>They will use 'coat hanger listeners' to explore natural and built objects for sound.</p> <p>Children will begin to consider how sounds might be represented by symbols</p>
Lesson 3 Instruments 1	<p>NC: Explore timbre and duration/play untuned instruments musically.</p> <ul style="list-style-type: none"> To learn to play un-tuned instruments carefully, following instructions of gestures, symbol cards and word cues. I can count, internalise and play instruments to a steady pulse. 	<p>Children will take turns to play percussion instruments that require different techniques to play.</p> <p>They will respond to a conductor, follow along to a recorded piece of music, and respond to different symbols to create their own composition.</p>
Lesson 4 Instruments 2	<p>NC: Explore duration/use voices expressively by singing songs and speaking chants and rhymes/explore timbre/play untuned instruments musically.</p> <ul style="list-style-type: none"> To continue to practise following gestures, symbol and word-cue instructions while playing un-tuned percussion instruments. I can play to a steady pulse as an accompaniment to my singing. I can count, internalise and play on a chosen number. 	<p>Children will use a range of familiar untuned percussion instruments to play along to songs, using the instruments to musically emphasise particular elements.</p> <p>They will respond to a conductor to play on different beats of the bar and at different tempi.</p>

	<ul style="list-style-type: none"> I can comment on the different sounds of the instrument categories. 	
<p>Lesson 5 Instruments 3 (using outdoor stage if possible)</p>	<p>NC: Explore duration/use voices expressively by singing songs and speaking chants and rhymes/explore timbre/play untuned instruments musically.</p> <ul style="list-style-type: none"> To use Bamboo Tamboo instruments to create familiar rhythmic patterns. I can create structured rhythmic patterns I can use a Bamboo Tamboo to accompany chants and songs. 	<p>Children will be introduced to the Bamboo Tamboo. They will learn the correct techniques for striking and tapping the instrument. They will hear the differences in the pitch of the different coloured instruments and work in colour groups and independently in order to maintain a polysyllabic rhythm.</p>
<p>Lesson 6 Carol Concert</p>	<p>NC: Understand and explore duration/use voices expressively and creatively by singing songs and speaking chants and rhymes/perform music with others</p> <ul style="list-style-type: none"> To prepare songs for a public performance I can learn and practise songs to an appropriate performance standard. I can perform to a wider audience and take pride in my achievements. 	<p>Children will learn and practise Christmas songs selected for the school's annual Carol Concert</p>
<p>Lesson 7 Carol Concert</p>	<p>NC: Understand and explore duration/use voices expressively and creatively by singing songs and speaking chants and rhymes/perform music with others</p> <ul style="list-style-type: none"> To prepare songs for a public performance I can learn and practise songs to an appropriate performance standard. I can perform to a wider audience and take pride in my achievements. 	<p>Children will learn and practise Christmas songs selected for the school's annual Carol Concert</p>
<p>Lesson 8 Music Appreciation</p>	<p>NC: Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditional including the works of the great composers and musicians.</p> <ul style="list-style-type: none"> To recognise excerpts from The Nutcracker suite by Tchaikovsky. I can talk about how music can help to tell a story. 	<p>Children will listen to the story of the Nutcracker and then listen to excerpts from the suite by Tchaikovsky. They will learn to recognise different instrument from the extended orchestra, and begin to understand how the instruments reflect the action and emotions of the story.</p>

Spring Term 1 – Pitch focus

Lesson	Skill focus	Context
Lesson 1 Pitch 1	<p>NC: Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> ● To experiment with different types of voices and to establish the difference between the speaking and singing voice. ● To understand how sound can be changed from high to low and to begin to pitch-match on one note. 	<p>Children will continue to sing familiar chants and rhymes, taking turns to perform solo phrases and stay within a two-note interval.</p> <p>Children will develop their understanding of pitch by identifying and responding to signals to represent higher and lower notes. Children continue to improve their ability to pitch-match to the teacher and to their peers.</p>
Lesson 2 Pitch 2	<p>NC: Use voices expressively and creatively by singing songs.</p> <ul style="list-style-type: none"> ● To continue to experiment with different vocal sounds. ● To pitch match and sing solos on the notes So and Mi. ● To establish whether their pitch is the same of different to another. 	<p>Children will play singing games to pitch-match each other and begin to assess their own singing.</p> <p>Children will perform in small groups to each other and begin to give feedback to others regarding pulse, rhythm and pitch.</p>
Lesson 3 Pitch 3	<p>NC: Explore pitch/understand and explore duration/ use voices expressively and creatively by singing songs/play tuned instruments musically.</p> <ul style="list-style-type: none"> ● To gain more accuracy in pitch-matching on the notes So and Mi. ● To consolidate understanding of high and low notes. ● To play tuned instruments to a steady pulse/ accurate rhythm as an accompaniment to singing 	<p>Children will sing previously familiar chants to 2 note intervals using call and response.</p> <p>Children will begin to identify and consider changes in dynamics as they sing, play and chant.</p> <p>Children will respond to signals for high and low notes and also use tuned percussion instruments to So (G) and Mi (E).</p>
Lesson 4 Pitch 4	<p>NC: Explore pitch/ understanding and explore duration/ use voices expressively and creatively by singing songs/ play tuned instruments musically.</p> <ul style="list-style-type: none"> ● To learn to make higher and lower sounds with voices in response to gestures and visual patterns. ● To follow a scale as it goes up and down with singing and actions. ● To play tuned instrument to a steady pulse/ accurate rhythm as an accompaniment to singing. 	<p>Children will continue to develop their understanding of dynamics and tempo by extending the challenge of familiar chants and songs.</p> <p>Children will respond to simple conducting by the teacher to sing rising or falling notes on a c major scale.</p> <p>Children will sing from simple rhythm patterns then and identify the correct sequence sung or played by the teacher.</p>

<p>Lesson 5 Outdoor Music 3</p>	<p>NC: Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> • To understand how percussion instruments can be made. • To experiment with different materials to make an untuned percussion instrument. 	<p>Children will look at existing shaken percussion instruments and begin to understand how the different sounds can be made. Children will use found materials from the outdoor instrument to fill their own shaker instrument. Children will experiment with the different sounds their created instrument can make and perform with others to familiar rhythm patterns.</p>
<p>Lesson 6 Music Appreciation 3</p>	<p>NC: Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p> <ul style="list-style-type: none"> • To understand that composers use instruments and tunes to represent characters and stories. • To recognise and describe a selection of instruments from the concert orchestra. 	<p>Children will be introduced to the signature instruments of Peter and the Wolf by Prokofiev. Children will begin to recognise the instruments by sight and also to discuss their relative sounds. Children will watch Peter and the Wolf with particular focus on each instrument with its linked character. They will then comment on how well each instrument represented each character, and the different parts of the story.</p>
<p>Spring Term 2 - Pitch focus</p>		
Lesson	Skill focus	Context
<p>Lesson 1 Pitch 5</p>	<p>NC: Understand and explore pitch/ use voices expressively and creatively by singing songs' play tuned instrument musically.</p> <ul style="list-style-type: none"> • To learn to pitch-match and sing solos on the notes So, Mi and La. • To play tuned instruments to a steady pulse to accompany singing. • To show recognition of pitch changes through actions. 	<p>Children to combine their knowledge and skills of rhythm and pulse to use actions, improvisations, props and untuned percussion to enjoy music games such as Pass the Puppets Round the Ring, and Starlight with Wishes. These singing games embed the skills the children have been learning, particularly in rhythm, pitch-matching and playing tuned percussion instruments.</p>

<p>Lesson 2 Pitch 6</p>	<p>NC: Understand and explore pitch and duration/ understand and explore appropriate musical notations/ use voices expressively and creatively by singing songs/ perform with others.</p> <ul style="list-style-type: none"> To sing songs containing the notes So Mi La with increasing accuracy. To create musical patterns by writing 4-beat rhythm and pitch phrases. To practise and perform in groups. 	<p>Children to combine their knowledge and skills of rhythm and pulse to use actions, improvisations, props and untuned percussion. Children will add known pitches to existing rhythm patterns and practise these in small groups. Children will perform and appraise their own and others' work.</p>
<p>Lesson 3 Music Appreciation 4</p>	<p>NC: Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p> <ul style="list-style-type: none"> To explore unfamiliar rhythm patterns To identify parts of the structure of an existing piece of music 	<p>Children will watch and listen to Mars from the Planet Suite by Gustav Holst. Children will deepen their thinking and understanding of the music through understanding the historical context of the composer, considering the 5 beat rhythm, ostinato patterns, pulse and structure.</p>
<p>Lesson 4 Easter songs/Mother's Day</p>	<p>NC: Use voices expressively and creatively by singing songs. Play tuned and untuned instruments musically. Perform music across styles and traditions.</p> <ul style="list-style-type: none"> To sing musically with others, with accurate rhythm and pitch. To learn songs by heart and to follow a conductor. To perform in a group 	<p>Children will learn seasonal songs and those for performance at a Mother's Day assembly. Where appropriate, children will have the opportunity to use instruments for accompaniment and to take on chamber or solo parts.</p>
<p>Lesson 5 Easter songs/Mother's Day</p>	<p>NC: Use voices expressively and creatively by singing songs. Play tuned and untuned instruments musically. Perform music across styles and traditions.</p> <ul style="list-style-type: none"> To sing musically with others, with accurate rhythm and pitch. To learn songs by heart and to follow a conductor. To perform in a group. 	<p>Children will learn seasonal spring songs and those for performance at a Mother's Day assembly. Where appropriate, children will have the opportunity to use instruments for accompaniment and to take on chamber or solo parts.</p>
<p>Lesson 6 Outdoor Music 4</p>	<p>NC: Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> To listen with discrimination to the environment sounds around our school. To consider the characteristics of environmental sounds and suggest shapes to represent them. To create pictograms to represent sounds To recreate sounds using voices and instruments. 	<p>Children will listen to the environmental sounds around the school grounds. They will consider the characteristics of each identified sound using familiar musical vocabulary. Using whiteboards to share ideas, children will create pictograms to represent sounds. Shared ideas will be used to create a whole class graphic score. Children will then follow the graphic score to recreate the environmental sounds using their bodies, voices and instruments.</p>

Summer Term 1 – Performance & Outdoor focus

Lesson	Skill Focus	Context
Lesson1 Pitch 6	<p>NC: Understand and explore pitch and duration/understand and explore appropriate musical notations/use voices expressively and creatively by singing songs/ perform with others</p> <ul style="list-style-type: none"> • To sing songs containing the notes So Mi La with increasing accuracy. To create musical patterns by writing 4-beat rhythm and pitch phrases, practising and performing them in groups 	<p>Children will take turns to respond during a changing solo/choral song. As a class they will create different rhythm patterns and use So Mi and La notes to create simple melodies to accompany their rhythms. In small groups children will compose their own rhythm and pitch patterns, and perform these to the class.</p>
Lesson 2 Music Appreciation 5	<p>NC: Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p> <ul style="list-style-type: none"> • To understand that composers use instruments and tunes to represent characters and stories. • To recognise and describe a selection of instruments from the concert orchestra. 	<p>Children will be reminded of 'Flight of the Bumblebee' which they have heard in music assembly. They will then be introduced to Vaughan-Williams' 'The Wasps'. They will consider the main musical theme and analyse how the timeline of the music can be said to represent the wasps' behaviour and movement.</p>
Lesson 3 Outdoor Music 5	<p>NC: Experience pitch and duration/ use voices expressively and creatively by singing songs with others.</p> <ul style="list-style-type: none"> • To learn and take part in new singing games. • To sing with a sense of shape of the melody. • To tap knees to a steady pulse to accompany singing. • To clap hands to a steady pulse with a partner while singing and to move within a musical time frame. • To jump to a steady pulse. • To follow musical instructions from cue words. 	<p>Children will use familiar nursery rhymes and tunes to tap steady beats and make jumps and movements in time to the music.</p> <p>Children will learn circle / clapping games and learn to swap partners while maintaining a steady beat.</p>
Lesson 4 Outdoor Music 6	<p>NC: Experience pitch and duration/ use voices expressively and creatively by singing songs with others.</p> <ul style="list-style-type: none"> • To learn and take part in new singing games. • To sing with a sense of shape of the melody. • To follow cue word actions. 	<p>Children will maintain a unison song whilst also working in small groups to perform actions.</p> <p>Children will make staggered entries to join an ongoing song and take their place with a partner.</p>

	<ul style="list-style-type: none"> To jump to the rhythm of the words. To move within a musical time frame. To clap and jump to the pulse while chanting. To memorise a sequence of actions and perform them to a steady pulse. 	Children will use a variety of improvised call and response actions whilst keeping a steady pulse.
Lesson 5 Instruments 5	<p>NC: Play tuned and untuned instruments musically/explore timber and duration/experiment with and select sounds/use voices expressively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> To accompany their singing on tuned and untuned instruments. To play to a steady pulse and with accurate rhythms. <p>To play instruments as part of a group, attaching different rhythm symbols to different instrumental timbres.</p>	<p>Children will use tappers, shakers and chime bars to play along with different rhythms and tunes.</p> <p>They will then work in instrumental sections to play to designated beats of the bar or particular rhythm patters to create a whole class accompaniment.</p>
Lesson 6 Year 1 Stage Performance	<p>NC: Understand and explore duration/use voices expressively and creatively by singing songs and speaking chants and rhymes/perform music with others</p> <ul style="list-style-type: none"> To prepare songs for a public performance To learn and practise songs to an appropriate performance standard. To perform to a wider audience and take pride in my achievements. 	<p>Children will learn and practise songs, dances and percussion as part of the year group annual performance.</p> <p>Where appropriate, children will have the opportunity to use instruments for accompaniment and to take on chamber or solo parts.</p>

Summer Term 2 – Performance & Outdoor focus

Lesson	Skill Focus	Context
Lesson 1 Year 1 Stage Performance	<p>NC: Understand and explore duration/use voices expressively and creatively by singing songs and speaking chants and rhymes/perform music with others</p> <ul style="list-style-type: none"> To prepare songs for a public performance To learn and practise songs to an appropriate performance standard. To perform to a wider audience and take pride in my achievements. 	<p>Children will learn and practise songs, dances and percussion as part of the year group annual performance.</p> <p>Where appropriate, children will have the opportunity to use instruments for accompaniment and to take on chamber or solo parts.</p>

Lesson 2 Year 1 Stage Performance	<p>NC: Understand and explore duration/use voices expressively and creatively by singing songs and speaking chants and rhymes/perform music with others</p> <ul style="list-style-type: none"> • To prepare songs for a public performance • To learn and practise songs to an appropriate performance standard. • To perform to a wider audience and take pride in my achievements. 	<p>Children will learn and practise songs, dances and percussion as part of the year group annual performance.</p> <p>Where appropriate, children will have the opportunity to use instruments for accompaniment and to take on chamber or solo parts.</p>
Lesson 3 Year 1 Stage Performance	<p>NC: Understand and explore duration/use voices expressively and creatively by singing songs and speaking chants and rhymes/perform music with others</p> <ul style="list-style-type: none"> • To prepare songs for a public performance • To learn and practise songs to an appropriate performance standard. • To perform to a wider audience and take pride in my achievements. 	<p>Children will learn and practise songs, dances and percussion as part of the year group annual performance.</p> <p>Where appropriate, children will have the opportunity to use instruments for accompaniment and to take on chamber or solo parts.</p>
Lesson 4 Year 1 Stage Performance	<p>NC: Understand and explore duration/use voices expressively and creatively by singing songs and speaking chants and rhymes/perform music with others</p> <ul style="list-style-type: none"> • To prepare songs for a public performance • To learn and practise songs to an appropriate performance standard. • To perform to a wider audience and take pride in my achievements. 	<p>Children will learn and practise songs, dances and percussion as part of the year group annual performance.</p> <p>Where appropriate, children will have the opportunity to use instruments for accompaniment and to take on chamber or solo parts.</p>
Lesson 5 Year 1 Stage Performance	<p>NC: Understand and explore duration/use voices expressively and creatively by singing songs and speaking chants and rhymes/perform music with others</p> <ul style="list-style-type: none"> • To learn and practise songs to an appropriate performance standard. • To perform to a wider audience and take pride in my achievements. 	<p>Children will take part in the year group performance taking place in Denbigh School's auditorium. They will perform songs with different parts and using tuned/untuned instruments to accompany their singing and dancing.</p>

<p>Lesson 6</p> <p>Music Appreciation 6 (Outdoor Music)</p>	<p>NC: Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p> <ul style="list-style-type: none"> • To understand that composers use instruments and tunes to represent characters and stories. • To recognise and describe a selection of instruments from the concert orchestra. 	<p>Children will listen to the song 'It's a Wonderful World' by Louis Armstrong. They will begin to understand the historical importance of the song, and consider interpretations of the lyrics.</p> <p>Children will create a graphic score of the poetic elements of the song and perform this to others using the outdoor stage.</p>
<p>Lesson 7</p> <p>Outdoor Music 7</p>	<p>NC: Use voices expressively and creatively by singing songs and speaking chants and rhymes/experience duration and pitch.</p> <ul style="list-style-type: none"> • To learn and take part in new singing games. • To sing with a sense of shape of the melody. • To walk to a steady pulse in a well-formed circle and in a conga-line. • To clap and stamp to the pulse while singing. • To follow musical instructions from cue words. • To choose partners and dance with them within a musical time frame. 	<p>Children will incorporate follow my leader actions while maintaining a song as a group.</p> <p>Children will use expression and emotion to act out the words of the song while maintaining a steady pulse and changing partners.</p> <p>Children will take turns to be selected during the song and have the opportunity to sing and dance with a partner or as a solo.</p>