



Lawn Music Curriculum



Year One Progression of Knowledge and Skills

Units of Work:	Introducing beat Adding rhythm and pitch Introducing tempo and dynamics Combining pulse, rhythm and pitch, Having fun with improvisation Explore sound and create a story
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National Curriculum

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned 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.

Key Vocabulary

Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophone, blues, baroque, Latin, Irish folk, funk, pulse, groove, audience, imagination

What pupils need to know or do to be secure

Musicianship: Understanding Music

Prior Learning (EYFS)	Future Learning
Know how to clap and copy a simple rhythm. Know the difference between long and short sounds Know the difference between high and low sounds.	Know how to use body percussion and percussion instruments to create a rhythmic and pitch pattern. Know how to copy back a simple melodic pattern.

Knowledge and skills:

Use body percussion, instruments and voices.
Find and keep a steady beat.
Understand the difference between creating a rhythm pattern and a pitch pattern.
Copy back simple rhythmic patterns using long and short.
Copy back simple melodic pattern using high and low.

Listening: Respond/Analyse

Prior learning (EYFS)	Future learning
To have listened to a variety of different styles of music. To know how to listen with purpose to a piece of music. To move and respond in their own way to music.	To know how to talk about music they have heard using appropriate vocabulary relating to dynamics and pitch.

Knowledge and skills:

Move and dance with the music.
Find the steady beat.
Talk about feelings created by the music.
Describe the tempo as fast or slow.
Describe the dynamics as loud or quiet.
Join in with sections of the song e.g. chorus.
Begin to understand about different styles of music.

Singing

Prior Learning (EYFS)	Future Learning
Sing a range of familiar songs and nursery rhymes. Sing in unison.	To be able to copy back intervals of an octave and fifth (high and low). To use voices in different ways e.g. spoken word, sing, rhyme, rap and chant.

Knowledge and skills:

Sing, rap, rhyme, chant and use spoken word.
 Demonstrate good singing posture.
 Sing songs from memory.
 Copy back intervals of an octave and fifth (high, low)
 Sing in unison.

Notation

Prior learning	Future learning
N/A	Using notation to represent high and low sounds and long and short sounds. Begin to understand standard notation for crotchets, quavers and minims.

Knowledge and skills:

Explore ways of representing high and low sounds, and long and short sounds using symbols and any appropriate means of notation.
 If appropriate: explore standard notation, using crotchets, quavers and minims and simple combinations of: {C, D, E, F, G} {F, G, A} {G, B, D} {D, E, F#, G, A} {D, A, C}.

Playing instruments

Prior Learning (EYFS)	Future Learning
To have experimented with a variety of percussion instruments showing awareness of how they work. Experimenting with changing sound.	Playing a simple melodic part in the major scales of C, F and D and D minor.
Knowledge and skills:	
Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major D major and D minor.	
Creating: Improvising	
Prior Learning	Future Learning
N/A	Explore improvisation using the age appropriate range of notes. Understand how to improvise a pattern.
Knowledge and skills:	
Explore improvisation within a major and minor scale using the notes {C, D, E} {D, E, A} {F, G, A, } {D, F, G} Improvise simple vocal patterns using question and answer phrases.	
Creating: Composing	
Prior Learning	Future Learning
N/A	To know how graphic notation can be used to represent created sounds. To know how to create a simple melody using crotchets and minims.
Knowledge and Skills:	
Explore and create graphic scores. Create musical sound effects in response to music and video stimulus. Create a story, choosing and playing instruments. Use music technology to capture, change and combine sounds. Use simple notation if appropriate.	

Create a simple melody using crotchets and minims.

Performing:

Prior Learning (EYFS)

Explore a wide range of percussion instruments and experiment with expressing your own ideas.

Future Learning

To prepare a song to perform.
To rehearse simple instrumental parts and add these to the performance.

Knowledge and skills:

Choose a song to perform to a well-known audience.
Prepare a song to perform.
Add actions to the song.
Play some simple instrumental parts.