Year 1 Sparkyard Music Curriculum Key Learning and Skills Overview

Key Learning

Term 1: Move To The Beat	Term 2: Exploring Sounds	Term 3: High or Low?
Children can: • Learn to recognise pulse, matching movements to music • Explore percussion instruments • Perform simple instrumental accompaniments to familiar songs • Create simple choreography and learn about dance traditions such as South African Gumboot Dancing and North Indian Kathak Dance	Children can: • Explore how sounds can be produced in different ways using voices and instruments • Sing simple songs, adding facial expressions and actions to enhance performance • Recognise how composers using dynamics, tempo and timbre to reflect a character or theme • Use song lyrics as a stimulus for a composition • Compose short sound sequences to tell a story and perform them to each other • Follow musical instructions and invent notation to represent sound sequences	Children can: • Learn to identify and describe pitch • Explore sounds created by a variety of different instruments and voice, describing their pitch and timbre • Play simple listening games, identifying and copying simple pitch patterns • Use a variety of tuned and untuned percussion instruments • Compose simple sound effects to accompany sections of a story • Compose pitch patterns and represent them using simple graphic notation • Prepare songs for a class performance

Skills Overview:

The Sparkyard Music Curriculum for Y1 enables children to develop a range of skills in singing, playing, listening, composing, improvising and exploring notation. The 'at a glance' table identifies termly coverage, and you will see that many skills are revisited across the course of the year.

Use these statements to build a picture of the musical learning in your class. Not only can they aid your planning, but they can also give you some ideas of the things to look out for when your class are engaged in any kind of musical activity.

Becoming a musician, even simply learning to engage actively with music, means nurturing a range of positive behaviours. These behaviours are central to almost every lesson in Y1 and you can aim for your class to:

- Talk about music making, identifying things that they enjoy or work well
- Follow instructions and listen to the suggestions of others
- Take turns

It is also important to recognise that musical learning takes place both in and outside the classroom. We know that musical learning will be strengthened through regular opportunities to practise and celebrate music making with others so in Y1 we recommend that children:

- Revisit songs and musical activities throughout the week
- Perform songs to other classes or in assemblies each term
- Share and practise songs at home using the Sparkyard share link.

Our Sparkyard Music Curriculum will enable children in Y1 to develop these **SINGING** and **PLAYING** skills:	Term 1: **MOVE TO THE BEAT**	Term 2: **EXPLORING SOUNDS**	Term 3: **HIGH OR LOW?**
1. Sing simple songs, chants and rhymes as a class	√	√	√
2. Copy simple pitch patterns accurately (e.g. singing call and response songs) *	√	√	√
3. Respond to visual performance directions (e.g. start, stop, loud, quiet)	√	√	√
4. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	√	√	
5. Perform short copycat rhythms patterns accurately e,g, word pattern chants	√	√	√
6 Play simple rhythmic accompaniments to songs to a steady pulse (e.g. short, repeated rhythms)	√		
7. Play pitch patterns on tuned instruments		√	√
8. Explore instrumental and vocal timbre, recognising how sounds can be changed	√	√	√
9. Perform to an audience**			√
10. Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre)		√	√

Our Sparkyard Music Curriculum will enable children in Y1 to develop these **LISTENING** skills, and knowledge about **GENRE / HISTORY / MUSICIANS**	Term 1: **MOVE TO THE BEAT**	Term 2: **EXPLORING SOUNDS**	Term 3: **HIGH OR LOW?**
1. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.	√	√	√
2. Respond to music through movement and dance, identifying a steady beat with others and changing the speed of the beat as the tempo of music changes. .	√	√	√
3. Listen and describe musical patterns using appropriate vocabulary (high, low, loud, soft, fast, slow, spiky, smooth, long, short)	√	√	√
4. Listen to sounds in the local school environment, comparing high and low sounds.			√

Our Sparkyard Music Curriculum will enable children in Y1 to develop these **COMPOSITION** and **IMPROVISATION** skills:	Term 1: **MOVE TO THE BEAT**	Term 2: **EXPLORING SOUNDS**	Term 3: **HIGH OR LOW?**
1. Create simple vocal chants or rhythm phrases, e.g. using question and answer phrases	√		√
2. Create musical sound effects and short sequences of sounds in response to stimuli (e.g. song lyrics)	√	√	√
3. Combine sounds to tell a story, choosing and playing classroom instruments or sound makers	√	√	
4. Create simple rhythm patterns	√		
5. Create simple pitch patterns		√	√
6. Use music technology (if available, to capture, change and combine sounds		√	
7. Experiment with different ways to create sound (e.g. body percussion, vocal sounds)	√	√	√
8. Explore percussion sounds to enhance songs and storytelling		√	√
9. Perform to an audience**			√
10. Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre)		√	√

Our Sparkyard Music Curriculum will enable children in Y1 to develop these **NOTATION** skills:	Term 1: **MOVE TO THE BEAT**	Term 2: **EXPLORING SOUNDS**	Term 3: **HIGH OR LOW?**
1. Recognise how graphic notation can represent created sounds, exploring and inventing own symbols	√	√	√
2. Follow pictures and symbols to guide singing and playing	√	√	√

*You can develop this skill when learning any of our songs. Take advantage of the double-click feature on our WOS player -double-click any line and get the class to sing it back!
** This skill isn't mentioned in every lesson because performing to an audience doesn't always have to involve a hall of parents! Get the class performing to each other on a regular basis or try an impromptu performance of the song they are working on the school playground. Singing and sharing musical learning with another class is a great way to develop musicianship and get your class working and thinking like performers!