

# Highgate Primary School

## Music Curriculum 2024

Key strands:  
 Singing  
 Listening  
 Performing  
 Composing  
 Musicianship

Year 1

The World through our Senses	Celebrations	Whatever the Weather	Toys	Amazing Architects	Flowers and Insect
<ul style="list-style-type: none"> <li>To learn to recognise different sound sources including animal sounds, household sounds and percussion instruments</li> <li>To begin to use musical terms to describe dynamics; forte, piano</li> <li>To play using different combinations of tempo and dynamics i.e. Loud and Slow</li> <li>To learn the names of percussion instruments</li> <li>To use our voices, bodies and percussion instruments to create sounds for We're going on a bear hunt, aiming for the appropriate timbre</li> </ul>	<p><b>Christmas Performance</b></p> <ul style="list-style-type: none"> <li>To learn to sing and perform a range of songs from our Christmas production</li> <li>To prepare to move expressively to music as part of our Christmas production</li> <li>To smile whilst singing and show developing awareness of rhythm and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>To learn to sing songs about weather</li> <li>Create simple rhythms, tunes and ostinatos</li> <li>To recreate weather sounds using their voices, bodies and instruments</li> <li>Listen with concentration and understanding</li> </ul>	<ul style="list-style-type: none"> <li>To feel the pulse of a song/beat</li> <li>To learn to clap and play the Trepak rhythm from the Russian Dance</li> <li>To move to the music expressively</li> <li>To be able to play simple rhythms with a steady beat</li> <li>To identify different rhythms by listening</li> <li>To recognise the difference between beat/pulse and rhythm</li> <li>To become familiar with Tchaikovsky's The Nutcracker</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music</li> <li>To recognise changes in tempo</li> <li>To listen carefully and discuss, dynamics, tempo, instruments.</li> <li>To keep the pulse when singing</li> <li>To be able to stop and start</li> </ul>	<ul style="list-style-type: none"> <li>To learn to sing in tune</li> <li>To make up actions to songs</li> <li>To play a steady beat on untuned percussion</li> <li>To play simple rhythms</li> <li>To experience notes which rise by steps</li> <li>To make a simple graphic score</li> <li>To perform pitched sounds using a graphic score</li> <li>To recognise and sing high and low pitch</li> <li>To listen and appraise a range of Waltzes</li> <li>To begin to recognise a Waltz</li> <li>To recognise a range of sounds on a building site and recreate using percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>To learn to sing new songs about insects</li> <li>To listen carefully and identify which mini-beast is represented by a piece of music</li> <li>To move to the music</li> <li>To copy dynamics, pitch and tempo with increased accuracy</li> <li>To copy short rhythmic phrases</li> <li>To perform drones with voices and instruments</li> <li>To know how to play higher or lower sounds on a tuned instrument</li> <li>To improvise and compose short rhythmic phrases using pictures of minibeasts</li> <li>To improvise and compose short tunes using pictures of minibeasts</li> <li>To compose mini tunes</li> </ul>
<p><b>Listening and Appraisal:</b>            Vivaldi – The four Seasons – Autumn and Winter</p>		Vivaldi – The Four Seasons – Spring and Summer	Tchaikovsky – The Nutcracker Suite	Strauss - a range of waltzes. Chopin – a range of waltzes	Chopin- Etude in F Minor Op25 No2 – The Bees Korsakov – The Flight of the bumblebee (3 versions) The ants go marching 2 by 2 The Ugly Bug Ball

