

Year 1 Music Overview

	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
Listening and attention	<p>Hey You!</p> <ul style="list-style-type: none"> Find the pulse as they are listening to the main unit song and understand that it is the heartbeat of the music. Others will find the pulse to any other unit songs. Recognise and name two or more instruments they hear: Male vocal, bass guitar, drums, deck 	<p>Rhythm in The Way We Walk & Banana Rap</p> <ul style="list-style-type: none"> Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Others will find the pulse to any other unit songs. Recognise and name two or more instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. 	<p>In The Groove</p> <ul style="list-style-type: none"> Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Others will find the pulse to any other unit songs. Identity five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them. Dance to each style or move to the pulse – be “In The Groove!” 	<p>Round and Round</p> <ul style="list-style-type: none"> Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Others will find the pulse to any other unit songs. Recognise and name two or more instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. 	<p>Your Imagination</p> <ul style="list-style-type: none"> Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Others will find the pulse to any other unit songs. Recognise and name two or more instruments they hear: Keyboard, drums, bass, a female singer 	<p>Reflect Rewind Revisit</p> <ul style="list-style-type: none"> Listen to previous songs and work on putting together an end of year performance. Listen to classical music pieces. Think about what instruments are being played and how the sounds are made.
Games	<ul style="list-style-type: none"> Find the pulse March in time with the pulse. Be an animal finding the pulse. Clap rhythms Copy back the rhythms they hear. Clap the rhythm of their name over the track. Create their own rhythm for others to copy 	<ul style="list-style-type: none"> March to the pulse. Copy back the rhythms they hear. Be an animal and keep the pulse. Clap rhythms Copy and clap back rhythms. Clap the rhythm of your name. Clap the rhythm of your favourite colour. Make up your own rhythm. 	<ul style="list-style-type: none"> March to the pulse. Copy the actions on-screen. Choose an animal and keep the pulse. Clap rhythms Copy back the rhythms they hear. Clap the rhythm of their name. Clap the rhythm of their favourite food. Make up their own rhythms. 	<ul style="list-style-type: none"> March to the pulse. Copy the actions on-screen. Use their imagination to find the pulse. Clap rhythms Copy back the rhythms they hear. Clap the rhythm of their name. Clap the rhythm of their favourite animal. Make up their own rhythms. 	<ul style="list-style-type: none"> Be a pop star finding the pulse. Use their imagination to find the pulse. Clap rhythms Copy and clap back rhythms. Clap the rhythm of their name. Clap the rhythm of their favourite animal. Clap the rhythm of their favourite colour. Make up their own rhythms. 	<ul style="list-style-type: none"> Play finding the pulse and rhythm games.
Singing	<ul style="list-style-type: none"> Rap and sing in time to the music Lead the groups that are rapping and singing 	<ul style="list-style-type: none"> Rap and sing in time to the music. Start to understand that pitch is high and low sounds. 	<ul style="list-style-type: none"> Sing together and in time, in all the different styles 	<ul style="list-style-type: none"> Sing the song together with the actions. 	<ul style="list-style-type: none"> Sing in unison and in two parts 	<ul style="list-style-type: none"> Sing favourite songs from the year.

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Playing	Play accurately and in time as part of the performance. Most will play C. Some will play C + G.		Play accurately and in time as part of the performance. Most will play C. Some will play C + D.	Play accurately and in time as part of the performance. Most will play D, F, C + D.	Play accurately and in time as part of the performance. Most will play C. Some will play C + D	
Improvising	In the lessons and as part of the performance. Most will use C. Some will play C + G		In the lessons and as part of the performance. Most will use C. Some will play C + D	In the lessons and as part of the performance. Most will use D. Some will use D +		
Composing	Compose a simple melody using simple rhythms, and use as part of the performance. Most will use C + D. Some will play C, D + E.		Compose A simple melody using simple rhythms, and use as part of the performance. Most will use C + D. Some will use C, D + E			
Performing	Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance	Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?	Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?	Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?	Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?	Put together an end of year performance as a class, showcasing what they have learnt.