



Sparken Hill Academy Music Curriculum

KS1 EVEN

(adapted for school context from the Model Music Curriculum March 2021)

2.1 Singing

- 2.1.1 Sing songs regularly with a pitch range of do-do with increasing vocal control (e.g. Wellerman)
- 2.1.3 Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, diminuendo, stop)

2.2 Listening

The teaching and learning of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.

Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.

2.2.1 Western Classical Tradition and Film

Title	Composer	Period
Night Ferry	Anna Clyne	21st Century
Bolero ²	Ravel	20th Century
Rondo alla Turca	Mozart	Classical
Mars from The Planets	Holst	20th Century
Hall of the Mountain King	Grieg	20th Century

2.2.2 Popular Music

Style	Title	Artist(s)
Rock n Roll	Hound Dog	Elvis Presley
Pop	With A Little Help from My Friends	The Beatles
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey
4 Chord pop	all	all

2.2.3 Musical Traditions

Country	Tradition	Title	Artist/Composer
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown

2.3 Composing

- 2.3.1 Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). See 1.4.3.3
 - 2.3.2 Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.
 - 2.3.3 Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
 - 2.3.4 Use music technology, if available, to capture, change and combine sounds (music room electronic instruments).
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2.4 Musicianship

2.4.1 Pulse/Beat

- 2.4.1.1 Understand that the speed of the beat can change, creating a faster or slower pace(tempo).
- 2.4.1.2 Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo.
- 2.4.1.3 Walk in time to the beat of a piece of music or song (e.g. La Marseillaise by Susato). Know the difference between left and right to support coordination and shared movement with others.
- 2.4.1.4 Group beats in twos, threes and fours by tapping knees on the first (strongest) beat and clapping/clicking the remaining beats.
- 2.4.1.5 Identify the beat groupings in familiar music that they sing regularly and listen to, e.g.
 - in 2 Maple Leaf Rag by Joplin
 - in 3 The Elephant from Carnival of the Animals by Saint-Saëns

2.4.2 Rhythm

- 2.4.2.1 Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.
- 2.4.2.2 Create rhythms using word phrases as a starting point (e.g. My name is, Up-Down etc).
- 2.4.2.3 Read and respond to chanted rhythm patterns, and represent them with rhythm notation including crotchets, quavers and crotchets rests.
- 2.4.2.4 Create and perform their own chanted rhythm patterns with the same rhythm notation.

2.4.3 Pitch

- 2.4.3.1 Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.
- 2.4.3.2 Sing short phrases independently within a singing game or short song.
- 2.4.3.3 Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands

low).

- 2.4.3.4 Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example: