



Orton Wistow Primary School – Curriculum Plan



Subject : Music

Year : 1

Term : Autumn (Charanga – Hey You!)



Vocabulary

Define the word and include etymology if useful.

Pulse (Latin: *pulsus* meaning beat) – a steady beat, like a ticking clock
Rhythm – a pattern of long and short sounds
Pitch- how high or low the notes are
Rap- a style of music in which words are not sung but spoken in a rapid and rhythmic way
Improvise (Latin: *improvisio* meaning unforeseen) – to make up on the spot
Compose (Latin: *componere* meaning to put together, cf to English component) – to create a piece of music
Melody (Greek: *melos* meaning song) - the tune
Bass guitar – a guitar, usually with 4 strings tuned to E/A/D/G
Drums – percussion instruments which are hit to create a note
Decks – a unit for playing or recording records/tapes/cd's
Perform – play your music out loud, often to an audience (people watching/listening)



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

Hip Hop is a style of music, starting in the 1970's which still remains popular to this day. It often involves DJ's rapping (talking in a rhythmic way) over background music.

Reggae was developed in the 1970s and originated from Jamaica, Reggae defined by Bob Marley. It has a prominent bass beat and a strong off-beat usually played on the guitar.

Rapping is considered Hip Hop

Examples of old school hip hop include :

Hey You! by Joanna Mangona
Me, Myself And I by De La Soul
Fresh Prince Of Bel Air by Will Smith
Rapper's Delight by The Sugarhill Gang
U Can't Touch This by MC Hammer
It's Like That by Run DMC



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

Understand and explore how DJ music is created

How the interrelated dimensions of music (pitch/pulse/rhythm) affect the music

How does the music make you feel?

How does changing the way we play/sing affect the piece of music?

Where Hip Hop fits into the musical canon.

Where Reggae music comes from.



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Find the pulse

Copy and clap back rhythms

Sing notes of different pitches (high and low)

Start and stop singing when following a leader

Play a tuned instrument

Improvise around a tune

Compose using a simple rhythm using the notes C/D



Orton Wistow Primary School – Curriculum Plan

Subject : Music

Year : 1

Term : Spring (Charanga - In the Groove)



Vocabulary

Define the word and include etymology if useful.



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Pulse (Latin: *pulsus* meaning beat) – a steady beat, like a ticking clock
Rhythm – a pattern of long and short sounds
Pitch- how high or low the notes are
Improvise (Latin: *improvisio* meaning unforeseen) – to make up on the spot
Compose (Latin: *componere* meaning to put together, cf to English component) – to create a piece of music
Perform – play your music out loud, often to an audience (people watching/listening)
Blues- a style of music characterised by its harmonic structure and the notes used to create the melodies.
Baroque (Portuguese: barrocco, meaning misshapen pearl) - period or style of Western art music composed from approximately 1600 to 1750
Latin – music coming from Spanish and Portuguese speaking parts of the world
Irish Folk - Music sung or played by people, usually not recorded or performed. Often the music is passed down through families and friends.

There are 6 different styles of music in this unit.
 Each of the styles has a distinctive sound and beat.
Blues music comes from the Deep South of the USA, with African American roots
Bhangra is upbeat pop music associated with the Punjab region of India
Baroque is a style of music from 1600 to 1750. Handel, Vivaldi and JS Bach are all considered baroque composers.
Latin music comes from the Spanish and Portuguese speaking parts of the world, often most associated with C and S America
Irish Folk Music sung or played by people, usually not recorded or performed. Often the music is passed down through families and friends.
Funk is a music genre that originated in African-American communities in the mid-1960s when musicians created a rhythmic, danceable new form of music through a mixture of

Understand and explore how music is created
 How the interrelated dimensions of music (pitch/pulse/rhythm) affect the music
 How does the music make you feel?
 How does changing the way we play/sing affect the piece of music?
 Where Blues, Baroque, Latin, Bhangra, Folk and Funk fit into the musical canon.

Find the pulse
 Maintain a steady beat
 Create rhythms for others to follow
 Sing notes of different pitches (high and low)
 Listen to and follow music instructions from a leader
 Play a tuned instrument with the song they perform
 Compose a simple melody using 1,2 or 3 notes
 Compose using a simple rhythm using the notes C/D



									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
<p>Funk – music with strong bass lines and a heavy syncopated beat</p> <p>Groove – the rhythmic part of the music that makes you want to move and dance</p>	soul music, jazz, and rhythm and blues (R&B).								



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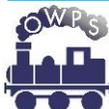


Subject : Music

Year : 1

Term : Summer(Charanga – Your Imagination)

									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
<p>Pulse (<i>Latin: pulsus meaning beat</i>) – a steady beat, like a ticking clock</p> <p>Rhythm – a pattern of long and short sounds</p> <p>Pitch- how high or low the notes are</p> <p>Improvise (<i>Latin: improviso meaning unforeseen</i>) – to make up on the spot</p> <p>Compose (<i>Latin: componere meaning to put together, cf to English</i>)</p>	<p>This song was written for Charanga Musical School by Joanna Mangona and Pete Readman.</p> <p>It is a song about using your imagination.</p> <p>The style is a pop song – modern and upbeat.</p>	<p>Understand and explore how music is created</p> <p>How the interrelated dimensions of music (pitch/pulse/rhythm) affect the music</p> <p>How does the music make you feel?</p>	<p>Show the pulse through marching, clapping or dancing</p> <p>Maintain a steady beat</p> <p>Create rhythms for others to follow</p> <p>Sing notes of different pitches (high and low)</p>						



									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning Teaching Assessment	Learning Teaching Assessment	Learning Teaching Assessment						
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p>component) – to create a piece of music</p> <p>Perform – play your music out loud, often to an audience (people watching/listening)</p> <p>Drums – percussion instruments which are hit to create a note</p> <p>Bass guitar – a guitar, usually with 4 strings tuned to E/A/D/G</p> <p>Audience –the people watching/listening</p> <p>Keyboard – an electric instrument like a piano</p> <p>Imagination – to think or feels things in your head</p>	<p>Other songs included in the unit are:</p> <ul style="list-style-type: none"> • <i>Supercalifragilisticexpialidocious</i> from Mary Poppins • <i>Pure Imagination</i> from Willy Wonka & The Chocolate Factory soundtrack • <i>Daydream Believer</i> by The Monkees • <i>Rainbow Connection</i> from The Muppet Movie • <i>A Whole New World</i> from Aladdin 	<p>How does changing the way we play/sing affect the piece of music?</p>	<p>Confidently sing in unison</p> <p>Learn to start and stop singing when following a leader</p> <p>Listen to and follow music instructions from a leader</p> <p>Play a tuned instrument with the song they perform</p> <p>Compose a simple melody using 1,2 or 3 notes</p> <p>Compose using a simple rhythm using the notes C/G</p>						