

KPI Music Curriculum Plan - Year One

Key Concept(s)	Learning Intention	Activities (use Music Express handbook for detailed lesson plans)	Resources	Assessment
EXPLORING SOUNDS – MUSIC EXPRESS UNIT 1 (OURSELVES)				
<p>KC2 - singing KC4 – improvising and exploring</p>	<p>To create and respond to vocal sounds</p>	<p>1. Chase the sound <i>Explore the pitch of a vocal sound</i> Children: - explore making different pitches and sounds with their voices as they respond to a hand action; - understand pitch through the use of voice and movement</p> <p>2. Start with singing <i>Explore vocal sounds and add them to a song</i> Children: - look at pictures to stimulate ideas for exploring vocal sounds; - differentiate between different lengths and volumes (dynamics) of vocal sounds; - sing a song which includes a variety of vocal sounds</p> <p>3. Playing at the park <i>Add high, low and sliding vocal sounds to a song</i> Children: - use a variety of pitches to create vocal sounds that represent pictures of playground activities; - sing a song, adding their own vocal sounds to the end of each verse</p> <p>Support: Encourage less confident children to explore making vocal sounds using a variety of finger puppets during the ‘Chase the sound’ game</p>	<p>Chase The Sound movie</p> <p>Start With Singing audio</p> <p>Playing At The Park audio</p> <p>Vocab Pitch, dynamics</p>	

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<p>KC2 - singing KC4 – improvising and exploring</p>	<p>To create and respond to vocal sounds To explore how to change sounds</p>	<p>1. Say it... <i>Perform a poem that demonstrates different ways of using the voice</i> Children: - learn a poem as they explore a range of expressive voices; - use a variety of dimensions (pitch, tempo and dynamics) as they perform a poem expressively.</p> <p>2. Glad to be me <i>Learn a happy song and add whole body actions</i> Children: – learn a song and think about how to sing and perform the lyrics expressively; – make up actions that match the vocabulary of the song lyrics.</p> <p>3. Glad to be me performance <i>Choreograph an action song performance</i> Children: – perform a choreographed song with actions; – perform the song in groups, joining in one group at a time to build a performance.</p>	<p>Say It audio (with gaps for echoes)</p> <p>Glad To Be Me movie</p> <p>Glad To Be Me audio</p> <p>Vocab Pitch, tempo, dynamics</p>	
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<p>KC2 - singing KC4 – improvising and exploring</p>	<p>To create and place vocal and body percussion sounds</p> <p>To explore descriptive sounds</p>	<p>1. Show me one click <i>Perform a body percussion song</i> Children: – learn a song and perform body percussion sounds that increase in number with each verse</p> <p>2. A surprise meeting <i>Add expressive vocal sounds and body percussion to a story</i> Children: – explore a variety of vocal and body percussion sounds to accompany a story; – follow a storyboard score as they explore making their expressive sounds; – change the tempo and dynamics of sounds to make them more expressive</p> <p>3. A surprise ending <i>Explore the expressive effect of a different ending to a story</i> Children: – suggest different endings for a story; – explore sounds that can be used to accompany the suggested endings; – perform the different endings with accompanying expressive sounds.</p>	<p>Show Me One Click audio</p> <p>A Surprise Meeting movie</p> <p>A Surprise Meeting audio</p> <p>A Surprise Meeting PPT</p> <p>A selection of hand-held percussion instruments</p> <p>Vocab Pitch, tempo, dynamics</p>	
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EXPLORING SOUNDS – MUSIC EXPRESS UNIT 7 (OUR SCHOOL)				
KC4 - improvising and exploring	To explore different sound sources and materials	<p>1. Mr Tap’s classroom sounds <i>Relate classroom sounds to a classroom map and its map key</i> Children: – listen to a piece of music, relating the sounds to a map of classroom sound sources; – recognise and identify sounds that they hear in the music.</p> <p>2. Our classroom sounds map <i>Map sounds in the classroom and play a sequence of them</i> Children: – explore sounds found in their classroom in pairs or small groups; —select eight found sounds to add to a classroom sound map score, and play their sounds when instructed; – record and listen to the sounds, following the score.</p> <p>3. Kitchen taps and table taps <i>Watch a sound movie and make up a piece of table-tapping music</i> Children: – watch a movie and identify the different ways of producing sounds; – explore and select sounds made with hands; – work in groups to follow a leader and create table-tapping music.</p>	<p>Classroom Sounds teaching audio</p> <p>Mister Map’s Classroom audio</p> <p>Kitchen Taps movie</p> <p>Classroom objects and equipment that can be used as sound sources, e.g. wastepaper bins, plastic cups, pencil pots, building blocks, storage trays Sound-recording equipment e.g. ipad</p> <p>Vocab Timbre (e.g. rustle, scrunch, tear, tap, rub), dynamics (loud/quiet)</p>	

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<p>KC3 – playing instruments KC6 - appraising</p>	<p>To analyse the dynamics and duration of sounds around the school To explore these elements/dimensions on instruments To create two contrasting textures</p>	<p>1. School for percussion <i>Explore the materials and sounds of percussion instruments</i> Children: – follow a map as they explore different ways of producing sound; – listen to a piece of music following the route on a percussion map to identify the sounds; – explore materials and ways to produce sounds using percussion as they follow a score.</p> <p>2. Inside school <i>Listen to real sounds in a school then record your own</i> Children: – listen to a piece of music, identifying and describing the sounds they hear; – think about the sounds they hear in the school environment; – record and discuss sounds from two contrasting locations in their school.</p> <p>3. Inside school - class composition <i>Compose music which captures atmosphere</i> Children: – use voices and body sounds to create music which captures the atmosphere of two school environments; — work in pairs to create contrasting instrumental sounds; — combine sounds to create and evaluate a class performance.</p>	<p>School For Percussion Tour audio Stephen’s School audio</p> <p>A variety of percussion instruments, sufficient for all the class, sound recording equipment</p> <p>Vocab Dynamics (loud/quiet), duration (long/short), texture</p>	
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<p>KC3 – playing instruments KC4 - improvising and exploring</p>	<p>To interpret sounds and explore instruments To create a soundscape as part of a song performance</p>	<p>1. The compass song <i>Sing a song and listen to sounds to the north, south, east and west of Stephen’s school</i> Children: – listen to a song and distinguish between the sounds heard after each verse; – work out the location of the sounds and plot them on the map score; – learn to sing the song, following the sounds on the score.</p> <p>2. Outside our school <i>Film the environment to the north, south, east and west of the school</i> Children: – video the environment found at each of the four compass points of the school; – identify and discuss the recorded sounds of each location; – plot the sounds on to a map of the school.</p> <p>3. Our compass song <i>Create a soundscape of your school surroundings to add to ‘The compass song’</i> Children: – explore the sounds they can make on selected instruments; – match the sounds to pictures in a sound display; – create sounds to represent the north, south, east and west environments of their school; – perform <i>The compass song</i> with group percussion interludes.</p>	<p>The Compass Song audio Picture Sounds teaching audio</p> <p>Video-recording equipment, a selection of instruments, e.g. glockenspiel, guiro/scraper, drum, cymbal, claves and shakers (sufficient instruments for the whole class)</p>	
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PITCH – MUSIC EXPRESS UNIT 12 (WATER)				
KC4 - Improvising and Exploring	To create a picture in sound	<p>1. Splash <i>Learn a song and add water sport actions</i> Children: – listen to a song and invent water sport actions to match each verse; – learn to sing the verses and chorus of the song.</p> <p>2. A wave <i>Create a splash in music using voices and then tuned percussion</i> Children: – respond in movement to art and movie footage of waves; – use voice and instruments to create descriptive water sounds; – accompany the wave movie with descriptive vocal sounds and glissandi (slides) on tuned percussion.</p> <p>3. Wave composition <i>Create a series of waves using percussion</i> Children: – follow a conductor to create musical waves using percussion instruments; – take turns to conduct the players, varying the speed and intensity of the musical waves.</p> <p>Support: <i>Model conducting the wave composition yourself first, showing the children some different choices that can be made to change the sound. Discuss the signals you gave and their meaning, e.g. when to play, how to play and when to stop. Ask confident children to think of their own signals, while others can copy yours</i></p>	<p>Splash Chorus teaching audio</p> <p>Splash Chorus audio</p> <p>Waves Crashing on a Beach movie</p> <p>Crash audio</p> <p>Metallophones or xylophones A selection of instruments, e.g. shakers, tambourines, drums, cymbals</p> <p>Vocab Dynamics – loud/quiet, louder/quieter Timbre – splash, ripple, crash Tempo – fast/slow, faster/slower Glissando (slide)</p>	

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<p>KC1 – listening KC6 - appraising</p>	<p>To understand musical structure by listening and responding</p>	<p>1. In the aquarium <i>Listen to Aquarium and play a melody extract on tuned percussion</i> Children: – listen to descriptive music and look at artwork, discussing the images they conjure in their imaginations; – follow a picture score to draw the pitch shape of the melody in the air; – follow and understand a pitch score to play a melody on tuned percussion.</p> <p>2. Aquarium storyboard <i>Identify the structure of Aquarium</i> Children: – understand the structure of music as they listen to and watch a storyboard movie; – respond to the music through movement; – follow the structure of the music using a picture score.</p> <p>3. Perform Aquarium <i>Perform a dance sequence following the structure of Aquarium</i> Children: – respond to the music through movement; – invent descriptive movements in two groups (fish and plants) that reflect the music; – discuss how to end the sequence and perform the whole piece.</p> <p>Support: <i>Give children the opportunity to swap dance roles as plants and fish, so that everyone experiences responding to the music with both kneeling and travelling movements. If possible, video the activity and ask the class to comment on the ways different children move.</i></p>	<p>Aquarium audio</p> <p>Aquarium melody teaching audio</p> <p>Aquarium movie</p> <p>Aquarium teaching audio sections 1 and 3</p> <p>Aquarium teaching audio Sections 2 and 4</p> <p>Aquarium teaching audio section 5</p> <p>Tuned percussion, e.g. chime bars, xylophones – notes EDCAB Space for the children to move around the classroom</p> <p>Vocab Pitch – high/low, higher/lower, steps, jumps</p>	
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<p>KC3 – playing instruments</p>	<p>To perform a simple repeated pattern</p>	<p>1. Rippling rhythm <i>Identify and join in with a recurring musical idea in a piece of music</i> Children: – listen to music and describe its mood; – use voices to explore the sounds of the music; – identify and count the repetitions of a musical idea; – in two groups, add vocal and instrument sounds to the music.</p> <p>2. Row your boat <i>Learn a song about activity on the water</i> Children: – listen to a new version of a traditional song; – compare two pieces of music to identify similarities; – match images to the verses and learn to sing the song.</p> <p>3. Life is but a dream <i>Learn to play a descending melody and create a performance</i> Children: – listen to a song and clap the rhythm of one phrase; – follow a score to learn to play a descending pitch phrase on tuned percussion; – perform the song with tuned accompaniment and vocal sound interludes</p> <p>Support: <i>For those children who find it difficult to identify pitch, draw the violin slides from Rippling Rhythm in the air with your finger, from low to high as you make your own low to high vocal slides.</i> <i>Also practise descending slides by pointing from high to low as you make your own high to low vocal slides. Draw slides in the air – can the children all make the matching ascending or descending pitch shape with their voice?</i></p>	<p>Rippling Rhythm audio</p> <p>Violin teaching audio</p> <p>Woodblock teaching audio</p> <p>Row Your Boat audio</p> <p>Life is but a Dream melody played on chime bars demonstration movie</p> <p>Tuned percussion, e.g. chime bars, xylophone notes – GFEDC.</p> <p>Vocab Rhythm Timbre – slide, bubbling, wooden Pitch – ascending: low to high Descending: high to low</p>	
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Key Concept(s)	Learning Intention	Activities (use Music Express handbook for detailed lesson plans)	Resources	Assessment
BEAT – MUSIC EXPRESS UNIT 10 (OUR BODIES)				
KC4 – improvising and exploring	<p>To perform a steady beat at two different speeds (tempi)</p> <p>To respond to music with a slow and fast steady beat</p>	<p>1. Do as I'm doing <i>Practise a steady beat, co-ordinating left and right</i> Children: – listen to a song and mark the steady beat with actions using alternate sides of the body; – invent and lead new alternating left/right body actions on the beat.</p> <p>2. Slow and creepy <i>Recognise and respond to a steady beat in a song</i> Children: – discuss the lyrics of a song and join in with the descriptive vocal sounds; – use body percussion to play a slow, steady beat to accompany the song; – add instruments to the vocal sounds.</p> <p>3. Fast and cheery <i>Recognise and respond to a steady beat at different speeds</i> Children: – listen to the song and discuss changes of tempo and mood in the verses; – use body percussion to play a fast, steady beat to accompany the song; – select instruments to play sounds during the fast section; – combine the sections together to put on a performance.</p>	<p>Do as I'm Doing audio</p> <p>Scared of the Dark audio</p> <p>Slow and Creepy steady beat teaching audio</p> <p>Fast and Cheery steady beat teaching audio</p> <p>A selection of soundmakers and/or percussion instruments, e.g. brush and tick, plastic water bottle and straw, maracas, tambour</p> <p>Vocab Beat Tempo - slow/fast, slower/faster Timbre - spooky, scary, bright, cheery</p>	

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<p>KC1 - listening KC3 - Playing Instruments</p>	<p>To identify a repeated rhythm pattern</p> <p>To combine a rhythm pattern and a steady beat</p>	<p>1. The toe tap steady beat <i>Use actions to mark the steady beat of a song</i> Children: – listen to a song and play the steady beat on body percussion; – sing the song ‘inside heads’ and perform the actions to the beat.</p> <p>2. The toe tap rhythm <i>Identify a recurring rhythm pattern in a song</i> Children: – listen to the lyrics of a song and notice the repeating phrases; – respond to the repeating phrases of a song through movement; – perform the syllable rhythm pattern of the phrases on body percussion.</p> <p>3. The keel row <i>Mark the steady beat in a Northumbrian folk tune</i> Children: – watch a music movie to recognise and identify the melody; – accompany the song in two groups: one tapping the steady beat and the other clapping the rhythm patterns; – add untuned percussion, playing the beat and rhythm patterns in two groups.</p>	<p>The Toe Tap audio</p> <p>The Keel Row movie</p> <p>A selection of untuned percussion, e.g. wood blocks, tambourines, scrapers (guiros)</p> <p>Vocab Beat, rhythm</p>	
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<p>KC5 - composing</p>	<p>To performing rhythm patterns on body percussion to a steady beat</p> <p>To invent and perform new rhythms to a steady beat</p>	<p>1. Don't do as I'm doing <i>Practise a steady beat, co-ordinating left and right</i> Children: – listen to a song and tap the steady beat on instruments; – stop playing as soon as they see a given signal from the conductor.</p> <p>2. What's your beat? <i>Perform actions to word rhythm patterns from What's your beat?</i> Children: – watch a movie to learn the actions which accompany word rhythms; – listen to the instructions then perform the rhythm actions in the copy gap of the song.</p> <p>3. Click flippety flap clap <i>Create verses for What's your beat? to make new rhythm patterns</i> Children: – make up new verses for a song by changing the order of the action words; – record the new order of actions on a grid; – perform the new verses and improvise new orders of their own choice</p>	<p>Do as I'm Doing audio</p> <p>What's Your Beat? demonstration movie</p> <p>What's Your Beat? audio</p> <p>Click Flippety Flap Clap teaching audio</p> <p>Hand-held percussion instrument such as claves, chop sticks, hand drums, plastic pot shakers</p> <p>Vocab Beat, rhythm</p>	
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PERFORMING – MUSIC EXPRESS UNIT 11 (TRAVEL)				
KC4 - Improvising and Exploring	To combine voices, movement and instruments to perform a chant and a song	<p>1. Shoes a-go-go <i>Chant and step to the beat to make the sounds of different footwear</i> Children: – discuss the sounds and movements that the different footwear might make; – step to a steady beat and vary the dynamics of the steps to reflect the lyrics; – follow a sequence of different footwear and vary the dynamics to make matching sounds.</p> <p>2. New shoes a-go-go <i>Invent lyrics and movements to perform as new verses in a chant</i> Children: – create simple word patterns to describe other types of footwear; – invent new lyrics and actions for three chosen types of footwear and perform the actions to a steady beat.</p> <p>3. We all go travelling by <i>Sing a cumulative action song with improvised body movements</i> Children: – learn a travelling song with cumulative verses; – improvise movements to represent each type of transport, and perform them with the increasing sequence.</p> <p>Support: <i>To help children recall the sequence order of the types of transport in ‘We all go travelling by’, display picture cards or toys in the matching order.</i></p>	<p>Shoes A-Go-Go audio</p> <p>We All Go Travelling By audio</p> <p>Vocab Steady beat, dynamics</p>	

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<p>KC3 – playing instruments</p>	<p>To keep a steady beat on instruments</p>	<p>1. Tuk-tuk game <i>Play a game that practises keeping a steady beat</i> Children: – learn a chant to play a circle game using shakers; – join in with the game when invited, playing a steady beat on percussion.</p> <p>2. Tuk-tuk song <i>Learn to sing a song with rhythmic word patterns</i> Children: – learn to sing a song about four different types of transport from around the world; – sing rhythmic word phrases which describe each type of transport.</p> <p>3. Tuk-tuk percussion <i>Learn to perform rhythm patterns in a song on untuned percussion</i> Children: – learn to play word rhythm patterns on body percussion; – in four groups, take turns to play the rhythms on instruments</p> <p>Support: Notice any children who find tapping or clapping the individual rhythms difficult. Give these children the rickshaw rhythm when you divide into groups, as this is a simpler pattern, which stays mainly on the steady beat.</p>	<p>Tuk-tuk game chant audio</p> <p>Tuk-tuk song audio</p> <p>Tuk-tuk percussion teaching audio</p> <p>A selection of hand-held percussion, e.g. claves, finger cymbals, scrapers, shakers</p> <p>Vocab Pitch, dynamics</p>	
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<p>KC1 – listening KC3 – playing instruments</p>	<p>To keep a steady beat</p> <p>To play and combine simple word rhythms</p>	<p>1. Instruments a-go-go <i>Perform rhythm patterns on untuned percussion with a chant</i> Children: — create their own footwear word rhythms using a picture score; — perform their own word rhythms in a chant; — choose instruments and perform the chant in three groups.</p> <p>2. I’m driving in a car <i>Sing a cumulative travelling song with invented actions</i> Children: — learn to sing a cumulative transport song; — invent simple actions for each form of transport; — perform the song with their actions.</p> <p>3. Going places <i>Identify types of travelling sounds in a piece of music and move in response</i> Children: — listen to a piece of music and respond with movement; — identify transport sounds heard in the music by miming appropriate transport movements; — recognise and describe the use of dynamics, tempo and patterns in the music.</p> <p>Support: <i>Encourage the children to make silent movements as they listen to Going places so that they can clearly hear all of the sounds. Play the piece several times, focussing on different sounds that individual children have noticed, to help others pick them out.</i></p>	<p>I’m Driving in a Car audio</p> <p>Going Places audio</p> <p>A selection of hand-held percussion instruments</p> <p>Vocab Pitch, dynamics, tempo, rhythm</p>	
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KC1	Listening	Children will perform, listen to, review and evaluate music Children will listen to pieces of music from a range of historical periods, genres, styles and traditions Children will listen to and evaluate works of the great composers and musicians
KC2	Singing	Children will learn to sing and to use their voices
KC3	Playing Instruments	Children will have the opportunity to create and compose music on their own and with others
KC4	Improvising and Exploring	
KC5	Composing	Children will understand and explore how music is created, produced and communicated
KC6	Appraising	Children will know and talk about the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture