

Knowledge & Skills – Year 1

Unit	1	2	3	4	5	6
Title	Hey You	Rhythm In The Way We Walk and The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay
Style of main song	Old School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
Unit theme	How pulse, rhythm and pitch work together.	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.
Instrumental Parts						
Key	C		C	D minor	C	Revise existing
One Note	C		C	D	C	
Easy Part	C		C + D	D, F, C + D	C + G	
Medium Part	C + G		C + D	D, E, F, G + A	C, E + G	
Melody	C + G		C, G + A	D, F, G, A + C	E, G + A	
Warm-up Games	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					
Game 1	Find The Pulse Choose an animal and find the pulse					
Game 2	Rhythm Copy Back Listen to the rhythm and clap back					
Game 3	Rhythm Copy Back, Your Turn					
Game 4	Pitch Copy Back and Vocal Warm-up 1					
Game 4a	Pitch Copy Back and Vocal Warm-up 2					

	1	2	3	4	5	6
Improvisation						
Challenge 1	Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).		Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).	Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).	Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).	Revise existing
Challenge 2	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.		Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E.	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E.	
Challenge 3	Improvise! Take it in turns to improvise using C or C and D		Improvise! Take it in turns to improvise using C or C and D	Improvise! Take it in turns to improvise using D or D and E	Improvise! Take it in turns to improvise using D or D and E	
Composing						
With one note	C		C		C	Revise existing
With three notes	C, D + E		C, D + E		C, D + E	
With five notes	C, D, E, F + G		C, D, E, F + G		C, D, E, F + G	

Supporting Songs and Styles

1	2	3	4	5	6
<p>Hey You! By Joanna Mangona</p> <p>Old-School Hip-Hop</p> <p>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</p>	<p>Rhythm In The Way We Walk and The Banana Rap by Joanna Mangona and Jane Sebba</p> <p>Reggae</p> <p>The Planets, Mars by Gustav Holst (Classical) Tubular Bells by Mike Oldfield (Pop) The Banana Rap by Jane Sebba (Hip Hop) Happy by Pharrell Williams (Pop) When I'm 64 by The Beatles (Pop)</p>	<p>In The Groove by Joanna Mangona</p> <p>Blues, Baroque, Latin, Bhangra, Folk, Funk</p> <p>How Blue Can You Get by B.B. King (Blues) Let The Bright Seraphim by Handel (Baroque) Livin' La Vida Loca by Ricky Martin (Latin/Pop) Jai Ho by J.R. Rahman (Bhangra/Bollywood) Lord Of The Dance by Ronan Hardiman (Irish) Diggin' On James Brown by Tower Of Power (Funk)</p>	<p>Round and Round by Joanna Mangona</p> <p>Bossa Nova</p> <p>Livin' La Vida Loca by Ricky Martin (Latin/Pop) Imperial War March by John Williams (Film) It Had Better Be Tonight by Michael Bubié (Latin/Big Band) Why Don't You by Gramophonedzie (Big Band/Dance) Oya Como Va by Santana (Latin/Jazz)</p>	<p>Your Imagination by Joanna Mangona and Pete Readman</p> <p>Pop</p> <p>Supercalifragilisticexpialidocious from Mary Poppins Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack Daydream Believer by The Monkees Rainbow Connection from The Muppet Movie A Whole New World from Aladdin</p>	<p>Reflect, Rewind and Replay</p> <p>Classical</p> <p>A Song Before Sunrise by Frederick Delius – 20th Century The Firebird by Igor Stravinsky – 20th Century The Bird by Sergei Prokofiev – 20th Century Grand March from Aida by Giuseppe Verdi – Classical Bolero by Maurice Ravel – 20th Century The Lamb by John Tavener – Contemporary</p>

Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. 	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>

Games

Knowledge	Skills
<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. 	<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> Game 1 – Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.

Singing

Knowledge	Skills
To confidently sing or rap five songs from memory and sing them in unison.	<ul style="list-style-type: none"> ● Learn about voices, singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. ● Learn to start and stop singing when following a leader.

Playing

Knowledge	Skills
<ul style="list-style-type: none"> ● Learn the names of the notes in their instrumental part from memory or when written down. ● Learn the names of the instruments they are playing. 	<ul style="list-style-type: none"> ● Treat instruments carefully and with respect. ● Play a tuned instrument with the song they perform. ● Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). ● Listen to and follow musical instructions from a leader.

Improvisation

<p>Knowledge</p> <ul style="list-style-type: none"> ● Improvisation is about making up your own tunes on the spot. ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● Everyone can improvise! 	<p>Skills</p> <p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.
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Composition

<p>Knowledge</p> <ul style="list-style-type: none"> ● Composing is like writing a story with music. ● Everyone can compose. 	<p>Skills</p> <ul style="list-style-type: none"> ● Help to create a simple melody using one, two or three notes. ● Learn how the notes of the composition can be written down and changed if necessary.
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Performance

<p>Knowledge</p> <p>A performance is sharing music with other people, called an audience.</p>	<p>Skills</p> <ul style="list-style-type: none"> ● Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it.
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