



# Hullabaloo!

## Primary Music Curriculum

### Year 1

## What is Music?

This is the first in a series of lessons across the year groups that focus on disciplinary knowledge. This knowledge consists of how music is composed, performed and interpreted, with the inter-related elements of music being central to this.

By clearly defining music at this early stage in the pupils' learning, they will be able to recognise how important pattern, repetition and structure is in the process of music-making, as mechanisms for organising sound.

## Unit 1 Instrumentation 'Whatever the Weather'

Pupils begin their musical learning journey in Year 1 with an in-depth exploration of the instruments that will be at the heart of their musical expression over the course of the primary years. Tuned and untuned percussion instruments are central to composition and performance at this stage. It is important that pupils can identify, name and correctly play a range of instruments so that they can build a solid foundation of practical skills and techniques. In using and handling the instruments, beat is introduced.

### Development of Inter-related Elements of Music

Beat (Duration)

Tempo

## Unit 2 Timbre 'Sound Stories'

Pupils will begin learning about ways of sharing their musical ideas by writing them down. This process starts with a simple form of notation known as graphic scoring.

They will also be making considered choices, an important part of musical composition, in creating and manipulating sounds to use as sound effects in well-known fairy stories.

### Development of Inter-related Elements of Music

Timbre

Dynamics

Curriculum Narrative



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### Unit 3 Singing A

#### 'Inside My Igloo'

Singing is at the heart of the primary music curriculum and here we begin in earnest in developing good practice. The children learn about the importance of vocal warm-ups and are taught the importance of focusing on posture, diction and breathing whilst singing. Developing effective techniques at an early age will ensure pupils' singing is of high quality throughout the primary phase.

#### Development of Inter-related Elements of Music

Pitch

Beat (Duration)

### Unit 4 Duration

#### 'Musical Timelines'

In this unit, the element of duration is introduced, beginning with teaching the pupils about long and short sounds. They also use and extend their knowledge and understanding of graphic scoring to indicate the duration of sounds.

#### Development of Inter-related Elements of Music

Duration

Timbre

Structure

### Unit 5 Singing B

#### 'Pirate Patterns'

Within duration, the pupils now build on their knowledge of beat and begin learning about its counterpart, rhythm. They use the sound patterns of words, breaking them down into syllables, in order to identify, read, perform and compose simple dot rhythms. The green and orange dots symbolise crotchets and quavers, but we don't introduce this language yet. It is important that pupils are able to hear the difference between the long and short sounds and then recreate the patterns. They then learn to sing "Shiver Me Timbers" which allows them to practise the rhythms in a musical context i.e. a song.

#### Development of Inter-related Elements of Music

Duration (Beat, Rhythm)

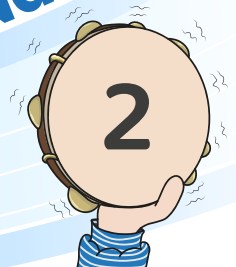
Pitch

Dynamics

Timbre



# Curriculum Narrative





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### Year 1

## Unit 6 Dynamics and Texture

### 'Give Me a Sign'

This final unit for Year 1 culminates with pupils applying previous learning about graphic scoring and dynamics. It also introduces the element of texture. Pupils will further explore vocal and percussion instrument sounds, and match them to street signs to develop a different style of graphic notation composition. An added level of complexity comes in the form of texture, with layers of sounds being introduced as part of the composition.

A dynamics focus will be included, introducing the musical signs for loud and quiet.

#### **Development of Inter-related Elements of Music**

Dynamics

Texture

Duration (Beat, Rhythm)

Curriculum Narrative

