



Westhead Lathom St James' CE Primary School
Year 1 and 2 Music

Questions to Develop Children's Spirituality in Music:	Awareness of the power of music to the listener lose yourself in a piece of music – where did you go to? Does music change the way you feel? Do you think music can change the world? How? What difference would it make if everyone liked the same music? Can you say God communicated with us through music?
Development of the child:	Questioning, emotion, self-awareness, consideration, appreciation and empathy.



<p>Themes: Listen and Appraise Singing Playing Improvisation Composition Performance</p>	<p>Prior Knowledge/Links:</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with the music. 	
<p>National Curriculum</p>	<p>Key Knowledge and Vocabulary</p>	
<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> • know five songs off by heart • know some songs have a chorus or a response/answer part • know that songs have a musical style • know how they can enjoy moving to music by dancing, marching, being animals or pop stars • know how songs can tell a story or describe an idea • know that music has a steady pulse, like a heartbeat • know that we can create rhythms from words, our names, favourite food, colours and animals • know that rhythms are different from the steady pulse • know we add high and low sounds, pitch, when we sing and play our instruments • know that improvisation is 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 • know that everyone can improvise, and you can use one or two notes • clap and improvise – listen and clap back, then listen and clap your own answer (rhythms of words) • sing, play and improvise – use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes • improvise! – take it in turns to improvise using one or two notes • know that composing is like writing a story with music • know that everyone can compose • create three simple melodies with the units using one, three or five different notes • know how the notes of the composition can be written down and changed if necessary • know a performance is sharing music with an audience 	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p> <p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.</p>



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| | <ul style="list-style-type: none">• know a performance can be a special occasion and involve a class, a year group or a whole school• know an audience can include your parents and friends | |
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