Year 1 Knowledge Organiser
Model Music Curriculum
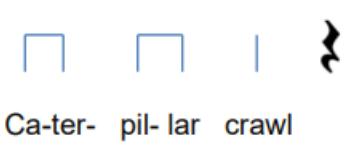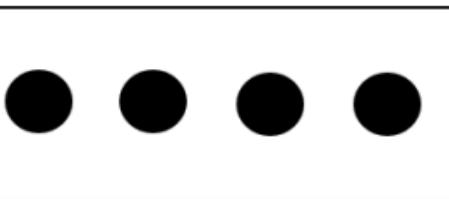
Key Knowledge	
Singing	• Sing simple songs, *chants* and rhymes (e.g. Boom Chicka Boom) from memory, singing collectively and at the same *pitch,* responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in • Begin with simple songs with a very small range, *mi-so* (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). Include *pentatonic* songs (e.g. Dr Knickerbocker) • Sing a wide range of *call and response* songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy.
Listening	See the two yearly St Monica's Recorded Music Schedule
Composing	• Improvise simple vocal chants, using *question* and *answer* phrases • Create musical sound effects and short *sequences* of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves) • Understand the difference between creating a rhythm pattern and a *pitch* pattern • Invent, retain and recall *rhythm* and pitch patterns and perform these for others, taking turns • Use music technology, if available, to capture, change and combine sounds • Recognise how graphic notation can represent created sounds. Explore and invent own symbols, for example:

	Musicianship
Pulse/Beat	• Walk, move or clap a steady *beat* with others, changing the speed of the beat as the *tempo* of the music changes • Use *body percussion,* (e.g. clapping, tapping, walking) and *classroom percussion* (shakers, sticks and blocks, etc.), playing repeated rhythm patterns *(ostinati)* and short, pitched patterns on *tuned instruments* (e.g. glockenspiels or chime bars) to maintain a steady beat • Respond to the *pulse* in recorded/live music through movement and dance, e.g. o Stepping (e.g. Mattachins from Capriol Suite by Warlock), o Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky) o Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky).
Rhythm	• Perform short copycat rhythm patterns accurately, led by the teacher • Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat • Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.
Pitch	• Listen to sounds in the local school environment, comparing high and low sounds • Sing familiar songs in both low and high voices and talk about the difference in sound • Explore percussion sounds to enhance storytelling, e.g. o ascending xylophone notes to suggest Jack climbing the beanstalk, o quiet sounds created on a rainstick/shakers to depict a shower, o regular strong beats played on a drum to replicate menacing footsteps • Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.