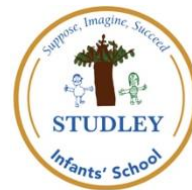


KS1 Music Curriculum Overview



Cycle A

	Autumn		Spring		Summer	
Topic	Incredible Me!	Land Ahoy (ocean)	To Infinity...and beyond		Animal Antics	Crazy Castles
Music	Keeping the pulse (1) – My favourite things	Musical symbols (1) – Under the sea	Contrasting dynamics (2) - Space	Singing (2) – On this island	Call & response (2) - Animals	Tempo (1) – Snail and mouse
Sticky Knowledge/ Key concept	Clap the rhythm in their name. Tap in time to the pulse. Sing a rhythm in time to the pulse. Keep the pulse while playing a rhythm on an instrument. Follow instructions during a performance.	Move to reflect a character. Create sounds to reflect a character. Move at a speed that reflects the tempo of the audio. Sing and play high and low sounds. Read symbols representing high and low.	Use voice to create a variety of sounds. Use dynamic to create an atmosphere. Show changes in dynamics using bodies and vocals. Interpret music in visual form. Create and play a simple pitch pattern.	Breathe after each phrase in a song when singing. Sing a song from memory. Sing lyrics accurately. Perform actions that match the lyrics. Perform a composition. Read notation from left to right.	Use dynamics when creating sound. Play in time with a group. Clap the animal sound patterns mostly accurate. Demonstrate both a call and response. Perform a composition.	Demonstrate slow and fast with their bodies and voices. Perform a song using a singing voice. Perform with an instrument. Sing in time from memory, with some accuracy,

Cycle B

	Autumn		Spring		Summer	
Topic	Magical Memories!	Once Upon a Journey	A Twist in the Tale	Fire, Fire!	Our Roarsome Work!	The Potting Shed
Music	Dynamics (1) - Seaside	Sound patterns (1) – Fairy tales	Instruments (2) – Musical storytelling	Pitch (2) – Musical me	Pitch & (1) - Superheroes	Structure (2) – Myths and legends
Sticky Knowledge/ Key concept	Use appropriate, justified movements to represent dynamics. Create original sounds with their voice and body. Use instruments to create loud and soft sounds. Justify instrument and sound choices. Create and play a musical score that showcases dynamic symbols.	Chant in time with others. Choose a suitable sound to represent a point in the story. Clap or play a rhythmic pattern along with spoken words. Play given sound patterns in this with the pulse. Follow instructions during a performance.	Correctly describe sections of music as fast and slow. Clear and specific example of how music supports a story. Justify tempo and dynamic choices made to represent a character, event or feeling. Work as part of a group to rehearse a performance. Performance confidently using instruments.	Move their eyes from left to right to read pitch patterns. Sing high and low notes. Read notation from left to right. Draw high and low sounds using dots. Recognise when notes stay the same. Recognise missing notes on a staff.	Identify high and low notes. Perform high and low notes. Create and perform a two-note and three-note pattern. Identify and perform changes in tempo. Offer feedback to groups on their performance. Participate in discussions about pitch and tempo.	Recognise, play and write rhythms with one beat and paired half beats, Show a rest beat using a silent movement. Add rhythms to a structure to create a beginning, middle and end. Maintain a steady beat.

