

MUSIC COMPOSITE KNOWLEDGE COVERAGE KEY STAGE 1

Intent: To instil in our students a love of music and a wide range of genres. To modernise the music curriculum to bring it in line with advancements in musical tastes, technology and potential future careers to provide creative, contemporary and engaging musical opportunities for our students. To provide musical performance opportunities that showcase the talents our outstanding students possess, promote Tor View in the wider community and develop confidence and self-esteem within our students.

		CYCLE A – 2025-2026	CYCLE B – 2026-2027	Running throughout each cycle each half term
Autumn	1	<p style="text-align: center;">Skill Focus – Beat / Pulse Theme - Myself, My Senses</p> <p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i> *National Curriculum coverage to be taught at differentiated Developmental steps.*</p>	<p style="text-align: center;">Skill Focus – Beat / Pulse Theme - My Family and Where I live</p> <p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i> *National Curriculum coverage to be taught at differentiated Developmental steps.*</p>	<p>The following are the inter-related dimensions of music which should be taught and revisited / interwoven throughout the cycles:</p> <ul style="list-style-type: none"> - Rhythm - A combination of long and short sounds. - Beat - The steady pulse that runs throughout a piece of music. - Texture - The layers of sound in a piece of music and the relationship between them. - Duration - The length of time that a note is held or played for. - Dynamics - The variation in volume of the sounds or notes in a piece of music. - Pitch - How high or low a note is. - Tempo - The speed of a piece of music.
	2	<p style="text-align: center;">Skill Focus – Pitch Theme – Celebrations</p> <p><i>To use their voices expressively and creatively by singing songs / speaking chants / speaking rhymes.</i> *National Curriculum coverage to be taught at differentiated Developmental steps.*</p>	<p style="text-align: center;">Skill Focus – Pitch Theme – Festivals</p> <p><i>To use their voices expressively and creatively by singing songs / speaking chants / speaking rhymes.</i> *National Curriculum coverage to be taught at differentiated Developmental steps.*</p>	
Spring	1	<p style="text-align: center;">Skill Focus – Tempo Theme- My Community</p> <p><i>To play tuned and untuned instruments musically, including body percussion.</i> *National Curriculum coverage to be taught at differentiated Developmental steps.*</p>	<p style="text-align: center;">Skill Focus – Tempo Theme- People Who Help Us</p> <p><i>To play tuned and untuned instruments musically, including body percussion.</i> *National Curriculum coverage to be taught at differentiated Developmental steps.*</p>	<p>The following are musical skills (national curriculum) which should be taught and revisited / interwoven throughout the cycles:</p> <ul style="list-style-type: none"> - Individual Performance - Group Performance - Improvisation - Appraisal and Evaluation - Listening - Singing - Composing

		<p align="center">Skill Focus – Dynamics Theme - Animals in my Community (My Pets/Farm)</p> <p>2 Listen with concentration and understanding to a range of high – quality live and recorded music. <i>*National Curriculum coverage to be taught at differentiated Developmental steps.*</i></p>	<p align="center">Skill Focus – Dynamics Theme - Animals in the Wild</p> <p>Listen with concentration and understanding to a range of high – quality live and recorded music. <i>*National Curriculum coverage to be taught at differentiated Developmental steps.*</i></p>	- Playing Instruments
Summer		<p align="center">Skill Focus – Rhythm Theme - Lifecycles</p> <p>1 Experiment with, create, select and combine sounds using the inter-related dimensions of music. <i>*National Curriculum coverage to be taught at differentiated Developmental steps.*</i></p>	<p align="center">Skill Focus - Rhythm Theme - Growing Plants</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music. <i>*National Curriculum coverage to be taught at differentiated Developmental steps.*</i></p>	
		<p align="center">Skill Focus – Rhythm Theme – Moving</p> <p>2 To play tuned and untuned instruments musically, including body percussion. <i>*National Curriculum coverage to be taught at differentiated Developmental steps.*</i></p>	<p align="center">Skill Focus - Rhythm Theme - Transport</p> <p>To play tuned and untuned instruments musically, including body percussion. <i>*National Curriculum coverage to be taught at differentiated Developmental steps.*</i></p>	

Thematic curriculum to be delivered at 3 differentiated developmental levels to include all pupils in class group.