

Programme of Study for Music at Key Stage 1

1

KEY STAGE

Introduction

The fundamental aim of the music curriculum is to develop pupils' musical ability. All pupils are potentially musical. Music has one attainment target which is defined through the key experiences of making and responding to music. All pupils should have experiences in both making and responding to music.

Musical activity at Key Stage 1 should be enjoyable. Pupils should have opportunities to be imaginative and creative through structured play and by participating in simple musical activities as a class and in groups. Musical activities should develop pupils' aural awareness and support the development of communication skills. They should also promote the development of pupils' self-esteem and social skills.

Contribution to Educational (Cross-curricular) Themes

This programme of study promotes the objectives of Education for Mutual Understanding (EMU) and Cultural Heritage. It does so by requiring pupils to collaborate and to share ideas and resources when making and responding to music. Pupils are also required to respond to a variety of short pieces of music. *For example, they could explore and talk about the ways in which their own culture is expressed or influenced by music.*

The processes involved in composing and performing activities provide a focus for heightening awareness of self and the immediate environment.

MAKING AND RESPONDING TO MUSIC

Pupils should explore and investigate the range of sounds available within the classroom. They should have opportunities to use the sounds they discover, and those they make using simple instruments, in imaginative and creative ways. They should also have opportunities to play musical games, to sing and to use simple classroom instruments to accompany singing.

Pupils should listen carefully to, and think and talk about, the kinds of sounds they create and those they hear within and beyond the classroom. They should have opportunities to hear a variety of short pieces of music and to respond imaginatively and in ways which develop their verbal and non-verbal communication skills.

Pupils' experiences of making and responding to music should, over the duration of the key stage, enable them to develop:

- an understanding of the elements of music in relation to
 - loud sounds, quiet sounds and silence (dynamics),
 - fast music and slow music (tempo/pace),
 - long sounds and short sounds (duration),
 - high sounds and low sounds (pitch),
 - the characteristics of the sounds they make and hear, *for example, ringing, buzzing, clicking, (timbre),*
 - single sounds and combined sounds (texture);
- an awareness of
 - **pulse and rhythm**, *for example, marching to appropriate music and beating/clapping the rhythm of words in a rhyme or song,*
 - **repeated patterns in music**, *for example, rhythms of words or parts of tunes in their songs,*
 - **contrast**, *for example, between loud/quiet, fast/slow, long/short, high/low and single/combined sounds;*
- increasing control of the sounds they make when singing, playing and using sound imaginatively and creatively.

The making and responding to music requirements are carried out within the context of the following composing, performing and listening activities. While one or more of these activities may provide the main focus for a lesson, or part of a lesson, the three are interdependent. Pupils should be encouraged to perceive their inter-relatedness.

Composing (using sound creatively)

Pupils should have opportunities to:

- a play with sound;
- b explore and investigate ways of making sounds, *for example, using the voice to imitate the sound of wind or using paper or a tambourine to create a rustling sound;*

- c develop memory skills and musical spontaneity, *for example, by playing echo games or question and answer games;*
- d create simple sound effects using single sounds, *for example, to illustrate particular words in rhymes and stories;*
- e select sounds in response to a stimulus, *for example, a series of sounds to illustrate part of a poem, story or song;*
- f select and use sounds to express mood and atmosphere, *for example, sad, happy, scary, excited, a calm/stormy sea;*
- g draw pictures and patterns to represent the sounds and effects they create.

Performing (singing and playing simple instruments)

Pupils should have opportunities to:

- a join in singing rhymes and simple songs;
- b sing a variety of simple songs developing some control of words, expression, breathing and singing in tune;
- c play simple instruments on their own and to accompany singing, *for example, to create simple sound effects;*
- d develop manipulative control in playing simple instruments, *for example, rhythm sticks, tambourine, chime bars, xylophone;*
- e develop an awareness of pulse and rhythm when singing and playing instruments, *for example, by playing echo games or question and answer games using simple rhythms;*
- f develop an awareness of simple features in songs and accompaniments which they sing and play, *for example, repetition and contrast.*

Listening and Responding (to their own and others' music-making)

Pupils should have opportunities to:

- a respond to rhymes and songs by using appropriate actions, movement or gesture;
- b respond imaginatively to a variety of short pieces of music;
- c talk about the sounds they make within the classroom and those they hear in the wider environment, *for example, in terms of loud/quiet, long/short, high/low, and by describing the sounds imaginatively;*
- d develop an understanding of fast/slow, loud/quiet, long/short and high/low, *for example, by listening and moving to short pieces of music;*
- e develop an awareness of pulse, *for example, by listening to their own heartbeats, by moving to music and by clapping;*
- f recognise and classify sounds, *for example, metal/wooden sounds and sounds made by hitting/scraping/shaking;*
- g think and talk about the features and effects of the music they create, perform and listen to.