

# Year 1 Music Curriculum Overview

Subject-leader overview of cumulative Year 1 music learning

Cycle A

KS1

## Pre-curated Curriculum

This document reflects Kidstrument's pre-curated curriculum. The platform automatically adjusts content to teacher selection. A Curriculum Designer is available to build fully custom programmes. Content is updated regularly - new material may not appear until the next academic year update.

## Subject

### Music

Year 1 establishes core music routines through singing, listening, movement and simple body percussion, helping children begin to think and respond like young musicians.

## Brief description

- Children build confidence in using a singing voice, joining in together and responding to musical cues.
- Steady pulse, simple rhythm copying and first pitch patterns are introduced and revisited through regular class routines.
- Listening widens through named instruments, orchestral awareness, famous composers and simple comparisons between classical music and blues.

## Genres / styles / listening focus

- Listening includes classical music, a simple journey from classical to blues, and short age-appropriate music history content.
- Composer awareness includes Bach, Mozart, Beethoven, Schubert, Chopin and Brahms.
- Instrument knowledge includes trombone, piano, cello, violin, saxophone, drums, double bass and the orchestra.
- Children describe music using simple listening language such as fast / slow, loud / quiet and higher / lower.
- Singing focus moves from chorus singing towards whole-song stamina and confident class participation.

## Skills and theory introduced

- Using a clear singing voice in warm-ups and class singing.
- Keeping a steady beat through clapping, tapping and simple body percussion.
- Echoing short rhythm patterns and responding after a cue.
- Finding the pulse and beginning to follow a count-in.
- Singing simple scale patterns, including C major from low to high and back.
- Taking turns in call-and-response, including simple pupil leadership.
- Learning rhythm words and code patterns using tea, coconut, watermelon, lemonade and Musical Morse Code.
- Recognising selected instruments and beginning to name parts, families and simple ways they make sound.
- Beginning to understand chorus, verse, orchestra, conductor and composer as key musical ideas.

## Skills and theory revisited / developed

- Keeping a steady pulse is revisited and developed across the year through repeated beat, pulse and movement tasks.
- Copying rhythms becomes more accurate through repeated echo work and rhythm clapping.
- Waiting for the cue, starting together and staying together are revisited through class routines.
- Pitch matching and scale singing are revisited through recurring warm-up songs and note patterns.
- Song memory, stamina and ensemble confidence are developed as pupils move from chorus sections to a full class song.
- Short-and-long sound patterns and rhythm-word fluency are revisited to improve control and accuracy.
- Listening and describing what is heard are revisited through regular composer, style and instrument study.

## Key vocabulary

• beat	• count-in	• fast / slow	• conductor
• pulse	• chorus	• loud / quiet	• triplet
• rhythm	• verse	• composer	• decode
• pattern	• scale	• classical	
• echo	• pitch	• orchestra	
• call and response	• higher / lower	• instrument family	

## Key fun facts

- A pulse can feel like a musical heartbeat.
- A chorus is the part of a song that comes back again.
- A triplet fits three quick sounds into one beat.
- An orchestra is made up of different instrument families.
- Musical Morse Code uses short and long sounds as rhythm patterns.

## National Curriculum Learning Outcomes

*All sessions address these National Curriculum Learning Outcomes - activities are linked automatically for tracking*

- LO1** Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- LO2** Play tuned and untuned instruments musically
- LO3** Listen with concentration and understanding to a range of high-quality live and recorded music
- LO4** Experiment with, create, select and combine sounds using the inter-related dimensions of music

Source: *National Curriculum in England: Music Programmes of Study*

## Curriculum links

- Uses voices expressively through warm-ups, song singing and simple vocal response work.
- Listens with concentration to a growing range of recorded music, instruments and composers.
- Keeps a steady pulse and copies short rhythms with increasing control.
- Begins to use simple musical vocabulary to describe sound, mood and pitch direction.
- Develops ensemble habits such as watching, waiting, starting together and following a cue.