

Subject: Music	Cycle A Y1/2	KAPOW Pulse and Rhythm – All About Me (Y1 unit)
NATIONAL CURRICULUM		
<b>PURPOSE OF STUDY</b> Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.		
<b>PROGRAMME OF STUDY</b> <ul style="list-style-type: none"><li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>play tuned and untuned instruments musically</li><li>listen with concentration and understanding to a range of high-quality live and recorded music</li><li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>	<b>AIMS</b> The national curriculum for music aims to ensure that all pupils: <ul style="list-style-type: none"><li>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li><li>learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li><li>understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li></ul>	
<b>ATTAINMENT TARGETS</b> By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.		
<b>KEY VOCABULARY</b> Rhythm, pulse	<b>KEY QUESTIONS</b> <ul style="list-style-type: none"><li>What is pulse?</li><li>What is rhythm?</li><li>Which of these instruments can you hear?</li><li>Which of the following is NOT body percussion?</li><li>Clap the rhythm for the word ‘elephant’, How many claps did you do?</li></ul>	
<b>KEY ASSESSMENT OPPORTUNITY</b> Please ask the children to complete this quiz - <a href="https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/pulse-and-rhythm-all-about-me/assessment-year-1-pulse-and-rhythm/">https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/pulse-and-rhythm-all-about-me/assessment-year-1-pulse-and-rhythm/</a>		
YEAR 1 ONGOING ASSESSMENT		Children’s initials and any comments
<b>Working below:</b> <u>Lessons</u> <ul style="list-style-type: none"><li>Begin to clap the rhythm of their name; the ability to clap in time to the music; the ability to sing the overall shape of the melody. Knowing what the pulse is.</li><li>Begin to clap the rhythm of their name; the ability to clap in time to the music; the ability to sing the overall shape of the melody; the ability to play in time to the music.</li><li>Begin to play the rhythm of their own and others’ names; the ability to play in time to the music.</li><li>Begin to copy rhythms; the ability to create rhythms based on word patterns. Playing in time to the music.</li><li>Begin to copy rhythms and play on the pulse.</li></ul>		
<b>Expected:</b> <u>Lessons</u> <ul style="list-style-type: none"><li>Clapping the rhythm of their name; the ability to clap in time to the music; the ability to sing the overall shape of the melody. Knowing what the pulse is.</li><li>Clapping the rhythm of their name; the ability to clap in time to the music; the ability to sing the overall shape of the melody; the ability to play in time to the music.</li><li>Playing the rhythm of their own and others’ names; the ability to play in time to the music.</li></ul>		

4. Copying rhythms; the ability to create rhythms based on word patterns. Playing in time to the music. 5. Copying rhythms and play on the pulse.	
<b>Greater Depth:</b> <u>Lessons</u> <ol style="list-style-type: none"> <li>Clapping the rhythm of their name in time when it was their turn; the ability to sing the melody accurately; the ability to clap and sing at the same time.</li> <li>Clapping the rhythm of their name in time when it was their turn; the ability to sing the melody accurately; the ability to play and sing at the same time; the ability to respond to tempo changes ('Wrapping up' activity).</li> <li>Holding the pulse or rhythm independently when working in pairs. Playing the rhythm of their own name and their friend's name.</li> <li>Making up rhythms without a verbal stimulus (ie: not based on words).</li> <li>Making up rhythms without a verbal stimulus (ie: not based on words).</li> </ol>	
<b>YEAR 2 ONGOING ASSESSMENT</b>	<b>Children's initials and any comments</b>
<b>Working below:</b> <u>Lessons</u> <ol style="list-style-type: none"> <li>Clapping the rhythm of their name; the ability to clap in time to the music; the ability to sing the overall shape of the melody. Knowing what the pulse is.</li> <li>Clapping the rhythm of their name; the ability to clap in time to the music; the ability to sing the overall shape of the melody; the ability to play in time to the music.</li> <li>Playing the rhythm of their own and others' names; the ability to play in time to the music.</li> <li>Copying rhythms; the ability to create rhythms based on word patterns. Playing in time to the music.</li> <li>Copying rhythms and play on the pulse.</li> </ol>	
<b>Expected:</b> <u>Lessons</u> <ol style="list-style-type: none"> <li>Clapping the rhythm of their name in time when it was their turn; the ability to sing the melody accurately; the ability to clap and sing at the same time.</li> <li>Clapping the rhythm of their name in time when it was their turn; the ability to sing the melody accurately; the ability to play and sing at the same time; the ability to respond to tempo changes ('Wrapping up' activity).</li> <li>Holding the pulse or rhythm independently when working in pairs. Playing the rhythm of their own name and their friend's name.</li> <li>Making up rhythms without a verbal stimulus (ie: not based on words).</li> <li>Making up rhythms without a verbal stimulus (ie: not based on words).</li> </ol>	
<b>Greater Depth:</b> <u>Lessons</u> <ol style="list-style-type: none"> <li>Clapping the rhythm of their name and other given words in time; the ability to sing the melody accurately; the ability to clap and sing at the same time.</li> <li>Clapping the rhythm of their name and other given words in time; the ability to sing the melody accurately; the ability to play and sing at the same time; the ability to respond to varying tempo changes ('Wrapping up' activity).</li> <li>Holding the pulse or rhythm independently when working in pairs. Playing the rhythm of their own name, their friend's name and other given words.</li> <li>Making up a variety of rhythms without a verbal stimulus (ie: not based on words).</li> <li>Making up a variety of rhythms without a verbal stimulus (ie: not based on words).</li> </ol>	