

Monkston's KS1 Music Curriculum

	Autumn	Spring	Summer
Year 1	<p align="center">Menu Song</p> <p>Musical Focus: Active listening, beat, echo singing, showing pitch moving</p> <p>Pieces: <i>Menu Song</i></p>	<p align="center">Football</p> <p>Musical Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C)</p> <p>Pieces: <i>Football</i></p>	<p align="center">Nautilus</p> <p>Musical Focus: Active listening (musical signals, internalising beat, draw to music, movement, actions), electronic music</p> <p>Pieces: <i>Nautilus</i> by Anna Meredith</p>
	<p align="center">Colonel Hathi's March</p> <p>Musical Focus: Beat, march, timbre, film music</p> <p>Pieces: <i>Colonel Hathi's March</i> from <i>The Jungle Book</i></p>	<p align="center">'Dawn' from Sea Interludes</p> <p>Musical Focus: Beat, active listening, 20th century classical music</p> <p>Pieces: <i>'Dawn' from Sea Interludes</i> by Benjamin Britten</p>	<p align="center">Cat and Mouse</p> <p>Musical Focus: Mood, tempo, dynamics, rhythm, timbre, dot notation</p> <p>Pieces: <i>Three Little Mice, What Do You Want to Eat Little Mouse?, The Old Grey Cat</i></p>
	<p align="center">Magical Musical Aquarium</p> <p>Musical Focus: Timbre, pitch, structure, graphic symbols, classical music</p> <p>Pieces: <i>Aquarium</i> from <i>Carnival of the Animals</i> by Camille Saint-Saëns</p>	<p align="center">Musical Conversations</p> <p>Musical Focus: Question-and-answer, timbre, graphic score</p>	<p align="center">Come Dance With Me</p> <p>Musical Focus: Call-and-response, echo singing and playing, playing percussion, developing beat skills, crotchet, quavers and crotchet rests.</p> <p>Pieces: <i>Come Dance With Me</i></p>

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Year 2	Autumn	Spring	Summer
	<p>Tony Chestnut</p> <p>Musical Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned</p> <p>Pieces: <i>Tony Chestnut</i></p>	<p>Grandma Rap</p> <p>Musical Focus: Duration (crotchet, quavers, crotchet rest), unison, round</p> <p>Pieces: <i>Grandma Rap</i></p>	<p>Swing-a-long with Shostakovich</p> <p>Musical Focus: 2- and 3- time, beat, beat groupings, 20th century classical music</p> <p>Pieces: <i>Jazz Suites</i> by Dmitri Shostakovich</p>
	<p>Carnival of the Animals</p> <p>Musical Focus: Timbre, tempo, dynamics, pitch, classical music</p> <p>Pieces: <i>Carnival of the Animals</i> by Camille Saint-Saëns</p>	<p>Orawa</p> <p>Musical Focus: Beat, rhythm, repetition, structure, 20th century classical music</p> <p>Pieces: <i>Orawa</i> by Wojciech Kilar</p>	<p>Charlie Chaplin</p> <p>Musical Focus: Create music to accompany a short film, pitch, duration, dynamics</p> <p>Pieces: <i>The Lion's Cage</i> film by Charlie Chaplin</p>
	<p>Composing Music Inspired by Birdsong</p> <p>Musical Focus: Composing using a non-musical stimulus, improvising and playing a solo on instruments</p> <p>Pieces: <i>The Lark Ascending</i> by Ralph Vaughan Williams, <i>Oiseaux Exotiques</i> by Olivier Messiaen, <i>The Birds</i> by Ottorino Respighi</p>	<p>Trains</p> <p>Musical Focus: Create music inspired by train travel, volume, dynamics (crescendo/diminuendo), tempo (accelerando/ritenuto)</p> <p>Pieces: <i>Short Ride in a Fast Machine</i> by John Adams, <i>The Little Train for Caipira</i> by Heitor Villa-Lobos, <i>633 Squadron</i> by Ron Goodwin and <i>The Wagon Passes</i> by Edward Elgar</p>	<p>Tańczymy Labada</p> <p>Musical Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion</p> <p>Pieces: <i>Tańczymy Labada</i>, <i>Płynie Statek</i></p>