

Music Key Stage 1

Curriculum map





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



KS1 Music is formed of 9 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Pulse	Year 1	6
2 Timbre	Year 1	6
3 Rhythm	Year 1	6
4 Pitch	Year 1, Year 2	6
5 Contrasts	Year 1, Year 2	6
6 Musical devices	Year 1, Year 2	6
7 Pulse and Metre	Year 2	6
8 Tempo, Dynamics, Timbre	Year 2	6
9 Rhythm	Year 2	6



3. Lessons

Unit 1 Pulse

6 Lessons

Lesson number	Lesson question	Pupils will learn
1.	To understand pulse	In this lesson, we will be learning about pulse, how to find it and how to move our body in time to the beat.
2.	Creating simple patterns	In this lesson, we will be learning how to use our body to show pulse in different ways and how to match the rhythm pattern to the pulse.
3.	Understanding how sound is represented by symbols	In this lesson, we will be learning how sounds can be represented using symbols or pictures and the relationship between pulse and rhythm.
4.	Physicalising pulse in different ways	In this lesson, we will be learning how sound patterns fit into a pulse, the difference between a ta and ti-ti pulse and how to change the way we represent pulse in a song.

5. Maintaining pulse and identifying strong beats

- In this lesson, we will be learning to maintain a steady pulse, to find the strong beat in the bar and how to move to the pulse of the music.



6. Identifying tempo

- In this lesson, we will be learning the musical terminology for tempo and how to identify fast and slow music.
-



Lesson number	Lesson question	Pupils will learn
1.	Different ways to use your voice	In this lesson, we will be learning lots of different ways to use our voice and decide which voice is best for a particular song.
2.	Different ways to use your body	In this lesson, we will be exploring how to make different sounds with our bodies and make up our own body percussion pattern.
3.	Different ways to use instruments	In this lesson, we will be exploring different ways to use instruments found in the home.
4.	High and low sounds	In this lesson, we will learn the difference between high and low sounds, how to identify them and how to use actions to show high and low.
5.	Loud and quiet sounds	In this lesson, we will learn about loud and quiet sounds, the musical names for loud and quiet and how to use them in a musical way.

6. Instruments of the orchestra

- In this lesson, we will be learning about all the different families and instruments of the orchestra and learn what they sound like through listening activities.
-



Unit 3 Rhythm

6 Lessons



Lesson number	Lesson question	Pupils will learn
1.	Rhythm vs. pulse	In this lesson, we will learn the difference between pulse and rhythm and how to learn to and repeat short rhythmic patterns.
2.	Rhythms	In this lesson, we will learn to read and write our songs using rhythmic notation.
3.	Rhythm symbols and patterns	In this lesson, we will continue learning to read and write our songs using rhythmic notation.
4.	Rhythm notation	In this lesson, we will learn to write songs in rhythm notation and play games to help our understanding of rhythm.
5.	Reading and writing rhythmic notation	In this lesson, we will be learning to read and write rhythms, recognising rhythms from our favourite songs and playing rhythm games.

6. Improvising rhythms

- In this lesson, we will be learning to improvise and compose a rhythm within a 4 beat pattern.
-



Unit 4 Pitch

6 Lessons



Lesson number	Lesson question	Pupils will learn
1.	What is pitch?	In this lesson, we will learn what pitch is and how we can recognise high, middle and low sounds.
2.	High Sounds	In this lesson, we will learn about what types of instruments make high pitched sounds. We will identify high pitched sounds, name some high pitched instruments and then sing at a high pitch.
3.	Low sounds	In this lesson, we will learn about what types of instruments make low pitched sounds. We will identify low pitched sounds, name some low pitched instruments and then sing at a low pitch.
4.	Following the pitch	In this lesson, we will learn about how we can follow the pitch of a piece of music.

5. Changing the pitch

- In this lesson, we will learn how to change the pitch of our singing voices. We will practise singing at different pitches and we will follow the pitch of a song with our hands.



6. Creating high and low sounds

- In this lesson, we will learn about how we can use both our voices and everyday objects to create high and low sounds.
-

Unit 5 Contrasts

6 Lessons



Lesson number	Lesson question	Pupils will learn
1.	Rhythm	In this lesson, we will learn how to recognise, perform and compose rhythmic contrasts in our music making.
2.	Pitch	In this lesson, we will learn how to recognise, perform and compose music that has contrasts in its pitch.
3.	Dynamics	In this lesson, we will learn how to recognise, perform and compose music that uses dynamic contrasts.
4.	Articulation	In this lesson, we will learn how to recognise, perform and compose music that has contrasts in its articulation.
5.	Melody	In this lesson, we will learn how to recognise, perform and compose music that has melodic contrasts.
6.	Timbre	In this lesson, we will learn how to recognise, perform and compose music that has contrasts in its timbre.

Unit 6 Musical devices

6 Lessons



Lesson number	Lesson question	Pupils will learn
1.	Conjunct melodies	In this lesson, we will explore conjunct musical movement by listening to, performing and composing a musical story.
2.	Disjunct melodies	In this lesson, we will explore disjunct musical movement by listening to, performing and composing a musical story.
3.	Imitation	In this lesson, we will explore imitation by listening to, performing and composing musical patterns.
4.	Sequence	In this lesson, we will explore musical sequences by listening to, performing and composing musical patterns.
5.	Riffs	In this lesson, we will explore musical riffs by listening to, performing and composing musical patterns.

6. Drone

- In this lesson, we will explore musical drones by listening to, performing and composing musical patterns.
-



Unit 7 Pulse and Metre

6 Lessons



Lesson number	Lesson question	Pupils will learn
1.	Understanding pulse	In this lesson, we will learn about pulse, how to find the pulse and how to move in time to the pulse.
2.	Creating simple patterns	In this lesson, we will learn to create a simple pulse pattern while we are singing and to understand how a pulse can be subdivided.
3.	Understanding how sound is represented by symbols	In this lesson, we will learn how sounds can be represented by symbols and how to read the symbols to create our own sound patterns.
4.	Physicalising pulse in different ways	In this lesson, we will learn to use our bodies to show pulse in lots of different ways including a crotchet pulse and a quaver pulse.
5.	Maintaining pulse and identifying strong beats	In this lesson, we will learn all about the strongest beat of the bar and how we can show it when we are performing the pulse.

6. How many beats in a bar?

- In this lesson, we will be learning that not all music has 4 beats in a bar. We will learn how to physicalise 3 beat and 5 beat patterns.
-



Unit 8 Tempo, Dynamics, Timbre

6 Lessons



Lesson number	Lesson question	Pupils will learn
1.	Identifying tempo	In this lesson, we will be learning about tempo (speed). We will learn the different Italian terms for fast and slow and identify changes in tempo.
2.	High and low sounds	In this lesson, we will be learning about pitch. We will learn to identify when the pitch rises and falls and how to use our voice to make different sounds.
3.	Loud and soft sounds	In this lesson, we will be learning about dynamics. We will learn the Italian terms for loud and quiet and use them to help us add expression to our singing.
4.	Different ways to use the voice	In this lesson, we will be learning lots of different ways to use your voice and decide which way is best for a particular song.
5.	Different ways to use instruments	In this lesson, we will be learning how to make music out of objects around the house and how to manipulate objects to create different sounds.

6. Instruments of the orchestra

- In this lesson, we will be learning about the families and instruments of the orchestra. We will be listening to examples of what they sound like and finding out how all the instruments are played.
-



Unit 9 Rhythm

6 Lessons



Lesson number	Lesson question	Pupils will learn
1.	Finding the pulse	In this lesson, we will be learning about pulse and how to find it in a piece of music. You will practise tapping the pulse along to a piece of music and compose your own body percussion pulse pattern.
2.	Finding the pulse in a song	In this lesson, we will find the pulse in a piece of music. We will use symbols and recognise patterns between words and sounds.
3.	Exploring the difference between pulse and rhythm	In this lesson, we will learn about rhythm and learn to match words with rhythms. We will also review pulse and practise moving between pulse and rhythm.
4.	Using symbols to represent sounds	In this lesson, we will review what pulse and rhythm are. We will learn to use musical notation symbols to represent different rhythms and learn some new songs.

5. Recognising musical symbols

- In this lesson, we will review pulse and rhythm. We will use musical notation symbols to recognise different songs and play rhythm games. We will also start to layer rhythms on top of each other.



6. Composing a rhythm

- In this lesson, we will review pulse and rhythm. We will use musical notation symbols to recognise different songs and play rhythm games. We will then consolidate all of our learning in this unit by composing our own four bar rhythm and completing an end of unit quiz.
-

4. Learn More



Contents

Section number	Section content
1.	Introduction to Oak's primary music curriculum
2.	Coherence and flexibility
3.	Knowledge organisation
4.	Knowledge selection
5.	Musical understanding
6.	Inclusive and ambitious
7.	Music context and cultures
8.	Additional information about sequence

1. Introduction to Oak's primary music curriculum

Our curricula builds on the National Curriculum for Music and specifically aims to equip pupils with the knowledge and skills that will enable them to:



- Be inducted into the powerful cultural knowledge associated with music.
- Discover and develop their performing skills to a level of proficiency that enables them to participate in social music making activities.
- Use improvisation to unlock creative potential and musical identity/individuality.
- Gain a deeper understanding and appreciation of the music they engage with through systematic analysis and reflection.

2. Coherence and flexibility

Our approach to teaching in the EYFS integrates formal and free-flow learning to unlock imagination and creativity. From Key Stage 1 onwards, activities that stimulate more conscious learning are phased in, introducing pupils to the building blocks of music that shape the world around them. Units are considered and connected, and primarily last for half a term to allow pupil's understanding to be secured.

A number of these units can be taught out-of-sequence to allow them to complement schools' existing curricula.

3. Knowledge organisation

To ensure coherence and flexibility, we have created a pathway that progressively builds pupils' musical understanding, through the development of knowledge (music thinking: knowing 'about') and skills (music making: knowing 'how to') in context. Knowledge is broken down into the inter-related dimensions of music : structure, pitch and melody, harmony and tonality, texture, tempo, metre and rhythm, dynamics and articulation, and sonority (performing forces and playing techniques). Skills are broken down into performing, composing and critical listening. In addition, pupils will grow their knowledge of the context in which the music with which they engage was created and performed. Crucially, it is this combination of knowledge and skills with a growing awareness of context which drives pupils' musical understanding, and their ability to engage creatively.

4. Knowledge selection

In the EYFS and primary curricula, the voice is at the heart of musical learning. For us, musical learning begins with the voice, and throughout our curriculum pupils develop their musicianship through singing activities that offer increasing levels of challenge and complexity.

Units include music from a range of musical periods, genres, styles and traditions and this facilitating knowledge helps us to introduce, build and deepen musical understanding (knowledge and skills).



5. Musical Understanding

The emphasis of our music curriculum is the development of children's musical understanding. Children experience music in an integrated manner through creative, practical and engaging activities in which they are provided the opportunities to explore and control sound and musical processes. Their musical understanding develops progressively over time.

EYFS key learning

Children experience and respond to sound to unlock imagination and creativity; provides the starting point for the progression of musical learning.

Key stage 1 key learning

Children recognise and explore how sounds can be made, changed and organised.

Lower key stage 2 key learning

Children recognise and explore the way the sounds can be combined and used expressively.

Upper key stage 2 key learning

Children recognise and explore how musical ideas relate to each other within musical structures and how different parts fit together.

6. Inclusive and ambitious

We recognise that our curriculum needs to meet the needs and breadth of all pupils who will come from a variety of cultures and backgrounds with different levels of experience and interests.

The music curriculum aims to ensure that all pupils:

- Have access to high quality musical experiences that deliver life-enhancing benefits through curriculum and adopt habits and behaviours that foster a respectful and joyful community.

- Experience a knowledge-led curriculum where they leave lessons gaining new knowledge and the ability to retain it.



7. Music context and cultures

Pupils will expand their knowledge and understanding of the cultural and contextual significance of the musical styles and genres that they engage with in their lessons. The repertoire draws from both Western Classical Music and beyond and includes music from the following areas of the world:

- The African Continent
- The British Isles
- The Caribbean
- China
- Europe
- India
- Japan
- North America
- South America

8. Additional information about sequence

We want you to use our curriculum in the way that best supports your school context. The information below supports schools that want to only use some of the Oak music units, or are planning to teach them in an order different to the one we suggested above.

- It is best to teach the Pulse/Duration units first. The ability to maintain a steady beat is a primary and essential musical skill in the development of musicianship and forms the foundation upon which all the other musical elements are built upon.
- Teach the Rhythm units before Pitch/Harmony units as the development of rhythmic skills needs to be prepared before developing a sense of pitch or harmony before instrumental practice.

- The creative stimulus unit is best placed at the end of the year as it will draw together the musical concepts taught in the preceding units.

