



Year group: 1

Area/topic: Instrumental

In Year 1

Key Stage 1 National Curriculum Objectives:

- Use voices expressively by singing songs and speaking chants and rhymes.
- play tuned and untuned instruments musically
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Objectives taken from Active Music- Instrumental

- To explore different instrumental sounds and how they can be played.
- To learn to play un-tuned instruments carefully, following instructions of gestures, symbol cards and word cues.
- To count, internalise and play instruments to a steady pulse.
- To play to a steady pulse as an accompaniment to their singing.
- To count, internalise and play on a chosen number.
- To comment on the different sounds of the instrument categories.
- To internalise and recall rhythm patterns on instruments.
- To respond to different tempos.
- To follow a conductor.
- To chant and play instruments in two parts.
- To improve recall of rhythm patterns on instruments.
- To internalise rhythmic phrases including Ta, Te-te and rests in a chant and to recall them on instruments.
- To accompany their singing by playing instruments in two parts.
- To accompany their singing on tuned and un-tuned instruments, playing to a steady pulse and with accurate rhythms.
- To play instruments as part of a group, attaching different rhythm symbols to different instrumental timbres.
- To play to a steady pulse to accompany their singing.
- To concentrate and internalise lyrics, playing instruments on specific cue words.
- To improvise melodies on xylophones

Prior learning	Future learning
<p>In Reception...</p> <p>EYFS Statutory Framework- Early Learning Goals</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p>Objectives taken from Active Music- Instrumental</p> <ul style="list-style-type: none"> • To explore how instruments make their sounds and how they can be organised. • To learn to play un-tuned instruments with some control, following instructions of gestures, symbol cards and word cues. • To learn when to play and when not to play, following cues from a drum and key words in songs • To practise playing un-tuned instruments with control following gesture, symbol and cue-word instructions. • To think of words to describe instrumental sounds. • To internalise a song and recall the rhythm patterns within it through voices, clapping and playing instruments. • To consolidate the rhythm of a chant through voice, body percussion, tuned and un-tuned instruments. • To improvise short melodies on pitched instruments. • To recognise high and low notes. • To play instruments on key words/sentences during games and songs. • To play to a steady pulse. • To improvise melodic patterns on xylophones. 	<p>Key Stage 1 National Curriculum Objectives:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Objectives taken from Active Music- Instrumental</p> <ul style="list-style-type: none"> • To explore the different ways instruments can produce sounds. • To learn to play un-tuned instruments accurately, following the instructions of gestures, symbol cards and word cues. • To count, internalise and play instrumental patterns to a steady pulse. • To copy and improvise short rhythm patterns. • To listen, internalise and play more complex rhythm patterns, keeping a steady pulse. • To recall and improvise 4-beat rhythm patterns on instruments. • To internalise and recall longer rhythm patterns. • To create musical patterns from chosen symbols orders and to practice playing them on instruments with different timbres. • To follow cue words and to play to a steady pulse to accompany their singing. • To play un-tuned instruments to word cue instructions. • To play to a steady pulse to accompany their singing. • To internalise word patterns and play instruments in 2 parts. • To play tuned and un-tuned instruments to a steady pulse and an accurate rhythm to accompany singing. • To internalise and play rhythm patterns. • To play instruments as part of a group, attaching different rhythm symbols to different instrumental timbres. • To perform and appraise. • To hold one rhythm pattern while others are playing different patterns.

	<ul style="list-style-type: none"> • To be part of a class composition. • To compose 4-beat rhythm patterns, practise and perform them on instruments.
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Children will be able to play tuned and un-tuned instruments correctly.</p> <p>Children will be able to follow instructions of gestures, symbol cards and word cues when playing un-tuned instruments.</p> <p>Children will be able to internalise rhythmic phrases including Ta, Te-te and rests in a chant and to recall them on instruments.</p> <p>Children will be able to accompany their singing on tuned and un-tuned instruments, playing to a steady pulse and with accurate rhythms.</p> <p>Children will be able to play instruments as part of a group, attaching different rhythm symbols to different instrumental timbres.</p>	<p>Teachers can record performances.</p> <p>Teachers can make notes on lesson plans to identify children who have or have not met the lesson objectives.</p>
Key vocabulary	
start, stop, tap, shake, scrape, ring,	
Common misconceptions	Books linking to this area
Children may have had limited experience playing instruments.	Around the World in 80 Instruments.
Memorable first hand experiences	Opportunities for communication
TBC	Children will communicate through songs, chants and rhymes.

DCINS Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <p>Children do not have to sing words when performing chants and rhymes, they can just play along to steady beat.</p>	<p>Cognition and Learning</p> <p>Teacher could use metronome app to support children keeping a steady beat.</p>
<p>Social, Emotional and Mental health</p> <p>Children can work in smaller group or with 1:1.</p>	<p>Sensory and Physical</p> <p>Children can wear ear defender for louder parts of the lesson.</p> <p>Children can use different musical instruments.</p>