



## Music: Year 1

**Teachers:** In schools, lessons on music should feature activities and works that illustrate important musical concepts and terms, and should introduce important composers and works. When appropriate, topics in music may be linked to topics in other disciplines. The following guidelines focus on content, not performance skills, though many concepts are best learned through active practice such as singing, clapping rhythms, playing instruments, etc.

### I. ELEMENTS OF MUSIC

- Through participation, become familiar with some basic elements of music rhythm, melody, harmony, form, timbre, etc.).
  - Recognise a steady beat; begin to play a steady beat.
  - Recognise that some beats have accents (stress).
  - Move responsively to music (marching, walking, hopping, swaying, etc.).
  - Recognise short and long sounds.
  - Discriminate between fast and slow.
  - Discriminate between obvious differences in pitch: high and low.
  - Discriminate between loud and soft.
  - Recognise that some phrases are the same, some different.
  - Sing unaccompanied, accompanied and in unison.

### II. LISTENING AND UNDERSTANDING

**Teachers:** To encourage listening skills and the beginnings of understanding, play various kinds of music often and repeatedly. In the Year 1 classroom, music can be played for enjoyment, to accompany activities, to inspire creative movement, etc. Expose children to a wide range of music, including children's music, popular instrumental music and music from various cultures.

#### A. INSTRUMENTS

- Recognise the following instruments by sight and sound:
  - Guitar
  - Piano
  - Trumpet
  - Flute
  - Violin
  - Drum

#### B. WORKS OF MUSIC

- Become familiar with the following works:
  - Edvard Grieg, 'Morning Mood' and 'In the Hall of the Mountain King' from *Peer Gynt*. This is a good work to illustrate dynamics (loud and quiet), as well as tempo (slow and fast).
  - Pyotr Tchaikovsky, 'The Nutcracker'
  - Victor Herbert, 'March of the Toys' from *Babes in Toyland*
  - Richard Rodgers, 'March of the Siamese Children' from *The King and I*
  - Camille Saint-Saëns, *Carnival of the Animals*

### III. SONGS

**Teachers:** Children should become familiar with many of the works below. See also Year 1 Language and Literature's Mother Goose poems, since a number of these poems may be sung to familiar melodies.

## A. WORKS OF MUSIC

- The Bear Went Over the Mountain
- The Farmer in His Den
- Head, Shoulders, Knees and Toes
- Here We Go Round the Mulberry Bush
- The Hokey Cokey
- Hush, Little Baby
- If You're Happy and You Know It
- Jingle Bells
- Kumbaya (also Kum Ba Ya)
- London Bridge is Falling Down
- The Muffin Man
- My Bonnie Lies over the Ocean
- Pop! Goes the Weasel
- Old MacDonald Had A Farm
- One Man Went to Mow
- Row, Row, Row Your Boat
- This Old Man
- Twinkle Twinkle Little Star
- The Wheels on the Bus

## B. ADDITIONAL WORKS OF MUSIC

**Teachers:** You may wish to supplement the songs listed above with other songs, such as those below.

- Eensy, Weensy Spider
- Five Little Ducks That I Once Knew
- Happy Birthday to You
- How Much is that Doggie in the Window?
- I Had a Little Nut Tree
- I'm a Little Teapot
- Kookaburra
- Lavender's Blue
- Oh Where, Oh Where, Has My Little Dog Gone?
- One Potato, Two Potato
- Polly Put the Kettle On
- Ring-a-Ring Of Roses
- Teddy Bears' Picnic
- There Was an Old Woman Who Swallowed a Fly
- You Are My Sunshine