**KS1 Curriculum Project Overview - Jolly Postman**

This project can be taught to Year 1 or Year 2 children. If you are working with an inexperienced Y2 class it would be best to begin with Y1 plans.

During this project children will learn

**Year 1**

 to sing back 2 notes (Soh/Mi)

to identify changes in tempo

 to keep a steady pulse

 to identify changes in pitch

to play instruments with control

 to choose appropriate instrument to represent a character

**Year 2**

to play word rhythms

to recognise symbols for kodaly rhythmic notation (ta tete)

to combine word rhythms or rhythm and pulse

to make changes to their music (pitch)

 to choose appropriate instrument to represent a character

Some will demonstrate that they can/or will (achieve)

**Year 1**

sing back 2 notes (Soh/Mi) correctly (even if they sing at a slightly different pitch to you, the interval is correct)

identify changes in tempo and say whether it is slower or faster

keep a steady pulse by following the teacher

identify and demonstrate changes in pitch but not necessarily know if it is higher or lower

play instruments with correct technique

choose appropriate instruments to represent a character i.e. a loud sound for a lion roaring

**Year 2**

play word rhythms and Kodaly rhythmic notation (ta tete) saying words aloud and clapping or playing at the same time

recognise symbols for kodaly rhythmic notation (ta tete)

can play and sing changes in pitch (i.e play cdefg on a tuned instrument) and understand that the pitch is changing

choose appropriate instruments to represent a character i.e. a loud sound for a lion roaring

Some will demonstrate that they can/or will (exceed)

**Year 1**

sing back 2 notes (Soh/Mi) correctly perfectly copying your pitch

identify changes in tempo and follow you accurately when playing or singing as the tempo changes

keep a steady pulse by listening to the teacher or a piece of music

identify and demonstrate changes in pitch and say if it is higher or lower

play instruments with correct technique and make the appropriate sound

choose appropriate instruments to represent a character i.e. a loud sound for a lion roaring

**Year 2**

play word rhythms (saying words aloud and clapping or playing at the same time) with a good sense of pulse

recognise symbols for kodaly rhythmic notation (ta tete) and say them with a sense of pulse

can play and sing changes in pitch (i.e play cdefg on a tuned instrument) and say whether they are getting higher or lower

choose appropriate instruments to represent a character i.e. a loud sound for a lion roaring and use different playing techniques i.e scrape a drum skin

keep to their own part when two rhythms are combined or rhythm and pulse

Some will demonstrate that they can/or will (emerge)

**Year 1**

 ‘sing’ back using a talking or monotone voice

join in keeping the pulse at their own speed that may have little or no awareness of the group tempo

change the pitch of their voice or on an instrument without knowing whether it is higher or lower

make a sound on an instrument

 choose their favourite instrument when asked to represent a character

**Year 2**

say a word rhythm or Kodaly rhythmic notation names (ta/tete) but without clapping or playing at the same time

start joining in with another part when two rhythms are combined or rhythm and pulse

change the pitch of their voice or on an instrument without knowing whether it is higher or lower

make a sound on an instrument

 choose their favourite instrument when asked to represent a character