

Subject: Music Year 1

What are the aims and intentions:

That all the children:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Links to EYFS:

- Recognise repeated sounds and sound patterns, match movements to music.
- Use their imagination in music, dance, imaginative role plays and stories.
- Sing a range of well-known nursery rhymes.
- Perform songs rhymes and poems – when appropriate try to move in time with music
- Offer explanations to why things might happen, making use if recently used vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Term:	Topic:	Knowledge	Skills:	Key Questions
Autumn	<u>Autumn 1</u> Pulse Hey you!  <u>Autumn 2</u> Rhythm Little Angel got her wings!	Keep a steady pulse in a group and be able to pick out two different tempos in music  Repeat back short basic rhythms and perform rhythmic ostinatos	<ul style="list-style-type: none"> <li>• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>• Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns and short, pitched patterns on tuned instruments to maintain a steady beat.</li> <li>• Perform short copycat rhythm patterns accurately, led by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• What is a pulse?</li> <li>• What is tempo?</li> <li>• How many ways are there to make body percussion?</li> <li>• What is a beat?</li> <li>• How do I keep a steady beat?</li> </ul>

			<ul style="list-style-type: none"> <li>• Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</li> <li>• Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.</li> </ul>	
	Key Vocabulary	rhythm, pulse, syllables, tempo, beat, repeat, pitch, patterns.		
		Cultural Capital: Durham Big sing, Christmas carols, nativities.		
Spring	<u>Spring 1</u> Melody and notation. <b>In the Groove</b>  <u>Spring 2</u> Active Listening <b>Banana Rap</b>	<p>To know how to sing back short melodies that use 1-2 different pitches and develop the concept of pattern work in music using rhythm grids.</p> <p>Identify musical features in a range of high quality live and recorded music. Replicate basic rhythms heard</p>	<ul style="list-style-type: none"> <li>• To use a rhythm grid.</li> <li>• Take part in singing showing awareness of melody</li> <li>• Follow instructions on how and when to sing/play an instrument.</li> <li>• Take notice of others when performing.</li> <li>• Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking Imitate changes in pitch– high and low.</li> </ul>	<p><b><u>Listening</u></b></p> <p>Can they respond to different moods in music? Can they say how a piece of music makes them feel? Can they say whether they like or dislike a piece of music? Can they choose sounds to represent different things? Can they recognise repeated patterns? Can they follow instructions about when to play or sing?</p>
	Key Vocabulary	dynamics, tempo, composition		
		Cultural Capital: Durham music big sing		
Summer	<u>Summer 1</u> Composing and improvising. <b>Round and Round</b>  <u>Summer 2</u>	<p>To know how to improvise simple rhythms based on a given stimuli (e.g. rhythm grids).</p> <p>To know how to play basic rhythms on untuned instruments using body percussion.</p>	<ul style="list-style-type: none"> <li>• Improvise simple vocal chants, using question and answer phrases.</li> <li>• Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a</li> </ul>	<p><b><u>Composing</u></b></p> <p>Can the copy a beat? Can they change sounds? Can they change the volume of their sounds?</p>

	<p>Performing.  <b>Reflect, Rewind  and Replay.</b></p>		<p>rainstorm or a train journey.  Combine to make a story,  choosing and playing classroom  instruments</p> <ul style="list-style-type: none"> <li>• Understand the difference  between creating a rhythm  pattern and a pitch pattern.</li> <li>• Invent, retain and recall rhythm  and pitch patterns and perform  these for others, taking turns.  Use music technology, if  available, to capture, change and  combine sounds. Recognise how  graphic notation can represent  created sounds. Explore and  invent own symbols, for  example:</li> </ul>	<p><b><u>Performing</u></b>  Do they join in with singing?  Can they copy sounds?  Can they make sounds using  their bodies?  Can they make sounds using  instruments? (Un-tuned  percussion)</p>
	<p>Key Vocabulary</p>	<p>timbre, rhythmic pattern, symbol, perform, compose, improvise, singing, beat, sounds, effect, sequence, pattern.</p>		
	<p>Cultural Capital: durham music service big sing, proms on the yard</p>			