

• **Music: Year 1**

National Curriculum links:

- 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

Learning sequence:

<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<u>Keeping the Pulse</u> <u>(My Favourite things)</u>	<u>Tempo</u> <u>(Snail and Mouse)</u>	<u>Dynamics</u> <u>(Seaside)</u>	<u>Sound Patterns:</u> <u>Fairytales</u>	<u>Pitch (Superheros)</u>	<u>Musical Symbols</u>
To demonstrate an understanding of pulse using parts of the body	To use voices and bodies expressively, while exploring tempo.	To understand how music can be used to represent an environment.	To explore and change dynamics using the voice.	To identify high- and low-pitched sounds.	To explore tempo changes through movement.
To keep a pulse and show a sound pattern using bodies and voices.	To practice a rhyme using fast and slow beats on instruments.	To understand how music can represent changes in an environment.	To experiment with creating different sounds using a single instrument.	To explore pitch by creating two-pitch patterns.	To explore how dynamics can be represented by different symbols.
To explore using a thinking voice to show the pulse.	To use voices to perform a song with a fast and slow beat.	To explore using instruments, body and voice to create a seaside soundscape.	To read simple rhythmic patterns comprising of one beat sounds and one beat rests.	To demonstrate tempo changes.	To clap simple rhythmic patterns while keeping the pulse.
To play short rhythms in time with the pulse.	To use singing voices and an instrument to perform a song with a fast and slow beat.	To identify how dynamics can reflect environments.	To play sound patterns in time with the pulse using a visual stimulus.	To create a superhero theme tune with a variety in tempo and pitch.	To interpret symbols to demonstrate a pitch pattern.
To demonstrate an understanding of pulse through performance.	To demonstrate fast and slow beats within the context of a story.	To create and represent sounds using symbols.	To show awareness of different roles when performing in a group performance.	To perform a piece of superhero music showing a change of pitch and tempo.	To perform as part of a group to demonstrate dynamics, pitch and rhythm.

Key vocabulary:

Pulse	Fast	pitch	Symbol
rest	slow	dynamics	Volume