Summer Term 2 Year 1 Music

Key facts

This half term children will be:
- Combining voices, movement and instruments to perform a chant and a song
- Keeping a steady beat on instruments
- Creating word rhythms
- Performing word rhythms with movement
- Keeping a steady beat
- Playing and combining simple word rhythms
- Responding to music in movement
- Creating a picture in sound
- Understanding musical structure by listening and responding
- Performing a simple repeated pattern

Children will also continue to develop their understanding and appreciation of the features and effectiveness of musical instruments.

Performance and Pitch

Funk

Prior Knowledge

Children have had experience of composing music and performing to an audience. They hae used body percussion and responded to songs with movement.

Key Vocabulary

Beat, Verse, Section, Melody, Score, Timbre, Tempo, dynamics, funk, score, graphic score, body percussion, composition.

Resources

Examples of funk music

Music express

Instruments

Paper/pens

Brief summary/ overview

The children develop their performance skills and learn songs about travel and transport from around the world. They will also use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.

Children will be exposed to some examples of Funk music to widen their knowledge of different music genres.

Cross curricular links/visits

P.E

Art

Summer Term 1 Year 1 Music

Key facts

This half term children will be:

- Discussing basic musical terms – fast, slow, loud, quiet
- Understanding how music can tell a story
- Performing with concentration
- Playing fast, slow, loud and quiet
- Creating music that matches an event in a story
- Rehearsing and performing with others
- Learning new songs and chants
- Performing a steady beat at two different speeds (tempi)
- Responding to change of mood in a piece of music with a slow and fast steady beat
- Identifying a repeated rhythm pattern
- Combining a rhythm pattern and a steady beat
- Performing together with concentration
- Performing rhythm patterns on body percussion to a steady beat
- Inventing and performing new rhythms to a steady beat

Children will also continue to appreciate that music is created through a process which has a number of techniques. They will also continue to develop their understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.

Exploring sounds and beat

Classical/Romantic

Prior Knowledge

Children have had experience of playing a wide variety of instruments and understand how to play loudly and quietly. They wll have listened to their sounds and be able to recognise them.
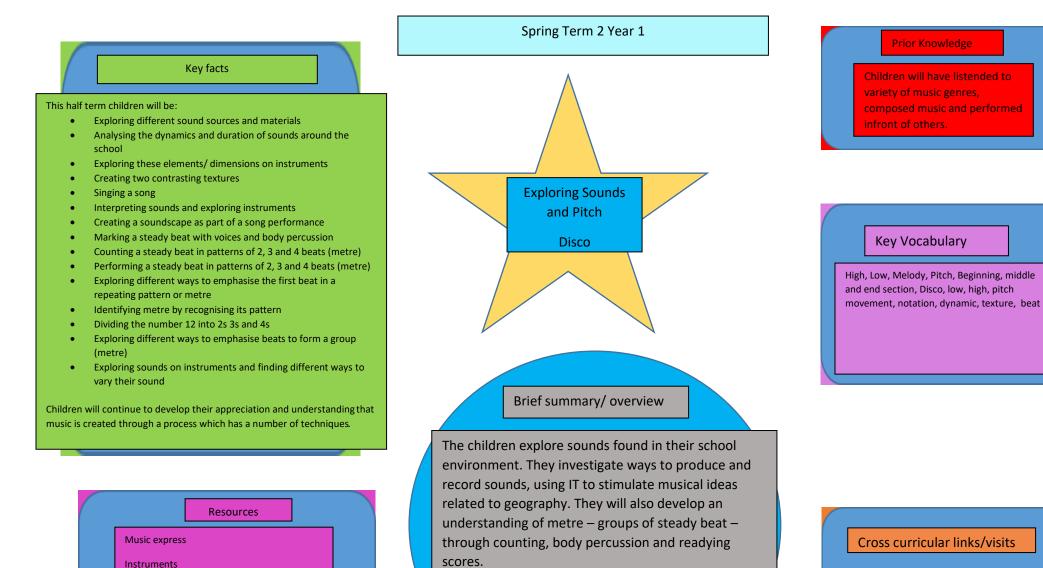
Key Vocabulary

Verse, Loud, Quiet, Tambour, Symbol, Volume, Claves, Conductor, Notation, Scores, tempi

Brief summary/ overview

The children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance. They will also respond with their bodies to steady beat and rhythm in music. They experience combining rhythm patterns with steady beat, using body percussion.

Children will be exposed to some examples of Classical/Romantic music to widen their knowledge of different music genres.

Resources

Music express

Instruments

Examples of classical/romantic music

Cross curricular links/visits

English

Science

Spring Term 2 Year 1

Key facts

This half term children will be:
- Exploring different sound sources and materials
- Analysing the dynamics and duration of sounds around the school
- Exploring these elements/ dimensions on instruments
- Creating two contrasting textures
- Singing a song
- Interpreting sounds and exploring instruments
- Creating a soundscape as part of a song performance
- Marking a steady beat with voices and body percussion
- Counting a steady beat in patterns of 2, 3 and 4 beats (metre)
- Performing a steady beat in patterns of 2, 3 and 4 beats (metre)
- Exploring different ways to emphasise the first beat in a repeating pattern or metre
- Identifying metre by recognising its pattern
- Dividing the number 12 into 2s 3s and 4s
- Exploring different ways to emphasise beats to form a group (metre)
- Exploring sounds on instruments and finding different ways to vary their sound

Children will continue to develop their appreciation and understanding that music is created through a process which has a number of techniques.

Exploring Sounds and Pitch

Disco

Prior Knowledge

Children will have listended to variety of music genres, composed music and performed infront of others.

Key Vocabulary

High, Low, Melody, Pitch, Beginning, middle and end section, Disco, low, high, pitch movement, notation, dynamic, texture, beat

Brief summary/ overview

The children explore sounds found in their school environment. They investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography. They will also develop an understanding of metre – groups of steady beat – through counting, body percussion and readying scores.

Children will be exposed to some examples of Disco music to widen their knowledge of different music genres.

Resources

Music express

Instruments

Examples of disco music

Cross curricular links/visits

Geography

Maths

Spring Term 1 Year 1 Music

Key facts

This half term children will be:
- Playing and maintaining a steady beat
- Sequencing sounds
- Playing to a steady beat
- Playing at different speeds (tempi)
- Playing to a steady beat
- Controlling changes in speed (tempi)
- Identifying changes in pitch and responding to them with movement
- Contrasting changes in pitch with changes in dynamics (volume)
- Relating pitch changes to graphic symbols and performing pitch changes vocally
- Listening and responding to pitch changes with movement
- Listening and responding to a falling pitch signal
- Distinguishing between pitched and un-pitched percussion sounds
- Listening in detail to a piece of orchestral music

Children will also develop an understanding that compositions need to be understood by others and that there are techniques and a language for communicating them. They will also develop an appreciation of features and effectiveness of musical elements, as well as performing to an audience.

Exploring Beat and Pitch

Rock and Roll

Prior Knowledge

Children have had previous experience of playing instruments and performing and have experience of different sounds and feeling a beat.

Key Vocabulary

Beat (constant), Chorus, Score, Chant, Pulse, Rhythm, Compare, Ostinato, Drone, Rock and Roll, perform, transcribe, describe, improvise, accompaniment, tempi
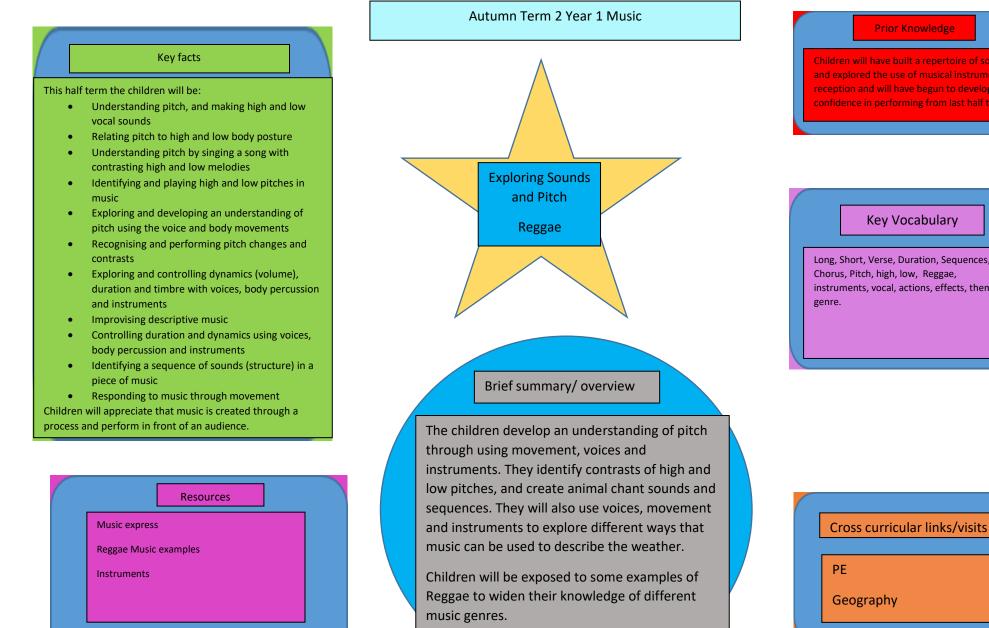
Resources

Examples of Rock and Roll music

Music Express

Instruments

Brief summary/ overview

The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo. They will also develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.

Children will be exposed to some examples of Rock and Roll to widen their knowledge of different music genres.

Cross curricular links/visits

PSHE

Science

Autumn Term 2 Year 1 Music

Key facts

This half term the children will be:
- Understanding pitch, and making high and low vocal sounds
- Relating pitch to high and low body posture
- Understanding pitch by singing a song with contrasting high and low melodies
- Identifying and playing high and low pitches in music
- Exploring and developing an understanding of pitch using the voice and body movements
- Recognising and performing pitch changes and contrasts
- Exploring and controlling dynamics (volume), duration and timbre with voices, body percussion and instruments
- Improvising descriptive music
- Controlling duration and dynamics using voices, body percussion and instruments
- Identifying a sequence of sounds (structure) in a piece of music
- Responding to music through movement

Children will appreciate that music is created through a process and perform in front of an audience.

Exploring Sounds and Pitch
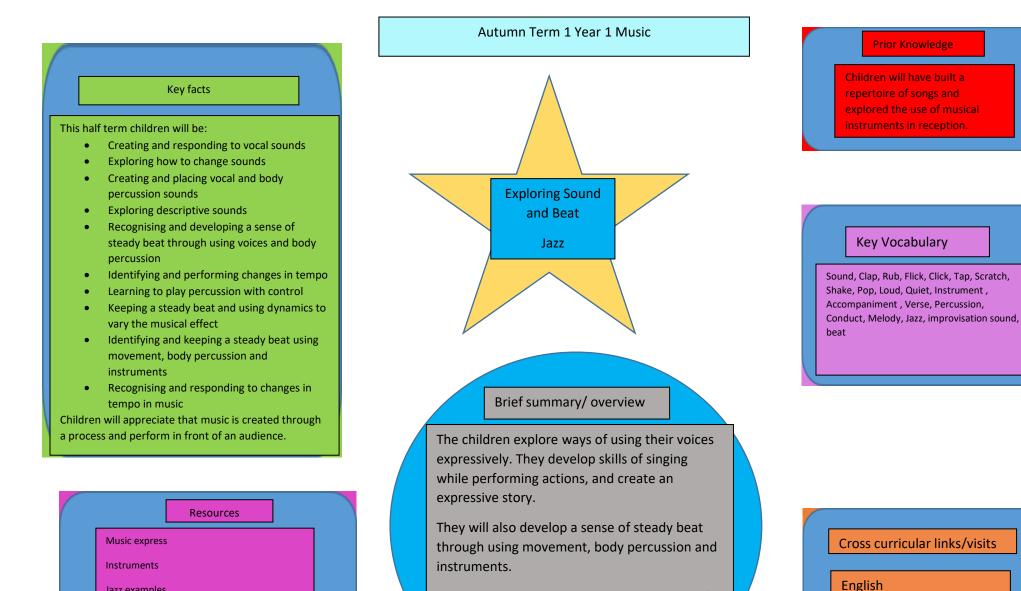
Reggae

Prior Knowledge

Children will have built a repertoire of songs and explored the use of musical instruments in reception and will have begun to develop confidence in performing from last half term.

Key Vocabulary

Long, Short, Verse, Duration, Sequences, Chorus, Pitch, high, low, Reggae, instruments, vocal, actions, effects, themes, genre.

Resources

Music express

Reggae Music examples

Instruments

Brief summary/ overview

The children develop an understanding of pitch through using movement, voices and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences. They will also use voices, movement and instruments to explore different ways that music can be used to describe the weather.

Children will be exposed to some examples of Reggae to widen their knowledge of different music genres.

Cross curricular links/visits

PE

Geography

Autumn Term 1 Year 1 Music

Prior Knowledge
Children will have built a repertoire of songs and explored the use of musical instruments in reception.

Key facts
This half term children will be:
- Creating and responding to vocal sounds
- Exploring how to change sounds
- Creating and placing vocal and body percussion sounds
- Exploring descriptive sounds
- Recognising and developing a sense of steady beat through using voices and body percussion
- Identifying and performing changes in tempo
- Learning to play percussion with control
- Keeping a steady beat and using dynamics to vary the musical effect
- Identifying and keeping a steady beat using movement, body percussion and instruments
- Recognising and responding to changes in tempo in music

Children will appreciate that music is created through a process and perform in front of an audience.

Exploring Sound and Beat

Jazz

Key Vocabulary
Sound, Clap, Rub, Flick, Click, Tap, Scratch, Shake, Pop, Loud, Quiet, Instrument , Accompaniment , Verse, Percussion, Conduct, Melody, Jazz, improvisation sound, beat

Resources
Music express

Instruments

Jazz examples

Brief summary/ overview
The children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story.

They will also develop a sense of steady beat through using movement, body percussion and instruments.

Children will be exposed to some examples of Jazz to widen their knowledge of different music genres.

Cross curricular links/visits
English