



# Year 1: Music



## Autumn – Pulse and Rhythm (All About Me)

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>This introductory unit includes lots of activities for getting to know one another. Through listening to a range of different music and playing games, children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.</p>	<ul style="list-style-type: none"> <li>To know that rhythm means a pattern of long and short notes.</li> <li>To know that pulse is the regular beat that goes through music.</li> <li>To understand that the pulse of music can get faster or slower.</li> <li>To know that a piece of music can have more than one section, eg a versed and a chorus.</li> </ul>	<p><u>Listening</u></p> <ul style="list-style-type: none"> <li>Recognising and understanding the difference between pulse and rhythm</li> <li>Discerning character, mood or story of the music they listen to</li> <li>Listening to and repeating short, simple rhythmic patterns</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>Combine instrumental and vocal sounds</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>Using voices expressively to speak and chant</li> <li>Singing short songs from memory</li> <li>Maintaining the pulse</li> <li>Copying back short rhythms</li> </ul>

## Spring Term 1 – Classical Music Dynamics Tempo (Animals)

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.</p>	<ul style="list-style-type: none"> <li>To understand that sounds can be adapted to change their mood, eg through dynamics or tempo.</li> <li>To know that sounds can help tell a story</li> <li>To know that tempo is the speed of the music.</li> <li>To know that dynamics means how loud or soft a sound is.</li> </ul>	<p><u>Listening</u></p> <ul style="list-style-type: none"> <li>Recognising basic tempo, dynamic and pitch changes</li> <li>Describing the character, mood, or 'story' of music</li> <li>Describing the differences between two pieces of music.</li> <li>Expressing a basic opinion about music (like/dislike)</li> <li>Listening to and repeating short, simple rhythmic patterns.</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>Selecting and creating short sequences of sound</li> <li>Choosing dynamics, tempo and timbre for a piece of music.</li> <li>Beginning to make improvements to their work as suggested by the teacher.</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>Using their voices expressively to speak and chant.</li> <li>Singing short songs from memory</li> <li>Responding to simple musical instructions such as tempo and dynamic change.</li> </ul>

## Spring Term 2 – Timbre and Rhythmic Patterns (Fairytale)

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.</p>	<ul style="list-style-type: none"> <li>To know that an instrument or rhythm pattern can represent a character in a story</li> <li>To know that my voice can create different timbres to help tell a story.</li> <li>To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.</li> </ul>	<p><u>Listening</u></p> <ul style="list-style-type: none"> <li>Recognising basic tempo, dynamic and pitch changes</li> <li>Describing the character, mood, or 'story' of music</li> <li>Describing the differences between two pieces of music.</li> <li>Expressing a basic opinion about music (like/dislike)</li> <li>Listening to and repeating short, simple rhythmic patterns.</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>Selecting and creating short sequences of sound</li> <li>Choosing dynamics, tempo and timbre for a piece of music.</li> </ul>

		<ul style="list-style-type: none"> <li>Beginning to make improvements to their work as suggested by the teacher.</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>Using their voices expressively to speak and chant.</li> <li>Copying back short rhythmic and melodic phrases on percussion instruments.</li> <li>Responding to simple musical instructions such as tempo and dynamic changes</li> </ul>
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### Summer 1 – Pitch and Tempo (Superheroes)

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>In this unit of work children explore the terms 'pitch' and 'tempo' within superhero theme tunes. They compose their own piece of superhero music using tuned and untuned percussion.</p>	<ul style="list-style-type: none"> <li>To understand that tempo can be used to represent mood or help tell a story.</li> <li>To understand that 'tuned' instruments play more than one pitch of notes.</li> <li>To know that following a leader when we perform helps everyone play together accurately.</li> </ul>	<p><u>Listening</u></p> <ul style="list-style-type: none"> <li>Recognising basic tempo, dynamic and pitch changes</li> <li>Describing the differences between two pieces of music.</li> <li>Expressing a basic opinion about music</li> <li>Listening and responding to other performers by playing as part of a group.</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>Selecting and creating short sequences of sound with voices</li> <li>Creating simple melodies using a few notes.</li> <li>Choosing dynamics, tempo and timbre for a piece of music.</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>Responding to simple musical instructions such as tempo and dynamic changes</li> </ul>

### Summer 2 – Vocal and Body Sounds (By the Sea)

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>In this unit of work children will listen to classical music related to the sea. They will learn about simple graphic notation and use their voices and instruments to follow simple melodies.</p>	<ul style="list-style-type: none"> <li>To know that dynamics can change how someone listening feels about music.</li> <li>To know that your voice can be used as a musical instrument.</li> <li>To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.</li> <li>To understand that music can be represented by pictures or symbols.</li> </ul>	<p><u>Listening</u></p> <ul style="list-style-type: none"> <li>Recognising basic tempo, dynamic and pitch changes</li> <li>Understanding that different types of sounds are called timbres.</li> <li>Describing the differences between two pieces of music.</li> <li>Expressing a basic opinion about music</li> <li>Listening and responding to other performers by playing as part of a group.</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>Selecting and creating short sequences of sound with voices</li> <li>Combining instrumental and vocal sounds within a given structure.</li> <li>Creating a simple graphic score to represent a composition</li> <li>Choosing dynamics, tempo and timbre for a piece of music.</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>Responding to simple musical instructions such as tempo and dynamic changes</li> <li>Using their voices expressively to speak and chant.</li> <li>Performing from graphic notation.</li> </ul>