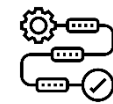


Year 1 Autumn	NC Objective: 	Key Skills (Disciplinary Knowledge): 	Key Substantive Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Autumn 1 Topic: Location, Location, Location Enquiry: What makes high and low pitched sounds?	Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes <i>listen with concentration</i> and understanding to a range of high-quality recorded music	<i>Listen to sounds in the school environment-comparing high/low.</i> <i>Sing familiar songs, chants and rhymes from memory in both low and high voices and talk about the difference in sound.</i> <i>Sing songs with a slightly wider range of pitch.</i>	Key learning: Children listen to the famous piece of music 'Dancing with Sword' by the composer: Aram Khachaturian to identify high and low pitched sounds. Children to identify different pitches in the local environment. Children to memorise familiar songs, chants and rhymes. Children can sing with voice pitch variation.	Pitch- high, low is the sound which is based on the frequency of vibration. Tempo is the speed at which any piece of music is played. Structure (arrangement and order of the parts or sections of the music) and Appropriate Musical Notations (any system used to visually represent music played with instruments or sung) chants, rhymes	Pre-requisite learning: Children have learnt EYFS nursery rhymes and songs. New Learning: Children are introduced to the concept of low and high pitch sounds. Sound walk around school to identify high and low sounds. Children can identify high and low pitches in songs and in their own singing. Vehicles for learning - Geography- exploring their school grounds.

Autumn 2 Topic: Once Upon a Time Enquiry: How can you create sounds to represent a character in a story?	Pupils should be taught to: play untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music.	Explore percussion sounds to enhance storytelling, e.g. ascending, quiet sounds, regular strong beats. Create musical sound effects and short sequences in response to stimuli (classroom instruments/sound makers), combine to make a story.	Key learning: Children identify how different untuned percussion instruments can be played. Children listen to the famous piece of music 'Overseas for percussion Ensemble' by the composer: Tomasz Golinski to identify different sounds that are used alongside a scene clip. Children to work out and decide which percussion instrument creates the best sound for a character in a film clip (Jack and the Beanstalk story muted). Children can play an untuned instrument at the correct time.	Pitch- high, low is the sound which is based on the frequency of vibration. Tempo is the speed at which any piece of music is played. Timbre (tone colour) different musical instruments playing at the same time. untuned instruments Structure (arrangement and order of the parts or sections of the music) and Appropriate Musical Notations (any system used to visually represent music played with instruments or sung) short sequences	Pre-requisite learning: In EYFS children played instruments with increasing control to express their feelings and ideas. They also worked together, played cooperatively and took turns with others. New Learning: Children explore and identify how untuned percussion instruments can be played to make their sounds. Children can identify which percussion instrument creates the best sound for a given character. Children can play their chosen instrument at the correct time that the character appears on the screen. Vehicles for learning : Links to the current Topic of reading Fairy Tale stories
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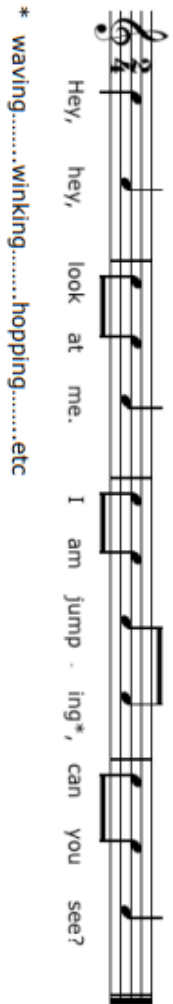
Year 1 Spring	NC Objective: 	Key Skills: 	Key Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Spring 1 Topic: Welcome to the Toy Shop Enquiry: What symbols can I use to represent a sound?	Pupils should be taught to: play untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music.	Explore percussion sounds to enhance storytelling, e.g. ascending, quiet sounds, regular strong beats. Create musical sound effects and short sequences in response to stimuli (classroom instruments/sound makers), combine to make a story. Recognise how graphic notation can represent created sounds. Explore and invent own symbols. 	Key learning: Children listen again to the famous pieces of music 'Dancing with Sword' by the composer: Aram Khachaturian and 'Overseas for percussion Ensemble' by the composer: Tomasz Golinski to identify different pitched sounds and sounds that are used alongside a scene clip. Children identify how different untuned percussion instruments can be played to create a high/low pitch. Children to work out and decide which percussion instrument creates the best sound for a character in a film clip (Toy Story muted). Children create their own symbols to record how a percussion instrument will be played.	Pitch- high, low is the sound which is based on the frequency of vibration. Tempo is the speed at which any piece of music is played. Timbre (tone colour) different musical instruments playing at the same time. untuned instruments Texture is how the <i>melody</i> (pitch, note, tone, scale), <i>rhythm</i> and <i>harmony</i> are combined to create the overall quality of a piece of music. Rhythm Structure (arrangement and order of the parts or sections of the music) and Musical Notations (any system used to visually represent music played with instruments or sung) own symbols short sequences	Pre-requisite learning: In EYFS children played instruments with increasing control to express their feelings and ideas. They also worked together, played cooperatively and took turns with others. Autumn 1 - Children explored the different sounds (high/low pitch) that untuned percussion instruments make. Autumn 2- Children chose percussion instruments that suited a cartoon character. New Learning: Children create their own symbols to record how their percussion instrument will be played for a given character. Vehicles for learning : Musical instruments in the Toy boxes from Hartlebury museum.

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			Children can play an untuned instrument at the correct time.		
Spring 2 Topic: Food Glorious Food! Enquiry: Can I copy and respond to a high and low pitched song? 	Pupils should be taught to: use their voices expressively and creatively by singing songs play tuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music.	Sing songs with a slightly wider range of pitch. Sing simple songs with a small range (mi-so) responding to simple visual directions (stop, start, loud, quiet) and counting in. Playing repeated rhythm patterns, keeping in time with a steady beat using two pitched patterns on tuned instruments (e.g. glockenspiels) to maintain a steady beat.	Key learning: Children listen to the piece of music 'Gayana, Gathering of the Cotton' by the composer: Aram Khachaturian to recap high and low pitched sounds. Children sing in time to the given songs. They can identify the two pitches used within the songs. Children can add their own actions and words to simple songs. Children can follow stop and start signals when signing out loud. Children can play the two pitched rhythm to the songs on a tuned instrument.	Pitch is the sound which is based on the frequency of vibration. Pitch high low Tempo is the speed at which any piece of music is played. Tempo pulse beat Texture is how the <i>melody</i> (pitch, note, tone, scale), <i>rhythm</i> and <i>harmony</i> (intervals, chords) are combined to create the overall quality of a piece of music. rhythm Appropriate Musical Notations (any system used to visually represent music played with instruments or sung) short sequences	Pre-requisite learning: Yr1 Autumn 1 - Children expired high and low pitched sounds. New Learning: Children identity and sing using two pitches. Children can play a short repeated rhythm using two notes on a tuned instrument. Vehicles for learning : N/A

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Year 1 Summer	NC Objective: 	Key Skills: 	Key Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Summer 1 Topic: Tails, Talons and Teeth Enquiry: Can I respond to the pulse in a piece of music through movements?	<i>listen with concentration and understanding to a range of high-quality recorded music</i>	Respond to the pulse in recorded music through movement and dance Listen with concentration and understanding to a range of high-quality recorded music.	Children listen to 'The Carnival of the Animals' by Camille Saint-Saëns https://www.youtube.com/watch?v=k2RPKMJmSp0 Children identify which animal the music is representing. Children were asked to move their bodies, alongside the pulse to represent the given animal.	Subject knowledge vocabulary: Pitch is the sound which is based on the frequency of vibration. Pitch high low Tempo is the speed at which any piece of music is played. tempo pulse beat Texture is how the <i>melody</i> (pitch, note, tone, scale), <i>rhythm</i> and <i>harmony</i> (intervals, chords) are combined to create the overall quality of a piece of music. rhythm	Pre-requisite learning: In Reception- children moved in time to music. In Year 1, children explored sounds for different characters. New Learning: Children identify sounds used to represent different animals. Children respond to the pulse of the music through movements. Vehicles for learning Link to current topic of animals.
Summer 2 Topic: Changes – All About Me! Enquiry: Can I make my own percussion	Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes play untuned instruments musically	Sing songs with a slightly wider range of pitch. Use body percussion, (e.g. clapping) and classroom percussion (shakers etc.) to make a steady beat. Listen with concentration and understanding to a range of recorded music.	Key learning: Children sing in time to the given songs and memorise these. Children can play an untuned instrument at the correct time.	Subject knowledge vocabulary: Pitch is the sound which is based on the frequency of vibration. Pitch high low Tempo is the speed at which any piece of music is played.	Pre-requisite learning: Spring 2- Children identified and sang two note pitched songs. New Learning: Children can confidently sing songs within a large group of children from other schools.

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instrument to use to accompany a song?	listen with concentration and understanding to a range of recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.	Perform short copycat rhythm patterns accurately, led by the teacher. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	Children can listen with concentration to different simple songs and sing along with these. Children can listen to a leader and correctly copy short rhythm patterns. Children can move in time to different pieces of music in a large group.	pulse beat Timbre (tone colour) different musical instruments playing at the same time. body/classroom percussion untuned instruments Structure (arrangement and order of the parts or sections of the music) and Appropriate Musical Notations (any system used to visually represent music played with instruments or sung) Chants, short sequences	Children can listen with concentration and perform copycat rhythms at the same time within a large group of children. Vehicles for learning - Year 1 Trust Music Day Tuesday 18 June 2024
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