

Y1 – Music Overview



Topic	Pulse and rhythm (All about me)	Timbre and rhythmic patterns (Fairytales)	Classical music, dynamics and tempo (Animals)	Musical Vocabulary (Theme – Under the Sea)	Pitch and tempo (Theme - Superheroes)	Vocal and body sounds (By the sea)
Linked Books						
Prior learning	<p>To know that the beat is the steady pulse of a song. To know that tempo is the speed of the music. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. To know that signals can tell us when to start or stop playing.</p>	<p>To learn the musical vocabulary: pulse and tempo. To explain what dynamics and timbre are. To explain what pitch and rhythm are. To explain what texture and structure are. To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre</p>	<p>To know that the beat is the steady pulse of a song. To know that tempo is the speed of the music. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. To know that signals can tell us when to start or stop playing.</p>	<p>To know that the beat is the steady pulse of a song. To know that tempo is the speed of the music. To understand what 'high' and 'low' notes are. To know that an orchestra is a big group of people playing a variety of instruments together. To understand that performing means playing a finished piece</p>	<p>To know that the beat is the steady pulse of a song. To know that tempo is the speed of the music. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. To know that signals can tell us when to start or stop playing.</p>	<p>To use percussion and my body expressively in response to music. To sing a song in sections. To perform a song. To use instruments to create different sounds. To create and choose sounds.</p>

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				of music for an audience.		
Composer	Randy Newman: You've Got a Friend in Me Justin Timberlake: Can't Stop the Feeling Pharrell Williams: Happy The Rembrandts: I'll be There For You Bruno Mars: Count On Me Phillip Glasser, Dom DeLuise: A Duo	Sergei Prokofiev: Peter and the Wolf	Vivaldi: Storm Beethoven: Moonlight Sonata Holst: Venus, 'The Planets' Sergei Prokofiev: Dance of the Knights Rimsky Korsakov: Flight of the bumblebee: Camille Saint-Saëns: Carnival of The Animals - The Elephant Camille Saint-Saëns: Carnival of The Animals - Aquarium Camille Saint-Saëns: Carnival of The Animals - Tortoises	John Williams: Main theme from Jaws The Ventures: Main theme from Hawaii Five O Camille Saint-Saëns: Carnival of The Animals: Aquarium Nathan Evans: Wellerman	John Williams: Main theme from Superman Neal Hefti: Main theme from Batman Rossini: William Tell Overture Berlioz: Symphonie Fantastique 1st Movement Charles Fox, Norman Gimbel: Main theme from Wonder Woman Paul Francis Webster: Main theme from Spider-Man Young Peter: Main theme from The Amazing Spider Man Michael Giacchino: Main theme from The Incredibles	Benjamin Britten: Storm Interlude (from the opera Peter Grimes) Ronald Binge: Sailing By
Substantive knowledge	To know that rhythm means a pattern of long and short notes. To know that pulse is the regular beat that goes through music. To understand that the pulse of music can get	To use voices expressively to speak and chant. To select suitable instrumental sounds to represent a character. To compose and play a rhythm. To recognise how timbre is used to represent	To use percussion and my body expressively in response to music. To sing a song in sections. To perform a song. To use instruments to create different sounds. To create and choose sounds.	To learn the musical vocabulary: pulse and tempo. To explain what dynamics and timbre are. To explain what pitch and rhythm are. To explain what texture	To understand the concept of pitch. To create a pattern using two pitches. To understand the concept of tempo. To create a superhero theme tune.	To understand that music can be used to represent an environment. To understand how music can represent changes in an environment. To select instruments

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	<p>faster or slower. To know that a piece of music can have more than one section, e.g. a verse and a chorus.</p>	<p>characters in a piece of music. To keep the pulse using untuned instruments.</p>		<p>and structure are. To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre</p>	<p>To perform confidently as part of a group.</p>	<p>to match seaside sounds. To recognise and use dynamics and tempo. To write music down and perform from a graphic score.</p>
Skills	<p>Recognising and understanding the difference between pulse and rhythm. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group.</p>	<p>Recognising basic tempo, dynamic and pitch changes. Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group.</p>	<p>Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group.</p>	<p>Recognising basic tempo, dynamic and pitch changes. Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening and responding to other performers by playing as part of a group.</p>	<p>Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening and responding to other performers by playing as part of a group.</p>	<p>Recognising basic tempo, dynamic and pitch changes. Understanding that different types of sounds are called timbres. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening and responding to other performers by playing as part of a group.</p>
Listening						

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<p>Composing</p>	<p>Combining instrumental and vocal sounds within a given structure.</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Choosing dynamics, tempo and timbre for a piece of music.</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Choosing dynamics, tempo and timbre for a piece of music. Beginning to make improvements to their work as suggested by the teacher.</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music.</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music.</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition.</p>
<p>Performing</p>	<p>Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments. Copying back short rhythmic and melodic</p>	<p>Using their voices expressively to speak and chant. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>	<p>Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>	<p>Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>	<p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>	<p>Using their voices expressively to speak and chant. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation.</p>

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	phrases on percussion instruments.					
New Vocabulary	body percussion, chant, clap, copy, drum, instrument, in time, shaker, percussion instrument, perform, play, pulse, rhythm, sing, syllables	bassoon, beat, body percussion, chant, clap, clarinet, compose, flute, French horn, instruments, oboe, orchestra, patterns, performance, play, plot, pulse, repeated phrases, represent, rhythm, rhythmic pattern, sound, strings, syllables, timbre, timpani, voice	accuracy, actions, choir, composing, composition, confidence, dynamics, fast, instruments, in time, loud, melody percussion, performance, perform, quiet, repeat, represent, rhythm, sections, silence, sing, slow	actions, celeste, chorus, dynamics, fast, graphic score, heartbeat, high, in time, layers, low, pitch, Pulse, rhythm, slow, speed, structure, tempo, texture, timbre, thick, thin, tune, verse	accelerando, compose, fast, features, gradually, high, low, note, pattern, performance, pitch, play, rallentando, slow, sing, tempo, theme tune	body percussion, brass, conductor, dynamics, fast, inspire, instruments, layer, loud, mood, percussion, performance, pitch, quiet, represent, slow, sounds, speed, strings, vocal sounds, volume, woodwind