



Big Ideas

Term: Autumn 1

Year group: 1

Subject: Music

Topic: Pulse and rhythm: All about me

Prior Knowledge:

Subject specific (Tier 3) vocabulary: pulse, rhythm, rhythmic pattern

Musical Elements

Knowledge and understanding

Key strands

Music/ Musicians

Pulse is the heartbeat of the music
Rhythm is a regular repeated pattern of sound
Understand the difference between **rhythm** and **pulse**.
Clapping and playing in time to the **pulse**.
Playing simple **rhythms** on an instrument.

Performing
Listening
Composing
Learning through the inter-related dimensions of music

You've got a friend in me – Randy Newman – Popular Music
Justin Timberlake – Can't Stop the Feeling - Popular Music
Pharrell Williams – Happy - Popular Music
The Rembrandts – I'll be There For You - Popular Music
Bruno Mars – Count on Me - Popular Music
Phillip Glasser, Dom DeLuise – A Duo – Musical Theatre.

Musical Skills

Clapping and playing in time to the pulse.
Playing simple rhythms on an instrument.
Understanding the difference between pulse and rhythm.
Improvising vocally within a given structure.

End point

Children identify the difference between rhythm and pulse on a song and consolidate this understanding through listening and performing activities.



Big Ideas

Term: Autumn 2

Year group: 1

Subject: Music

Topic: Timbre and rhythmic patterns

Prior Knowledge: Children will have used words to describe dynamics, pitch, tempo and rhythm. They will be familiar with the story of Peter and the wolf.

Subject specific (Tier 3) vocabulary: timbre, strings, timpani, oboe, clarinet, bassoon, French horn, flute, rhythm, syllables, chant, pulse, repeated phrases

Musical Elements

Knowledge and understanding	Key Strands	Music/ Musicians
<p>Peter and the Wolf was composed by a Russian composer, Sergei Prokofiev, in 1936 as a symphonic fairy tale for children. The musical instruments represent the characters in the story.</p> <p>Bird – Flute Cat – clarinet Grandfather – bassoon Wolf – French horn Peter – strings Hunters – timpani Duck - oboe Chant - a song, melody or spoken words repeated over and over Timbre - the quality of the music, sometimes described as the colour of the music Rhythm – a regular repeated pattern of sound Syllables – the parts into which a word can be separated Pulse – steady beat that stays the same like a heartbeat</p>	<p>Performing Listening Composing Learning though the inter-related dimensions of music</p>	<p>Sergei Prokofiev – Peter and the Wolf - Romantic</p>

Musical Skills

Performing short chants from memory, with expression.

Responding to a sound by likening it to a character or mood.

Creating and selecting sounds to match a character or mood.

End point

Children will demonstrate their understanding of timbre, rhythm and pulse and how sounds can represent characters, in a class performance of 'The Three Little Pigs'.



Big Ideas

Term: Spring 1

Year group: 1

Subject: Music

Topic: Pitch and tempo:
Superheroes

Prior Knowledge: Children will have heard the words **dynamics**, **pitch**, **tempo** and **rhythm** and will have used some words to describe these inter-related dimensions of music.

Subject specific (Tier 3) vocabulary: pitch, high, low, higher, lower, rhythm, tempo, fast, slow, faster, slower,

Musical Elements

Knowledge and understanding

Key Strands

Music/ Musicians

Pulse – the regular beat like a heartbeat
Tempo – the speed of the music: fast, slow, faster, slower
Pitch – how high or low a sound is: high, low, higher, lower
Rhythm – a regular repeated pattern of sound
Accelerando – getting faster

Performing
Listening
Composing
Learning
through the
inter-related
dimensions of
music

John Williams – Main theme from Superman – Film soundtrack
Neal Hefti – Main theme from Batman – Film soundtrack
Rossini – William Tell Overture – Romantic
Berlioz – Symphonie Fantastique 1st Movement – Romantic
Charles Fox, Norman Gimbel – Main theme: Wonder Woman – Film Soundtrack
Paul Francis Webster – Main theme from Spiderman – Film soundtrack
Young Peter – Main theme from the Amazing Spider Man – Film soundtrack
Michael Giacchino – Main theme from the Incredibles – Film Soundtrack

Musical Skills

Playing simple patterns on tuned instruments incorporating high/low (pitch) and fast/slow (tempo).

Recognising tempo and pitch changes.

Listening

Experimenting with tempo and pitch using tuned and untuned instruments.

End point

Children will learn how to identify high and low notes and **compose** a simple tune, exploring some different instruments and investigating how tempo changes help tell a story and make music more exciting.



Big Ideas

Term: Spring 2

Year group: 1

Subject: Music

Topic: Classical Music, dynamics and tempo:
Animals

Prior Knowledge: Children will have heard the words **dynamics, pitch, tempo** and **rhythm** and will have used some words to describe these inter-related dimensions of music.

Subject specific (Tier 3) vocabulary: tempo, fast, slow, dynamics, loud, quiet, chant, syllable, melody

Musical Elements

Knowledge and understanding	Key Strands	Music/ Musicians
<p>Tempo: fast or slow</p> <p>Dynamics: quiet or loud</p> <p>Chant – a song, melody or spoken words repeated over and over</p> <p>Syllables – the parts into which a word can be separated</p> <p>Melody – the main part of a song or piece of music also called a tune</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Learning though the inter-related dimensions of music</p>	<p>Vivaldi – Storm – Baroque</p> <p>Beethoven – Moonlight Sonata – Classical</p> <p>Holst – Venus ‘The Planets’ – Post-romantic</p> <p>Sergei Prokofiev – Dance of the Nights – Post-romantic</p> <p>Rimsky Korsakov – Flight of the Bumblebee – Romantic</p> <p>Camille Saint-Saens – Carnival of the Animals: The Elephant – Romantic</p> <p>Camille Saint-Saens – Carnival of the Animals: Aquarium - Romantic</p> <p>Camille Saint-Saens – Carnival of the Animals: Tortoises- Romantic</p>

Musical Skills

Singing short songs from memory, adding simple dynamics.

Playing instruments expressively.

Responding expressively to music using your body.

Creating and selecting appropriate sounds to tell a story.

End point

Children will use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They will learn and perform a song and compose a short section of music, with a focus on dynamics and tempo.



Big Ideas

Term: Summer 1

Year group: 1

Subject: Music

Topic: Musical Vocabulary
(Theme: Under the Sea)

Prior Knowledge:

Subject specific (Tier 3) vocabulary: dynamics, timbre, pitch, rhythm, pulse, tempo, texture, structure, graphic score

Musical Elements

Knowledge and understanding	Key Strands	Music/ Musicians
<p>Pulse – the regular beat like a heartbeat Tempo – the speed of the music The pulse only changes when the tempo changes Dynamics - volume Timbre – the quality of the music, sometimes described as the colour of the music Pitch – how high or low a sound is Rhythm – a regular repeated pattern of sound Texture - a texture can be thin (a single voice or instrument) or thick (lots of voices or instruments) Structure – the order of verses and chorus Graphic score – a picture representation of musical sounds</p>	<p>Performing Listening Composing Learning though the inter-related dimensions of music</p>	<p>John Williams – Main theme from Jaws – Film The Ventures – Main theme from Hawaii Five O – TV Camille Saint-Saens – Carnival of the Animals: Aquarium – Romantic Nathan Evans – Wellerman – Folk (English)</p>

Musical Skills

Responding to the pulse and tempo of the music through expressive and appropriate movement.
Selecting appropriate instruments to create an intended effect, using dynamics and pitch to show size and depth
Layering instrumental sounds in response to an image
Using musical vocabulary when describing how to create effects in music

End point

Children will be journeying under the ocean to explore key musical vocabulary related to the inter-dimensional elements of music and using this vocabulary to talk about the music they hear.



Big Ideas

Term: Summer 2

Year group: 1

Subject: Music

Topic: Vocal and body sounds:
By the sea

Prior Knowledge: Children will have heard the words **dynamics, pitch, tempo** and **rhythm** and will have used some words to describe these inter-related dimensions of music. They will have seen a graphic score.

Subject specific (Tier 3) vocabulary: dynamics, pitch, tempo, graphic score, percussion

Musical Elements

Knowledge and understanding

Key strands

Music/ Musicians

Tempo – the speed of the music

Dynamics - volume

Pitch – how high or low a sound is

Recognise changes in dynamics, tempo and pitch

Graphic score – a picture representation of musical sounds

Percussion instruments – instruments that can be hit or shaken

Performing

Listening

Composing

Learning through the inter-related

dimensions of music

Benjamin Britten – Storm Interlude – Modern Classical

Musical Skills

Performing from graphic notation.

Listening to and commenting on the descriptive features of music.

Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest.

End point

Children will feel pieces of music, conveying mood through movement and making links between music, sounds and environments. They will talk about big changes in dynamics and tempo.