

Music			
YEAR 1	<p>AUTUMN FOCUS Exploring beat and pitch and sounds</p> <p>VISIT/TRIP/DISPLAY Perform to an audience - christmas play</p> <p>FINAL PIECE Class Performance - Christmas play</p> <p>Opportunities for Exploring Diversity: Chinese dance, Chinese music - <i>The crab and the egret</i>, a piece of Chinese music using bamboo flute and percussion. Using rain makers - Latin American instrument</p>	<p>SPRING FOCUS Exploring pitch and beat</p> <p>VISIT/TRIP/DISPLAY: Display in classroom with topic</p> <p>FINAL PIECE As the children are just beginning to explore music they have various opportunities to perform pieces throughout</p> <p>Opportunities for Exploring Diversity <i>The carnival of the animals</i> is a piece for orchestra by French composer, Saint-Saëns. tambourine, maracas, cabasa - African Instruments</p>	<p>SUMMER FOCUS Exploring pitch, beat & tempo</p> <p>VISIT/TRIP/DISPLAY: Performance to an audience</p> <p>FINAL PIECE As the children are just beginning to explore music they have various opportunities to perform pieces throughout</p> <p>Opportunities for Exploring Diversity: Pyotr Ilyich Tchaikovsky: from <i>The Nutcracker Suite</i> - Russian Güiro, Maracas, African instrument Tuk-Tuk - transport in Thailand Djembe - African Drum to make wave sounds <i>The great wave off Kanagawa</i> - Japan</p>
Artist/Texts/websites	Music Express	Music Express	Music Express
Skills	<p>KEY NATIONAL CURRICULUM AREAS COVERED</p> <ul style="list-style-type: none"> • Pupils learn to use their voices • Pupils learn to sing • Pupils explore pitch, dynamics, and structure • Pupils create music on their own and with others • Pupils listen to, review, and evaluate music across a range of traditions • Pupils explore pitch • Pupils learn to use their voices • Pupils create music with others 	<p>KEY NATIONAL CURRICULUM AREAS COVERED</p> <ul style="list-style-type: none"> • Pupils explore tempo, duration, and structure • Pupils learn to play a musical instrument • Pupils listen to, review, and evaluate music, including the works of the great composers • Pupils learn to play a musical instrument • Pupils explore dynamics, timbre, and structure • Pupils learn to sing • Pupils create music with others • Pupils understand and explore how music is created • Pupils explore tempo and appropriate forms of notation • Pupils learn to sing and play a musical instrument • Pupils create music with others 	<p>KEY NATIONAL CURRICULUM AREAS COVERED</p> <ul style="list-style-type: none"> • Pupils explore structure, timbre, tempo, dynamics, and appropriate forms of notation • Pupils listen to, review, and evaluate music, including the works of the great composers • Pupils learn to sing and play a musical instrument • Pupils create music on their own and with others • Pupils explore timbre, structure, and tempo • Pupils learn to play a musical instrument • Pupils understand and explore how music is created • Pupils listen to music from different traditions • Pupils play untuned instruments musically • Pupils learn to sing and play a musical instrument • Pupils explore structure, tempo, and dynamics • Pupils create music with others • Pupils use their voices expressively by performing a chant • Pupils play tuned and untuned instruments musically • Pupils learn to sing • Pupils explore pitch, structure, and dynamics • Pupils listen to, review, and evaluate music, including the works of the great composers
Key Vocabulary (new vocabulary in bold underlined)	Pitch, Dynamics, Tempo, high, low, beat, rhythm, sequence, structure, respond , play, sing, explore, tune, Duration - long/short Dynamics - loud/quiet, louder/quieter Timbre	beat, rhythm, play, sing, tempo , Dynamics - loud/quiet, louder/quieter, Timbre, e.g. rustle, scrunch, tap, rub •Pitch - high/low, higher/ lower, step, leap, slide, Texture, Metre	Tempo - fast, slow, Dynamics - loud, quiet, •Timbre - spooky, scary, bright, cheery, Rhythm, Steady beat, pitch, dynamics • Glissando (slide) , Pitch – ascending: low to high • Descending: high to low

Opportunities for Learning / Cross Curricular	Maths - Counting PE - movement Science - Animals	Science - machines, season Maths - Counting	PE - movement Art - Creating pictures Eng - Telling a story
Learning Overview / WALTs	<p>(Exploring sounds)</p> <p>Week 1 Music express - lesson 1(Ourselves) WALT: Create and respond to vocal sounds KQ: How can we use our voices to show expression?</p> <p>Week 2 Music express - lesson 2(Ourselves) WALT: Create and respond to vocal sounds WALT: Explore how to change sounds KQ: How can we change the sounds of our voices?</p> <p>Week 3 Music express - lesson 3(Ourselves) WALT: Create and place vocal and body percussion sounds together WALT: Exploring descriptive sounds KQ: How can we use our body to make music to enhance our vocal sounds?</p> <p>(Beat)</p> <p>Week 4- Music express - lesson 1(Number) WALT - Recognise and develop a sense of steady beat through the use of voices and body percussion KQ: What is beat and how does it help us in music?</p> <p>Week 5 -Music express - lesson 2(Number)(Chinese dance) WALT - Identify and perform changes in tempo WALT - Learn to play percussion with control WALT - Keep a steady beat and use dynamics to vary the musical effect KQ: Is the beat always the same?</p> <p>Week 6 - Music express - lesson 3 (Number) WALT - Identify and keep a steady beat using movement, body percussion, and instruments WALT - Recognise and respond to changes in tempo in music KQ: Can you create your own beat?</p> <p>HALF TERM</p> <p>The music this half term runs alongside our Christmas play which heavily focuses on singing and performing</p>	<p>(Beat)</p> <p>Week 1 Music Express - Lesson 1 (Machines) WALT- Maintain a steady beat WALT - Sequence sounds KQ - How can you ensure you keep to a beat?</p> <p>Week 2 Music Express - Lesson 2 (Machines) WALT - Play to a steady beat WALT - Play at different speeds(tempi) KQ - Do we always play at the same speed?</p> <p>Week 3 Music Express - Lesson 3 (Machines) WALT - Play to a steady beat WALT - Control changes in speed (tempi) KQ - How can we change the speed of music?</p> <p>(Pitch)</p> <p>Week 4 Music Express - Lesson 1 (Seasons) WALT - Identify changes in pitch and responding to them with movement WALT - Contrast changes in pitch with changes in dynamics (volume) KQ - Are all instruments played at the same volume?</p> <p>Week 5 Music Express - Lesson 2 (Seasons) WALT - Identify changes in pitch and responding to them with movement WALT - Relate pitch changes to graphic symbols and performing pitch changes vocally KQ - How can we record music?</p> <p>Week 6 Music Express - Lesson 3 (Seasons) (<i>The carnival of the animals</i> is a piece for orchestra by French composer, Saint-Saëns.) WALT - Listen and respond to a falling pitch signal WALT - Distinguish between pitched and unpitched percussion sounds WALT - Listen in detail to a piece of orchestral music KQ - are all sounds we hear the same?</p> <p>HALF TERM</p>	<p>(Exploring Sound)</p> <p>Week 1 - Music Express - Lesson 1 - (Story time) (Pyotr Ilyich Tchaikovsky: from The Nutcracker Suite - Russian) WALT - Discuss basic musical terms – fast, slow, loud, quiet WALT - Understand how music can tell a story WALT - Perform with concentration KQ - Can music tell a story?</p> <p>Week 2 - Music Express - Lesson 2 - (Story time) (Guiro - African instrument) WALT - Play fast, slow, loud, and quiet WALT - Create music that matches an event in a story KQ - Can you create a piece of music to match a part of the story?</p> <p>Week 3 - Music Express - Lesson 3 - (Story time) WALT - Rehearse and perform with others WALT - Learn new songs and chants KQ - Can you perform in a group?</p> <p>(Beat)</p> <p>Week 4 - Music Express - Lesson 1 - (Our Bodies) (Maracas - African Instrument) WALT - Perform a steady beat at two different speeds (tempi) WALT - Respond to change of mood in a piece of music with a slow and fast steady beat KQ - How can music show moods?</p> <p>Week 5 - Music Express - Lesson 2 - (Our Bodies) WALT - Identify a repeated rhythm pattern WALT - Combining a rhythm pattern and a steady beat KQ - Can you make a pattern to a beat?</p> <p>Week 6 - Music Express - Lesson 3 - (Our Bodies) WALT - Performing together with concentration WALT - Performing rhythm patterns on body percussion to a steady beat WALT - Inventing and performing new rhythms to a steady beat</p> <p>HALF TERM</p>

(Pitch)

Week 7 Music express - lesson 1 (Animals)

WALT: Understand pitch, and make high and low vocal sounds

WALT: Relate pitch to high and low body postures

KQ: How does the position of our body affect the way our voice sounds?

Week 8 Music express - lesson 2 ((Animals) *The crab and the egret*, a piece of Chinese music using bamboo flute and percussion.

WALT: Understand pitch by singing a song with contrasting high and low melodies

WALT: Identify and play high and low pitches in music

KQ: Can we change the pitch with instruments as well as our voices?

Week 9 Music express - lesson 3 (Animals)

WALT: Explore and develop an understanding of pitch using voice and body movements

WALT: Recognise and perform pitch changes and contrasts

KQ: How can we use our body to make music to change our own pitch?

(Exploring sounds)

Week 10- Music express - lesson 1 (Weather)

WALT - Explore and control dynamics (volume), duration, and timbre with voices, body percussion, and instruments

KQ: How can we make the volume of our voices and instruments change?

Week 11 - Music express - lesson 2 (Weather) (Using rain makers - Latin America)

WALT - Explore and control dynamics (volume), duration, and timbre with voices, body percussion, and instruments

WALT - Improvise descriptive music

KQ: How can we make music already made even better?

Week 12 - Music express - lesson 3 (Weather)

WALT - Identify a sequence of sounds (structure) in a piece of music

WALT - Respond to music through movement

KQ: Can you create your own beat?

(Beat)

Week 7 - Music Express - Lesson 1 (Our School)

WALT - Explore different sound sources and materials

WALT - Analyse the dynamics and duration of sounds around the school

KQ - Does everywhere in the school sound the same?

Week 8 - Music Express - Lesson 2 (Our School)

WALT - Explore elements/dimensions on instruments

WALT - Create two contrasting textures

KQ - How can you create different textures in music?

Week 9 - Music Express - Lesson 3 (Our School)

WALT - Sing a song (Lesson 3) 7. (Lesson 3).

WALT - Interpret sounds and explore instruments

WALT - Create a soundscape as part of a song performance

KQ - Can music be made into a picture?

(Pitch)

Week 10 - Music Express - Lesson 1 (Pattern)

WALT - Mark a steady beat with voices and body percussion

WALT - Count a steady beat in patterns of 2, 3 and 4 beats (metre)

WALT - Perform a steady beat in patterns of 2, 3 and 4 beats (metre)

Week 11 - Music Express - Lesson 2 (Pattern)

WALT - Explore different ways to emphasise the first beat in a repeating pattern or metre

WALT - Identify metre by recognising its pattern

KQ - How can we make the first beat clear?

Week 12 - Music Express - Lesson 3 (Pattern)

(tambourine, maracas, cabasa - African Instruments)

WALT - Divide the number 12 into 2s, 3s and 4s

WALT - Explore different ways to emphasise beats to form a group (metre)

WALT - Explore instrument sounds and different ways to vary their sound

KQ - Do all groups have to be the same?

(Performing)

Week 7 - Music Express - Lesson 1 - (Travel)

WALT - Combine voices, movement, and instruments to perform a chant and a song

KQ - How can we add movements to music?

Week 8 - Music Express - Lesson 2 - (Travel) (*Tuk-Tuk - transport in Thailand*)

WALT - Keep a steady beat, including on instruments

WALT - Create word rhythms

WALT - Perform word rhythms with movement

KQ - How can we make a performance even better?

Week 9 - Music Express - Lesson 3 - (Travel)

WALT - Respond to music in movement

WALT - Playing and combining simple word rhythms

KQ - Can music make us respond in different ways?

(Pitch)

Week 10 - Music Express - Lesson 1 - (Water) (*Djembe - African Drum to make wave sounds (The great wave off Kanagawa - Japan)*)

WALT - Creating a picture in sound

KQ - Can music be drawn?

Week 11 - Music Express - Lesson 2 - (Water)

WALT - Understanding musical structure by listening and responding

KQ - Is there a clear structure to music?

Week 12 - Music Express - Lesson 3 - (Water)

WALT - Performing a simple repeated pattern

KQ - Are there ingredients to make a good performance?