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| **Music**  **(Mixed Y1.2 Cycle A)** | | |
| **Term 1.1**  Pulse and Rhythm | | |
| Vocabulary | Knowledge | Objectives |
| body percussion  in time  instrument  perform  play  pulse  rhythm | Clap the rhythm of their name.  Clap in time to music.  Sing the overall shape of a melody.  Play in time to music.  Copy and create rhythms based on word patterns.  Play on the pulse. | 1. To use my voice and hands to make music. 2. To clap and play in time to the music. 3. To play simple rhythms on an instrument. 4. To listen to and repeat short rhythmic patterns. To understand the difference between pulse and rhythm. |
| **Term 1.2**  Tempo | | |
| Vocabulary | Knowledge | Objectives |
| beat  fast  singing voice  slow  speaking voice  warm up | Demonstrate slow and fast with their bodies and voices.  Demonstrate slow and fast beats while saying a rhyme and using an instrument.  Perform a song using a singing voice.  Perform with an instrument.  Observe others and move, speak, sing and play appropriately.  Sing in time from memory, with some accuracy. Keep a steady pulse.  Move, speak, sing and play demonstrating slow and fast beats. | 1. To use voices and bodies expressively, while exploring tempo. 2. To practice a rhyme using fast and slow beats on instruments. 3. To use voices to perform a song with a fast and slow beat. 4. To use singing voices and an instrument to perform a song with a fast and slow beat. 5. To demonstrate fast and slow beats within the context of a story. |
| **Term 2.1**  Pitch and Tempo | | |
| Vocabulary | Knowledge | Objectives |
| accelerando  compose  note  pattern  pitch  rallentando | Explain what pitch means.  Identify whether a note is higher or lower. Create a pattern using two pitches, then play or sing it.  Explain what tempo means.  Identify simple tempo changes in music.  Perform a pattern that gradually gets faster (accelerando).  Contribute to a group composition and performance by creating, selecting, combining and performing sounds.  Suggest improvements to their work. | 1. To understand the concept of pitch using audio clips, instruments and voices. 2. To create a pattern using two pitches. 3. To understand the concept of tempo using audio clips and instruments. 4. To create a superhero theme tune using changes in tempo and pitch. 5. To perform a piece of superhero music using previous learning. |
| **Term 2.2**  Musical Me | | |
| Vocabulary | Knowledge | Objectives |
| composer  composition  dynamics  imitate  melody  notation | Clap the rhythm of their name.  Sing the melody accurately while playing their instrument in time.  Show a range of emotions using their voices. Describe the dynamics and timbre of their pieces.  Play a known melody from letter notation in the right order, if not with the right rhythms.  Play a new melody from letter notation in the right order, if not in time.  Invent a melody, write it down and play it back. Select instruments with different timbres. Compose and perform a piece using different dynamic levels | 1. To sing and play an instrument at the same time. To choose and play appropriate dynamics and timbres for a piece of music. 2. To use musical notation to play melodies. 3. To use letter notation to write my own melody. To use timbre and dynamics in musical composition. |
| **Term 3.1**  On this island: British songs and sounds | | |
| Vocabulary | Knowledge | Objectives |
| accurately  folk song  inspiration  inter-related dimensions of music  layered effect  lyrics | Sing, play and follow instructions to perform as a group.  Describe music using simple musical vocabulary. Explore multiple ways of making the same sound.  Represent the same sound in different ways. Describe how they have adapted a sound using musical vocabulary.  Contribute musically to a final performance. Create a piece that clearly represents a particular environment.  Extend a piece of music so that it represents three distinct environments. | 1. To learn about the British Isles through folk music and use music to create seaside sounds. 2. To identify sounds specific for the countryside and create a related soundscape. 3. To engage with city themes through song, soundscape creation, and music analysis. 4. To create and perform music compositions inspired by the seaside, countryside, or city. 5. To compose and perform a musical piece representing a journey through Britain. |
| **Term 3.2**  Orchestral instruments | | |
| Vocabulary | Knowledge | Objectives |
| actions  characters  composition  instrumental sounds  musicians  orchestra | Make plausible descriptions of the music. Identify a few instruments and the sounds of different sections of the orchestra.  Explain what is happening in the music using language relating to emotion.  Create a piece of music with some appropriate tempo, dynamic and timbre changes.  Suggest appropriate musical timbres for each of the characters and tempo changes for the actions.  Perform confidently using appropriate instrumental sounds. | 1. To listen to and analyse an orchestral version of Goldilocks and the Three Bears. 2. To listen to and analyse a film musical version of a traditional story. 3. To select appropriate sounds to match events, characters and feelings in a story. 4. To write a playscript and select appropriate musical sounds to accompany it. 5. To perform a story script of Jack and the Beanstalk with accompanying music. |