

Year 1 music Knowledge and Skills

Our Story (5)	Whizz, Bang, Pop! (5)	Wild Weather (5)	Waste Warriors (5)	ART WEEK: Recycling	Wild Safari (4)	Dungeons and Dragons (5)	MUSIC WEEK	Green Fingers (5)	DT WEEK
SERVICE Friendship	PERSEVERANCE Respect	PERSEVERANCE Respect GENEROSITY Thankfulness JUSTICE Courage	JUSTICE Courage	COMPASSION Service	COMPASSION Service FORGIVENESS	FORGIVENESS	TRUTHFULNESS Trust	TRUTHFULNESS Trust	RESPECT
Music express Ourselfs x3 Exploring sound: using voices expressively	Music express Number x3 Beat: developing a steady beat through using movement, body percussion and instruments Cross curricular links: Fireworks Debussy Feu d'artifice Stravinsky Feu d'artifice Handel Music for the Royal fireworks	Music express Weather x3 Exploring sounds: use voice, movement, Cross curricular links: listen to music from great composers on weather theme Moonlight sonata by Beethoven, Clair de Lune by Debussy, Morning mood from Peer Gynt Suite by Grieg, Jardins sous la pluie (Gardens in the rain) by Debussy, Prelude Op. 28 no 15 (Raindrop prelude) by Chopin, Four seasons by Vivaldi, Clouds by Griffes, In the mist by Janacek.	Music express Our school x3 Exploring sounds: sounds in the local environment Cross curricular links: making soundmakers from recycled materials		Music express Animals x3 Pitch: contrasting high and low pitch, create animal chants and sequences.	Music express Story time x3 Exploring sounds: how to use music to tell a story Cross curricular links: The hall of the mountain king Grieg .	Music week: "The Firebird" by Stravinsky	Music express Seasons x3 Pitch: exploring pitch with singing, pitched percussion and listening games. Cross curricular links: Dance link Peter and the Wolf Prokofiev	

Music

Topic 1: Our Story (5)

Assessment questions:

- Can you make your voice change pitch? Can you make a sound which goes higher and lower?
- If you were in the park/playground/Stratford Rd etc, what noises might you hear? Can you make them with your voice?
- Can you start and stop your noise with my hand signal?

KNOW	DO	UNDERSTAND
<p>NC 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 	<p>Music express ‘ourselves’ (3)</p> <p>The children will play vocal games to explore the pitch of the voice by getting their voices to:</p> <ul style="list-style-type: none"> – move higher and lower; – stay on the same note; – start and stop. <p>They will explore making their voices make different sounds by looking at pictures for ‘playing at the park’ (wee, woo, chitter chatter, pop, bzz)</p> <p>They will learn songs and poems, exploring pitch and looking at the tempo of speech (speaking quickly / slowly). They will perform the song ‘glad to be me’ choreographing actions. They will then look at how vocal sounds can be used expressively, and perform ‘A surprise ending’, using expressive vocal sounds and body percussion.</p>	<p><i>IN EYFS, the children will have sung and learnt lots of songs and rhymes. They will have copied sounds and played around with changing their voices. They will be used to singing together in unison, as a group, often with their teacher leading them. In year 1, they will begin to understand that there are technical words for musical elements, and be able to develop more control over the sounds they make when performing.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> ◦ your voice can speak and sing, and can be used to make different sounds. ◦ your voice can copy sounds and make different, expressive sounds. ◦ when you perform, you look at the audience and follow a leader for a start and stop signal. <p>Vocabulary: pitch tempo body percussion</p>

Topic 2: Whizz, Bang, Pop! (5)

Assessment questions:

- Can you change the dynamic when you play your instrument? Can you make the sound louder or quieter?
- Can you play a beat in time with my clap? Can you change the tempo? Can you make it go faster or slower?
- Is my clap getting faster/slower/ louder/quieter?
- Challenging question: Can you listen to and then repeat my clapping pattern (change tempo/ dynamic or both!)

KNOW	DO	UNDERSTAND
<p>NC Areas covered:</p> <ul style="list-style-type: none"> • Pupils listen to, review, and evaluate music, including the works of the great composers • Pupils explore tempo, structure, and appropriate forms of notation • Pupils learn to sing and play a musical instrument • Pupils create music on their own and with others 	<p>Music express 'number' (3)</p> <p>The children will play games to help them feel the beat and use actions to help them keep to a steady beat.</p> <p>They will use different body percussion to add a beat to Mr Macarella. Then they will add percussion instruments to the beat, changing dynamics and adding crescendos and diminuendos. Children will have a go at playing different instruments for different sections, and experiment with changing the tempo.</p> <p>Alongside this, children will also listen to music to explore the key musical elements they are looking at.</p> <p>They will use Tchaikovsky's 'Chinese dance' to explore how music can be grouped into sets of beats and group their actions into sets of 8 beats</p> <p>They will look at how a beat can change in a piece of music by listening to Grieg's 'In the hall of the mountain king', and talk about whether the tempo is getting faster or slower.</p> <p>Cross-curricular links: In a lesson on fireworks, children will respond to music using movement and art to explore how different instruments, tempo and dynamics create images and feelings. (Debussy Feu d'artifice, Stravinsky Feu d'artifice, Handel Music for the Royal fireworks)</p>	<p><i>In EYFS, children will have explored sounds, matching them to objects. They will have had a go at making patterns of sound. They will have done and hand and whole body movements to accompany songs and used instruments and other sound sources to accompany performances. They will have sung songs with a steady beat and will have explored changing the speed. Some will naturally keep in time and move to the beat. In Year1, they need to be encouraged to start listening for it and to be able to talk about how it is changing.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> ◦ music has a steady beat, like a heartbeat ◦ music can change dynamics, while the beat remains steady ◦ the tempo can change (which will affect how fast/ slow the beat is) ◦ instruments need to be played with control <p>Vocabulary: beat dynamics pitch tempo body percussion</p>

Topic 3: Wild Weather (5)

Assessment questions:

- Can you choose an instrument that makes a good wind/thunder/rain sound? Can you tell me why it sounds like the wind/thunder/rain? (Look for words which describe the timbre/dynamic)
- Can you follow these symbols (pictures of the weather) and put together sounds in sequence? (2/3 pictures)
- Challenging: add more pictures/repetition of symbols, change the size of them to also show a change in dynamics.

KNOW	DO	UNDERSTAND
<p>NC Areas covered:</p> <ul style="list-style-type: none"> • Pupils listen to, review, and evaluate music, including the works of the great composers • Pupils learn to sing and play a musical instrument 	<p>Cross curricular links:</p> <p>Throughout the topic, children will have the opportunity to listen to weather inspired pieces of music by a range of composers: Moonlight sonata by Beethoven, Clair de Lune by Debussy, Morning mood from Peer Gynt Suite by Grieg, Jardins sous la pluie (Gardens in the rain) by Debussy, Prelude Op. 28 no 15 (Raindrop prelude) by Chopin, Four seasons by Vivaldi, Clouds by Griffes,</p>	<p><i>In EYFS, the children will have sung lots of songs about the weather and joined in with songs that get louder and quieter. They will have used different sounds sources to make up their own compositions. In Year 1, this will start to be done with more control, and will follow notation (symbols in order) and have a leader to direct.</i></p> <p>The children will understand that:</p>

<ul style="list-style-type: none"> • Pupils create music on their own and with others • Pupils explore structure, timbre, and dynamics 	<p>In the mist by Janacek.</p> <p>Music express 'weather' (3)</p> <p>The children will perform an action song 'Mr Wind' and will making wind sounds using voices and body percussion, thinking about the type of sound and length of sounds. They will perform a chant 'Thunder echos' and add thunder sounds using percussion, following a leader to change the dynamics. They will listen to 'we're indoors', and find out how dynamics and timbre (sound quality) change the rain sounds made. They will learn a 'weather chant' and use different instruments to make storm word rhythms. They will perform in parts (one half doing the chant, one half doing the instrumental rhythms). They will listen to <i>The storm</i> from Beethoven's <i>Pastoral Symphony</i> and reflect on the changes in the music. They play their instruments together, following weather symbols arranged in an order, creating their own class performance.</p>	<ul style="list-style-type: none"> ◦ they can control the dynamics, volume and timbre of sound ◦ music can be improvised (made up) ◦ music can follow a structure (a sequence of sounds) ◦ instruments need to be played with control ◦ when you perform, you can look at symbols (beginning of score reading/ notation) and need to follow a leader for a clear start and stop signal <p>Vocabulary:</p> <p>timbre symbol duration structure improvisation dynamics tempo body percussion</p>
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Topic 4: Waste Warriors (5)

Assessment questions:

- Can you play this instrument in a different way? Can you make 3 different sounds? How do they sound different (look for words which describe the timbre e.g. scratchy, smooth, light, warm, dark)
- Can you change the duration of your sound? Can you make me a long sound? Can you make me a short sound?

KNOW	DO	UNDERSTAND
<p>NC Areas covered:</p> <p>Pupils learn to play a musical instrument</p> <ul style="list-style-type: none"> • Pupils explore dynamics, timbre, and structure • Pupils learn to sing • Pupils create music with others 	<p>Cross curricular links:</p> <p>The children will have an opportunity to make their own 'soundmakers' using recycled materials. These can be used in the class compositions.</p> <p>Music express 'Our school' (3)</p> <p>The children will listen to sources of sounds in the classroom environment e.g. tapping of the computer keys and the clatter of the building blocks. They will look at the different ways objects can make sounds and draw a map of the classroom to show where the sounds are, using the map as a score to 'play' the sounds. They will listen to a 'kitchen taps' movie and identify the length and duration of sounds. They will use a 'school for percussion' map pf a whole school to explore sounds that can be heard all over school. They will explore how instruments can be played, the sounds they make, the materials they are made of which changes the timbre. This will be developed into making a class composition of the school, using a map as a score. The focus will be on start,</p>	<p><i>In EYFS, the children have explored sounds in the environment and talked about if they are loud/ quiet, high/ low, long/ short and have played with instruments to see what different sounds they can make. They have made compositions together and begun to follow a graphic score. In Year 1, the children will start to listen for the contrast in sound and how sounds can be put together.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> ◦ the same instrument can be played in a different way to change the duration, dynamic and timbre of a sound ◦ different instruments can create contrasting sounds/ textures ◦ an instrument can be used to represent a sound ◦ sounds can be put together to create a soundscape

	<p>stop and the contrast in sounds. This will be developed further to listening outside of the classroom, identifying external sounds that can be heard NSEW of the school. They will learn 'the compass song' and use it to create a soundscape.</p>	<p>Vocabulary: timbre duration dynamics playing method soundmaker soundscape</p> <p>NB: children will also learn the names of a range of tuned and untuned percussion instruments e.g. drum, cymbal, claves, xylophone, guiro, maraca</p>
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ART WEEK

Assessment questions:

- Can you clap to my beat? Can you walk to my beat? Can you shrug your shoulders to my beat? Can you say these words to the beat?

KNOW	DO	UNDERSTAND
<p>NC Areas covered:</p> <ul style="list-style-type: none"> • Pupils explore tempo, duration, and structure • Pupils learn to play a musical instrument 	<p style="text-align: center;"><i>This will be a shorter unit as it is art week. There are more lessons in the unit if required.</i></p> <p>Music express 'Machines' (1) The children will listen to <i>Amazing machine beat</i> (can pretend the professor has made a machine out of all sorts of recycling). They will find the beat. They will then try and chant the words in time, at the same time as holding the beat. They will then experiment with moving the sequence of the chants around, and add percussion to the different types of sounds (they can use their 'recycled' sound makers)</p>	<p><i>This builds on the work covered in the 'Number' unit in 'Whizz, bag, pop'. They will be consolidating their ability to play along to a beat and maintain a steady beat when accompanying with instruments/ body percussion.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> ◦ music has a steady beat which you can clap, move or along to ◦ that sounds can be sequenced in different ways when making a composition <p>Vocabulary: beat tempo body percussion</p>

Topic 5: Wild Safari (4)

Assessment questions:

- Can you make your voice change pitch? Can you make a sound which goes higher and lower?
- Can you move your hand/arm to show how the pitch is changing?
- Challenging questions: If I sing/play a song can you use your hand/arm to show if you can hear the pitch changing?

KNOW	DO	UNDERSTAND
<p>NC Areas covered:</p> <ul style="list-style-type: none"> • 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>Music express Animals (3)</p> <p>Children will look at images, and listen to the song 'Minou' and talk about what animal noises you might hear in the night. They will learn the chant for 'Bears in the wood', looking at how the pitch for different animals might change. They will use body movements to match the pitch. They will explore the idea of changing pitch with a range of different animals. They will listen to 'The crab and the egret', a piece of Chinese music using bamboo flute and percussion and think about how the music depicts the creatures. They will use instruments to make their own sounds for each creature, concentrating on pitch and following a start and stop signal.</p> <p>They will learn about pitch further with the 'Mole underground' song, where they will concentrate on finding the different pitch areas with their voices.</p>	<p><i>In EYFS, the children will have sung songs, rhymes and performed raps which play around with high and low sounds. They will have sung notes which go up and down in steps and used hand signals to show the change in pitch. In Year 1, the children are starting to think about when a pitch should change and reflect on what effect it has.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> ◦ you can change the pitch of your voice to make it higher or lower (and you can use body movements to relate the changes) ◦ some instruments can also change pitch ◦ music can change pitch and you have to listen to the melody to see if it goes high or lower ◦ a change in pitch can cause a contrasting effect <p>Vocabulary: pitch melody</p>
<p>Topic 6: Dungeons and Dragons (5)</p> <p>Assessment questions:</p> <ul style="list-style-type: none"> • Can you tell me about your class performance of 'the magic porridge pot the musical'? What did you have to do? (see if they talk about learning chants and songs, telling the story, performing together) • Ask prompting questions if needed about dynamics/tempo - were there any loud parts? Were there bits that got faster? See if they can explain why, relating it to events in the story. 		
KNOW	DO	UNDERSTAND
<p>NC 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 	<p>Cross curricular links:</p> <p>One of the BBC ten pieces is 'The hall of the mountain king' Grieg. The children will have an opportunity to listen and respond to the music (there are also extension activities on the BBC that children may complete)</p> <p>Music express Storytime (3)</p> <p>The children will explore different fairytales through music. They will think about which audio fits which type of story. Using instruments, they will explore which sound effects match different parts of a fairytale. They will learn a three little pigs rap, and perform it in 4 parts, using instruments to accompany. They will watch and listen to <i>The magic porridge pot musical</i> and talk about how the traditional story has been transformed by the inclusion of songs, a chant and</p>	<p><i>IN EYFS, the children will have learnt songs and rhymes and will have performed them in front of others. They will have learnt actions and used instruments to accompany songs. In Year 1, they are now making more choices about what instruments are effective, and following a structure to their performance.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> ◦ music can be used to tell a story ◦ the tempo and dynamics of music can be changed to change its effect

	musical interludes. They will use a story board to create their own improvisation, thinking about tempo and dynamics. They will also learn a chant 'pieces of porridge' and explore rhythms of phrases and repetitions. All of this will be put together into a class performance of 'the magic porridge pot musical'.	<ul style="list-style-type: none"> ◦ you need to concentrate and listen carefully when learning and performing songs and chants with others <p>Vocabulary: duration dynamics tempo improvise rhythm</p>
MUSIC WEEK		
KNOW	DO	UNDERSTAND
Music week: "The Firebird" by Stravinsky		
Topic 7: Green Fingers (5)		
<p>Assessment questions:</p> <ul style="list-style-type: none"> • Can you tell me about Peter and the Wolf? How did the composer tell the story? (Ask prompting questions about the sounds for each character if needed). • If the children have examples of graphic notation, see if they can use their voice/tuned percussion to follow the changes in notation that are represented. • Challenging question: Can you make a sound which changes pitch and dynamics at the same time? E.g. can you make a noise with the tuned percussion or with your voice which gets louder and higher? 		
KNOW	DO	UNDERSTAND
<p>NC Areas covered:</p> <ul style="list-style-type: none"> • Pupils explore pitch and tempo • Pupils learn to sing • Pupils listen to, review, and evaluate music from a range of genres • Pupils create music with others 	<p>Cross curricular links: Dance link 'Peter and the Wolf' Prokofiev</p> <p>The children will watch a narrated animation which explains how the instruments are used to portray each character.</p> <p>Seasons x3 Children will play warm up games to explore pitch, listening for changes and using body movements to show changes. They will learn the song '<i>listen at the window</i>' and look at the different seasons, drawing pitch shapes to represent each one. They will learn the song 'down with the seeds' and be able to internalise the song while using actions to show pitch. They will use the song 'dig, dig, dig' to look at how you can have different steps in pitch. They will play games like 'cu-ckoo' to sharpen their listening skills and identify changes</p>	<p><i>This follows on from the previous pitch lesson in the 'Wild Safari' topic'. This unit encourages children to listen in more detail to changes in pitch and to understand that a change in pitch can also be contrasted with a change in dynamics.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> ◦ graphic symbols can be used to show changes in pitch ◦ there is a difference between tuned and untuned instruments - and tuned instruments are the ones which change pitch

	<p>in pitch. They will use this to explore how tuned percussion (chime bars) can be used to make the cuckoo call. Listen to the <i>The Cuckoo (extract)</i> from <i>The carnival of the animals</i> by Saint-Saëns. They will be encouraged to listen in detail by identifying different instruments, explaining what the effect of different instruments is as well as counting how many cuckoo calls there are and if they change.</p>	<ul style="list-style-type: none"> ◦ composers use different contrasting instruments at different pitches to create effects <p><u>Vocabulary:</u> pitch melody tuned percussion untuned percussion</p>
DT WEEK		
KNOW	DO	UNDERSTAND

