**Year 1 Music Curriculum –Spring Term**

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| **Theme: Pitch** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| * use their voices expressively and creatively by singing songs and speaking chants and rhymes. * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music * experiment with, create, select and combine sounds using the inter-related dimensions of music. | | | **Keyword** | Definition | **Pitch-match** | sing the same pitch as the leader | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Cuckoo interval** | a pitch pattern sounding like a cuckoo call (2 notes high to low) | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music | | |
| **Dot notation** | dots used to represent notes (pitch or duration) | **Tempo** | the speed at which a piece of music is played | | |
| **Dynamics** | How loudly or softly to play a part or piece of music | **Timbre** | The quality of sound e.g. soft, dull | | |
| **Interval** | The difference in pitch between 2 sounds | **Pitch** | How high or low a note is | | |
| **Graphic symbol** | an image suggesting how an instrument could be played |  |  | | |
| **Prior Learning:**  Understanding the World- EYFS | | | | | **Future Learning:**  Pitch- Year 2 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Identify and explain the difference between high and low pitched sounds. | | * Children will make audio recordings of school- based sounds and then share these with the class. The class will try to identify the sounds and decide whether they are high pitched or low pitched. | | | | | * Listen to sounds in the local school environment, comparing high and low sounds. | | |
| 1. Recognise changes in pitch when singing and listening to musical sounds. | | * Children will use listening skills and visual cues to compare pitches they hear. They will then play a game which involves them listening to certain pitch patterns and responding accordingly. They will listen to Saint-Saëns’ Cuckoo In The Wood, listening for the cuckoo call and thinking about how he created the mood of this piece. | | | | | * Sing simple songs with a very small range. | | |
| 1. Use pitch and timbre to create my own composition | | * Children will create ‘Cuckoo call’ compositions in groups using tuned percussion to create a cuckoo interval call and untuned percussion to create a calm mood, based on Saint-Saëns’ Cuckoo In The Wood. | | | | | * Sing simple songs with a very small range * Create musical sound effects and short sequences of sounds in response to stimuli * Follow pictures and symbols to guide singing and playing. | | |
| 1. Use my voice and instruments to show different pitches and timbres. I can represent a sound using graphic notation. | | * Children will work together as a class to create a soundscape of Jack and the Beanstalk. They will use a range of tuned and untuned percussion to invent sounds to match parts of the story thinking about pitch, timbre and dynamics. They will think about how to create graphic symbols to match the sounds created. | | | | | * Create musical sound effects and short sequences of sounds in response to stimuli * Explore percussion sounds to enhance storytelling | | |
| 1. Use my voice and instruments to show different pitches and timbres. I can represent a sound using graphic notation. | | * Children will work in groups to create 2 sounds in the second part of Jack and the Beanstalk. They will choose their own instruments thinking about pitch, timbre and dynamics and create a graphic symbol to match their sound. The class will perform the second part of the story and then discuss together what could be improved and what worked well. | | | | | * Create musical sound effects and short sequences of sounds in response to stimuli * Explore percussion sounds to enhance storytelling | | |
| 1. Comment on my own and other’s performances using Yr 1 vocabulary learnt | | * Children will discuss the key vocabulary they have learned throughout the unit. They will have time to act on the suggestions for improving their performance from last week before performing the whole of Jack and the Beanstalk to an audience who will give feedback to the chn. | | | | | * Create musical sound effects and short sequences of sounds in response to stimuli * Explore percussion sounds to enhance storytelling | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** | * Lessons 1-5 | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **2** | Pitch | | **3** | Pitch | | **4** | Pitch | | **5** | Pitch | | **6** | Pitch | | |
| **Dynamics** | * Lessons 4 and 5 | | | | | | |
| **Tempo** |  | | | | | | |
| **Composition** | * Lessons 3, 4, 5 and 6 | | | | | | |