

Music KS1 - Rhythm, Pitch & Pulse – Years 1 Autumn Term & Year 2 Autumn Term

Rationale

Rhythm, pitch and pulse are the building blocks of music. In Years 1 & 2, these elements build on the early understanding developed in Reception. At all times, learned vocabulary is put into context through listening to music.

Learning

Prior Knowledge: Reception

Steady beat work
 Create sounds
 Represents his/her own ideas, thoughts and feelings through music (ELG)
 Creates movement in response to music
 Talks about the ideas and processes which have led him/her to make music, designs, images or products (ELG Exc)
 Explore musical instruments
 Introduction to rhythm and pulse
 Begins to move rhythmically
 Taps out simple repeated rhythms
 Imitates movement in response to music
 Makes up rhythms
 Repeats rhythms to extend memory skills
 Explore rhythm games and patterns
 Sings to himself/herself and makes up simple songs
 Moves his/her whole body to sounds he/she enjoys, such as music or a regular beat
 Creates sounds by banging, shaking, tapping or blowing / explores the different sounds of instruments
 Shows an interest in the way musical instruments sound
 Begins to move to music, listen to or join in rhymes or songs
 Joins in singing favourite songs

In Year 1 pupils are taught to:

Listening
 Listen to music with sustained concentration
Rhythm/Pitch/Pulse
 Find the pulse whilst listening to music and using movement
 Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse
 Listen to, copy and repeat a simple rhythm or melody
 Understand that pitch describes how high or low sounds are
 Use the correct musical language to describe a piece of music
 Work and perform together with others as an ensemble or as part of a group singing.

In Year 2 pupils are taught to:

Listening
 Listen with concentration and understanding to a range of high-quality live and recorded music
Rhythm/Pitch/Pulse
 Build an understanding of the pulse and internalise it when listening to a piece of music
 Improvise a simple rhythm using different instruments including the voice.
 Develop an understanding of melody, the words and their importance in the music being listened to

Related Future Learning

In Year 3 pupils will be taught to:

Listening
 Listen with direction to a range of high-quality music
Rhythm/Pitch/Pulse
 Find the pulse within the context of different songs/music with ease.
 Sing songs with multiple parts with increasing confidence
 Begin to listen to and recall sounds with increasing aural memory

In Year 4 Pupils will be taught to:

Listening
 Use musical language to appraise a piece or style of music
Rhythm/Pitch/Pulse
 Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate
 Listen to and recall sounds with increasing aural memory

In Year 5 pupils will be taught to:

Listening
 Develop an increasing understanding of the history and context of music
Rhythm/Pitch/Pulse
 Compose complex rhythms from an increasing aural memory
 Understand how pulse, rhythm and pitch work together
 Improvise with increasing confidence using own voice, rhythms and varied pitch
 Listen with attention to detail and recall sounds with increasing aural memory

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| <p>Sings songs, makes music and dances, and experiments with ways of changing them (ELG)</p> | <p>Use tuned and untuned classroom percussion to play accompaniments and tunes Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions</p> | <p>In Year 6 pupils will be taught to:</p> <p><u>Listening</u> Develop a deeper understanding of the history and context of music Appropriately discuss the dimensions of music and recognise them in music heard Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><u>Rhythm/Pitch/Pulse</u> Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression Listen with attention to detail and recall sounds with increasing aural memory and accuracy</p> |
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Key Vocabulary

Year 1

rhythm, pitch, high / low sounds, pulse, steady beat, long sound, short sound, tuned, untuned percussion

Year 2

rhythm, pitch, pulse, steady beat, metronome, tempo, tuned, untuned percussion, melody, accompaniment, tune

Music KS1 – Exploring timbre, tempo and dynamics – Year 1 Spring Term

Rationale

Timbre, tempo and dynamics are important elements of music. In Year 1, these elements build on the early understanding developed in Reception. At all times, learned vocabulary is put into context through listening to music.

Learning

Prior Knowledge: Reception

Steady beat work
Create sounds
Represents his/her own ideas, thoughts and feelings through music (ELG)
Creates movement in response to music
Sings to himself/herself and makes up simple songs
Talks about the ideas and processes which have led him/her to make music, designs, images or products (ELG Exc)
Introduce loud and soft songs
Create sounds effects

In Year 1 pupils are taught to:

Listen to music with sustained concentration
Understand that tempo describes how fast or slow the music is
Understand that dynamics describe how loud or quiet the music is
Recognise different instruments
Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture
Discuss feelings and emotions linked to different pieces of music
Learn to follow the conductor or band leader

Related Future Learning

In Year 2 pupils will be taught to:

Listen with concentration and understanding to a range of high-quality live and recorded music
Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions
Play instruments using the correct technique with respect.
Sing a song in two parts.
Use voice expressively and creatively by singing songs, speaking chants and rhymes with growing confidence.
Understand that texture describes the layers within the music.
Experiment with, create, select and combine sounds using the inter-related dimensions of music.

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| <p>Matching of changing sounds Listening games Moves his/her whole body to sounds he/she enjoys, such as music or a regular beat Begins to move to music, listen to or join in rhymes or songs Creates sounds by banging, shaking, tapping or blowing / explores the different sounds of instruments Shows an interest in the way musical instruments sound Imitates movement in response to music Explores and learns how sounds can be changed Sings songs, makes music and dances, and experiments with ways of changing them (ELG)</p> | | <p>In Year 3 pupils will be taught to:</p> <p>Listen with direction to a range of high quality music Find the pulse within the context of different songs/music with ease. Sing songs with multiple parts with increasing confidence Confidently recognise a range of musical instruments Find the pulse within the context of different songs/music with ease</p> |
| | | <p>In Year 4 Pupils will be taught to:</p> <p>Use musical language to appraise a piece or style of music Sing as part of an ensemble with confidence and precision</p> |
| | | <p>In Year 5 pupils will be taught to:</p> <p>Develop an increasing understanding of the history and context of music Sing as part of an ensemble with increasing confidence and precision</p> |
| | | <p>In Year 6 pupils will be taught to:</p> <p>Develop a deeper understanding of the history and context of music Appropriately discuss the dimensions of music and recognise them in music heard Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Sing as part of an ensemble with full confidence and precision</p> |
| Key Vocabulary | | |
| <p>Timbre, tempo, fast /slow, dynamics, pitch, high / low sounds, pulse, steady beat, long sound, short sound, tuned, untuned percussion, conductor, band leader</p> | | |

Music KS1 – Exploring instruments – Year 1 Summer Term

Rationale

Music is an activity based subject and should develop each of the interrelated skills of performing, composing and appraising in all activities. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. In Year 1, children have the opportunity to explore using and listening to a range of musical instruments, building on previous learning and use of musical language. They will extend their knowledge of types of instruments.

Learning

Prior Knowledge: Reception

Introduce a range of musical instruments
Shows an interest in the way musical instruments sound
Creates sounds by banging, shaking, tapping or blowing / explores the different sounds of instruments
Create sounds effects
Introduce loud and soft songs
Explore body percussion
Matching of changing sounds
Explores and learns how sounds can be changed
Learn and sing songs
Sings songs, makes music and dances, and experiments with ways of changing them (ELG)
Represents his/her own ideas, thoughts and feelings through music (ELG)
Sings to himself/herself and makes up simple songs
Makes up rhythms
Repeated rhythms to extend memory skills
Copy simple rhythms

In Year 1 pupils are taught to:

Recognise different instruments
Understand that dynamics describe how loud or quiet the music is
Understand that pitch describes how high or low sounds are
Learn and perform chants, rhythms, raps and songs
Learn to follow the conductor or band leader

Related Future Learning

In Year 2 pupils will be taught to:

Play instruments using the correct technique with respect.
Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions
Use voice expressively and creatively by singing songs, speaking chants and rhymes with growing confidence.
Understand that texture describes the layers within the music.
Experiment with, create, select and combine sounds using the inter-related dimensions of music.

In Year 3 pupils will be taught to:

Confidently recognise a range of musical instruments
Sing songs with multiple parts with increasing confidence

In Year 4 Pupils will be taught to:

Confidently recognise a range of musical instruments and the different sounds they make
Sing as part of an ensemble with confidence and precision
Use musical language to appraise a piece or style of music

In Year 5 pupils will be taught to:

Sing as part of an ensemble with increasing confidence and precision

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| | | In Year 6 pupils will be taught to: Appropriately discuss the dimensions of music and recognise them in music heard Sing as part of an ensemble with full confidence and precision |
| Key Vocabulary | | |
| pitch, high / low sounds, dynamics, loud/quiet sounds, long sound, short sound, rhythm, rap, songs, tuned, untuned percussion, conductor, band leader | | |

| Music KS1 – Singing and performing – Year 2 Spring Term | | |
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| Rationale | | |
| Music is a powerful, unique form of communication that can change the way pupils feel, think and act; it brings together intellect and feeling and enables personal expression, reflection and emotional development. Singing and performing encourage active involvement in different forms of amateur music making, both individual and commercial, developing a sense of group identity and togetherness. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children’s ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. In Year 2, all children have the opportunity to take part in a massed singing event with other local schools – Snappy Spring. | | |
| Learning | | |
| Prior Knowledge: Year 1 | In Year 2 pupils are taught to: | Related Future Learning |
| Learn and perform chants, rhythms, raps and songs Work and perform together with others as an ensemble or as a group singing Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture | Play instruments using the correct technique with respect. Sing a song in two parts. Improvise a simple rhythm using different instruments including the voice. Practise, rehearse and present performances to audiences with a growing awareness of the people watching. Use voice expressively and creatively by singing songs, speaking chants and rhymes with growing confidence. Understand that texture describes the layers within the music. Use untuned classroom percussion to compose and improvise. | In Year 3 pupils will be taught to: Sing songs with multiple parts with increasing confidence Play and perform in solo or ensemble contexts with confidence |
| | | In Year 4 Pupils will be taught to: Sing as part of an ensemble with confidence and precision Play and perform in solo or ensemble contexts with increasing confidence |
| | | In Year 5 pupils will be taught to: Sing as part of an ensemble with increasing confidence and precision Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression |

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| | <p>Sing a song in two parts. Use tuned and untuned percussion to play accompaniments and tunes.</p> | <p>In Year 6 pupils will be taught to: Sing as part of an ensemble with full confidence and precision Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression</p> |
| Key Vocabulary | | |
| Rounds, canon, rhythm, pulse, pitch, melody, posture, performance, audience, expression, djembe, tuned, untuned percussion,claves | | |

| Music KS1 – Characteristics of Music – Year 2 Summer Term | | |
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| Rationale | | |
| <p>Music is a powerful, unique form of communication that can change the way pupils feel, think and act; it brings together intellect and feeling and enables personal expression, reflection and emotional development. Music is an activity based subject and should develop each of the interrelated skills of performing, composing and appraising in all activities We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. This series of lessons allows the children to explore music in greater depth, listening for the layers within the music itself. In Year 2, children will have composition lessons linked to seafaring ideas, where they have the opportunity to explore ways in which to express themselves creatively. Children are encouraged to develop creative skills in music lessons when learning about how music can represent feelings and emotions and how these can be incorporated into their own work. Composition lessons often involve tasks which are open-ended and can have a variety of responses. Children in Year 2 will start to look at different ways to record their musical ideas.</p> | | |
| Learning | | |
| <p>Prior Knowledge: Year 1 Use the correct musical language to describe a piece of music Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse Understand that pitch describes how high or low sounds are Understand that tempo describes how fast or slow the music is Understand that dynamics describe how loud or quiet the music is</p> | <p>In Year 2 pupils are taught to: Understand that texture describes the layers within the music Understand that timbre describes the character or quality of a sound Perform as an ensemble using a variety of instruments and play different parts where appropriate Start to understand basic musical notations Understand that structure describes how different sections of music are ordered Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> | <p>Related Future Learning In Year 3 pupils will be taught to: Find the pulse within the context of different songs/music with ease Understand that improvisation is when a composer makes up a tune within boundaries Develop an understanding of formal, written notation which includes crotchets and rests In Year 4 Pupils will be taught to: Confidently recognise a range of musical instruments and the different sounds they make Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators Develop an understanding of formal, written notation which includes minims and quavers</p> |

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| | <p>Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.</p> <p>Use tuned and untuned classroom percussion to compose and improvise.</p> <p>Play instruments using the correct techniques with respect.</p> <p>Improvise a simple rhythm using different instruments including my voice Understand that structure describes how different sections of music are ordered Sing a song in two parts Start to choose, organise and combine musical patterns.</p> | <p>In Year 5 pupils will be taught to:</p> <p>Understand how pulse, rhythm and pitch work together</p> <p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets</p> <p>Develop an increasing understanding of the history and context of music</p> <p>In Year 6 pupils will be taught to:</p> <p>Develop a deeper understanding of the history and context of music</p> <p>Appropriately discuss the dimensions of music and recognise them in music heard</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> |
| Key Vocabulary | | |
| rhythm, pulse, pitch, texture, timbre, musical patterns, structure, tuned and untuned instruments, combine sounds, notation | | |