



## National Curriculum Objectives

### Key Stage 1

#### **Pupils should be taught to:**

- ❖ 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.

### **Key Vocab**

rhythm

pulse

### Specific unit outcomes

Pupils who are secure will be able to:

- ❖ 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.

### Key Knowledge

- ❖ To know that rhythm means a pattern of long and short notes.
- ❖ To know that pulse is the regular beat that goes through music.
- ❖ To understand that the pulse of music can get faster or slower.
- ❖ To know that a piece of music can have more than one section, e.g. a verse and a chorus.

### Key skills

- ❖ Recognising and understanding the difference between pulse and rhythm.
- ❖ Describing the character, mood, or 'story' of the music they listen to (verbally or through movement).
- ❖ Listening to and repeating short, simple rhythmic patterns.
- ❖ Listening and responding to other performers by playing as part of a group.
- ❖ Combining instrumental and vocal sounds within a given structure.
- ❖ Using their voices expressively to speak and chant.
- ❖ Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.
- ❖ Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments.
- ❖ Copying back short rhythmic and melodic phrases on percussion instruments.



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**Specific unit outcomes**

Pupils who are secure will be able to:

- ❖ 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.

**Key Knowledge**

**To know:**

- ❖ That sound can help tell a story.
- ❖ That an instrument or voice can be played at different speeds.
- ❖ That pulse can be fast and slow

**Key skills**

- ❖ Recognising basic tempo changes.
- ❖ Describing the character, mood, or ‘story’ of music they listen to (verbally or through movement).
- ❖ Describing the differences between two pieces of music.
- ❖ Listening to and repeating short, simple rhythmic patterns.
- ❖ Listening and responding to other performers by playing as part of a group.
- ❖ Combining instrumental and vocal sounds within a given structure.
- ❖ Beginning to make improvements to their work as suggested by the teacher.
- ❖ Using their voices expressively to speak and chant.
- ❖ Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.

**Key Vocab**

beat	contrast	expressive	fast	singing voice	slow	speaking voice	warm up
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**Specific unit outcomes**

Pupils who are secure will be able to:

Pupils who are **secure** will be able to:

- ❖ Make movements that are appropriate to the pulse and tempo of a piece of music.
- ❖ Choose instruments with appropriate timbre to represent sparkling fishes.
- ❖ Respond to dynamic changes in a piece of music.
- ❖ Create pitches and rhythms.
- ❖ Perform a layer of the music within an overall piece.
- ❖ Define all the musical terms from this unit

**Key Knowledge**

- ❖ To understand that pitch means how high or low a note sounds.
- ❖ To know that ‘timbre’ means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.
- ❖ To know that music has layers called ‘texture’.

**Key skills**

- ❖ Recognising and understanding the difference between pulse and rhythm.
- ❖ Understanding that different types of sounds are called timbres.
- ❖ Recognising basic tempo, dynamic and pitch changes.
- ❖ Describing the character, mood, or ‘story’ of music they listen to (verbally or through movement).
- ❖ Describing the differences between two pieces of music.
- ❖ Listening and responding to other performers by playing as part of a group.
- ❖ Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.
- ❖ Combining instrumental and vocal sounds within a given structure.
- ❖ Creating simple melodies using a few notes.
- ❖ Choosing dynamics, tempo and timbre for a piece of music.
- ❖ Copying back short rhythmic and melodic phrases on percussion instruments.
- ❖ Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.

**Key Vocabulary**

Pulse	Dynamics	Tempo	Celeste	Timbre
Pitch	Rhythm	Structure	Texture	Graphic score



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**Specific unit outcomes**

Pupils who are secure will be able to:

- ❖ Create movements that match the music, explaining why they are moving in that way.
- ❖ Identify descriptive sounds within the music.
- ❖ Recreate and then adapt descriptive sounds heard using their voice or body.
- ❖ Make appropriate instrument choices to represent a descriptive sound.
- ❖ Control instruments and voices to make both quiet and loud sounds.
- ❖ Follow simple instructions during a group performance.
- ❖ Create their own graphic score and play from it.
- ❖ Make more than one sound on their instrument and with their voice.

**Key Knowledge**

- ❖ To know that dynamics can change how someone listening feels about music.
- ❖ To know that your voice can be used as a musical instrument.
- ❖ To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.
- ❖ To understand that music can be represented by pictures or symbols.

**Key skills**

- ❖ Understanding that different types of sounds are called timbres.
- ❖ Recognising basic tempo, dynamic and pitch changes.
- ❖ Describing the character, mood, or ‘story’ of music they listen to (verbally or through movement).
- ❖ Describing the differences between two pieces of music.
- ❖ Expressing a basic opinion about music (like/dislike)
- ❖ Listening and responding to other performers by playing as part of a group.
- ❖ Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.
- ❖ Combining instrumental and vocal sounds within a given structure.
- ❖ Choosing dynamics, tempo and timbre for a piece of music.
- ❖ Creating a simple graphic score to represent a composition.
- ❖ Using their voices expressively to speak and chant.
- ❖ Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.

**Key Vocab**

Body percussion	dynamics	Graphic score	instruments	Pitch
seaside	sounds	tempo	timbre	



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**Specific unit outcomes**

Pupils who are secure will be able to:

- ❖ Chant the well-known phrase, “I’ll huff...”
- ❖ Make changes to their voices to represent a character.
- ❖ Choose a suitable sound to represent a specific point in a story.
- ❖ Play a rhythmic pattern along with their spoken words.
- ❖ Identify and hold up the correct sign to correspond to some music.
- ❖ Play/chant along with the elements of a story with prompting from the teacher.

**Key Knowledge**

**To know:**

- ❖ To know that an instrument or rhythm pattern can represent a character in a story.
- ❖ To know that my voice can create different timbres to help tell a story.
- ❖ To know that Sergei Prokofiev wrote ‘Peter and the Wolf’ for children in 1936.

**Key skills**

- ❖ Recognising and understanding the difference between pulse and rhythm.
- ❖ Understanding that different types of sounds are called timbres.
- ❖ Recognising basic tempo, dynamic and pitch changes.
- ❖ Describing the character, mood, or ‘story’ of music they listen to (verbally or through movement).
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**Key Vocab**

timbre	pulse	rhythm	syllables	strings	timpani
oboe	clarinet	bassoon	french horn	flute	



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**Specific unit outcomes**

Pupils who are secure will be able to:

- ❖ 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.

**Key Knowledge**

**To know:**

- ❖ To understand that tempo can be used to represent mood or help tell a story.
- ❖ To understand that ‘tuned’ instruments play more than one pitch of notes.
- ❖ To know that following a leader when we perform helps everyone play together accurately.

**Key skills**

- ❖ Recognising basic tempo, dynamic and pitch changes.
- ❖ Describing the character, mood, or ‘story’ of music they listen to (verbally or through movement).
- ❖ Describing the differences between two pieces of music.
- ❖ Expressing a basic opinion about music (like/dislike).
- ❖ Listening and responding to other performers by playing as part of a group.
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- ❖ Creating simple melodies using a few notes.
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**Key Vocab**

accelerando	high pitched	low pitch	perform
performance	pitch	pitch pattern	tempo