

Year 1 Term 1

What can we find out when we explore?

MUSIC



National Curriculum Links:

Play tuned and untuned instruments musically.
Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Essential Prior Learning:

Used body percussion to represent sounds.
Listen and join in with rhythm games.

Progression in Skill:

Follow pictures and symbols to guide singing and playing, e.g. four dots = four taps on the drum.
Combine sounds to tell a story, choosing and playing classroom instruments or identifying/making alternatives.

Long-term Memory Knowledge:

Follow pictures and symbols to sing or play a piece of music, e.g. know that the four dots mean tap the drum four times; the two zig zags mean shake the maracas twice.
Choose sounds to tell a story; explain why you have chosen the instruments you have to make these sounds.

Key Vocabulary

chant	saying things in time with others
rhythm	sound patterns over the beat syllables
beat/pulse	the steady pulse, like the tick of a clock or your heartbeat
tempo	the speed of the music
body percussion	sound made with our body, e.g. clapping, stamping, tapping thighs, etc.

Progression in Resources:

Voice
Triangle
Tambourine
Maracas
Chime bars

Relevance

Now	Children use sounds to enhance their story telling, helping to engage them in their story and to think creatively about what is happening to entertain the listener.
Future	Children have a sense of rhythm and develop a life-long enjoyment of music, recognising how it can enhance our lives.
Aspiration	Singer, musician, composer – either professional or for own personal enjoyment; work/participate in musical theatre; develop/use music technology; support aspiring musicians in their careers