

Year 1 – Term 4

Is the world the same for everyone?

MUSIC



National Curriculum Links

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

Essential Prior Learning

Children will have experience in copying simple clapping patterns.
They will have explored a range of instruments and the ways in which they can make a sound.

Progression in Skill

Create musical sound effects to accompany a story I know.
Understand the difference between creating a rhythm pattern and a pitch pattern.
Recognise how graphic notation can represent created sounds; explore and invent own symbols.

Long-term Memory Knowledge

Children will be able to select and use an instrument to create a sound effect; they will be able to give some reasons for their choices.
Children will be able to hear and copy a rhythm pattern.
Children will know that a “bug” is one beat and a “spider” is two quick beats.

Key Vocabulary

beat/pulse	a way of describing the speed at which to play
rhythm	a variety of sound patterns that fit over a steady pulse or beat; in a song, the rhythm is a result of the syllables in the words
pitch	how high or low a note is
notation	way of recording music on paper
bug	one beat
spider	two quick beats played in the same amount of time it takes to play one ‘bug’

Progression in Resources

A variety of tuned and untuned instruments, e.g. claves, guiro, maracas, triangle, drums, castanets, glockenspiel, chime bars
Rhythm cards – Bugs and Spiders

Relevance

Now	Children develop an understanding of how music and sound effects can be used to add interest and impact in their storytelling. They have a greater awareness of the sounds instruments can make and choose appropriately to represent particular sounds. They understand that music can be written as well as heard and start to see that this is a way of remembering or sharing what has been composed.
Future	Children are confident to try playing and composing music; they can identify instruments and genres they particularly like and either learn that instrument or enjoy singing; they recognise that the soundtrack and/or sound effects in a story/film/television programme has been composed to enhance the viewers experience of it.
Aspiration	A career in music is pursued, possibly in the film or television industry composing soundtracks; they play an instrument, either to a professional standard or for their own pleasure.