

# Music Long Term Overview - Year 1

## Autumn 1 - Pulse and Rhythm

The initial aim of this unit is to teach pupils about identifying the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities. They will also learn to play rhythms on untuned percussion instruments to deepen their understanding of pulse and rhythm. They will also be using the 'call and response' method, pupils listen out for rhythms and then repeat them. After identifying the pulse in several songs, pupils practise performing either the pulse or rhythm to highlight the differences between the two.

**Kapow**  
Primary

Theme

All About Me

### NC Objectives

**Pupils should be taught to:**

- experiment with, create, select and combine sounds using the inter-related dimensions of music
- listen with concentration and understanding to a range of high-quality live and recorded music
- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play untuned instruments musically'
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

### Overview

**Pupils will:**

- learn the musical vocabulary: pulse and tempo
- play simple rhythms on an instrument
- understand how to clap and play in time to the music
- listen to and repeat short rhythmic patterns
- understand the difference between pulse and rhythm
- be 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.

### Musical Skill

**Predominant musical skill in the unit: -**


Listening  
Performing  
Composition

### Key Vocabulary

**rhythm**

**pulse**

# Music Long Term Overview - Year 1

Autumn 2			
 <b>Theme</b>  <b>Snail and Mouse</b>	<p>Over the course of the second half of the Autumn term, children will be using their bodies to listen to and then their instruments to respond to pieces of music with varying fast and slow rhythms and speeds. They will also be learning a rhyme, and performing an associated song which focusses on different pieces of fast and slow music, with changes of tempo and dynamics within the piece.</p>		
	NC Objectives	Overview	Musical Skill
	<p>'Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music</li> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes'</li> </ul>	<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>use percussion and my body expressively in response to music</li> <li>recognise basic tempo, dynamic and pitch changes.</li> <li>describing the character, mood, or 'story' of music they listen to (verbally or through movement).</li> <li>sing a song in sections</li> <li>use instruments to create different sounds</li> <li>perform a song</li> <li>describing the differences between two pieces of music.</li> <li>express a basic opinion about music (like/dislike).</li> <li>listen to and repeating short, simple rhythmic patterns.</li> <li>listen and be responding to other performers by playing as part of a group.</li> <li>select and create short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>be combining instrumental and vocal sounds within a given structure.</li> <li>choose dynamics, tempo and timbre for a piece of music</li> <li>begin to make improvements to their work as suggested by the teacher.</li> <li>use their voices expressively to speak and chant.</li> <li>sing short songs from memory, maintaining the overall shape of the melody and keeping in time.</li> <li>respond to simple musical instructions such as tempo and dynamic changes as part of a class performance.</li> </ul>	<p><b>Predominant musical skill in the unit:-</b></p> <p>Listening Performing Composition</p>
	<p><b>Key Vocabulary</b></p> <p><b>fast</b></p> <p><b>slow</b></p> <p><b>quiet</b></p> <p><b>dynamics</b></p> <p><b>tempo</b></p> <p><b>musical composition</b></p>		

# Music Long Term Overview - Year 1

## Spring 1 - Musical Vocabulary

This half term, the units explore several different concepts, the children will be exploring key musical vocabulary. Children will journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments, using timbre and dynamics to represent an aquarium filled with different fish. They will also be using layering to imitate the different textures of a coral reef

**Kapow**  
Primary

Theme

Under the Sea

### NC Objectives

Pupils should be taught to:

- experiment with, create, select and combine sounds using the inter-related dimensions of music'
- experiment with, create, select and combine sounds using the inter-related dimensions of music'
- play tuned and untuned instruments musically

### Overview

Pupils will:

- 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.
- Recognise basic tempo changes.
- Describe the character, mood, or 'story' of music they listen to (verbally or through movement).
- Describe the differences between two pieces of music.
- Listen to and repeat short, simple rhythmic patterns.
- Listen to and respond to other performers by playing as part of a group.
- Combine instrumental and vocal sounds within a given structure.
- Begin to make improvements to their work as suggested by the teacher.
- Use their voices expressively to speak and chant.
- Sing short songs from memory, maintaining the overall shape of the melody and keeping in time.
- Respond to simple musical instructions such as tempo changes.

### Musical Skill

**Predominant musical skill in the unit:-**

Listening  
Performing  
Composition

### Key Vocabulary

<b>pulse</b>	<b>pitch</b>
<b>dynamics</b>	<b>rhythm</b>
<b>tempo</b>	<b>structure</b>
<b>celeste</b>	<b>texture</b>
<b>timbre</b>	<b>graphic score</b>

# Music Long Term Overview - Year 1

## Spring 2 - Timbre and rhythmic patterns

**Kapow**  
Primary

Theme

Fairy tales

The unit this half term continues to allow the children to build on key knowledge about the concept of timbre; learning that different sounds can represent characters and key events in a story. Clapping to the syllables of words and phrases before creating rhythmic patterns. Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale. Children showcase their work throughout this unit by using untuned instruments in a class performance of 'The Three Little Pigs', with the focus on keeping the pulse of the rhythm.

### NC Objectives

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes'
- experiment with, create, select and combine sounds using the inter-related dimensions of music'
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music'

### Overview

Pupils will:

- use voices expressively to speak and chant
- select suitable instrumental sounds to represent a character
- compose and play a rhythm
- recognise how timbre is used to represent characters in a piece of music
- keep the pulse using untuned instruments
- understand that different types of sounds are called timbres.
- recognise basic tempo, dynamic and pitch changes.
- Describe the character, mood, or 'story' of music they listen to (verbally or through movement).
- describe the differences between two pieces of music.
- listen and respond to other performers by playing as part of a group.
- select and create short sequences of sound with voices or instruments to represent a given idea or character.
- combine instrumental and vocal sounds within a given structure.
- choose dynamics, tempo and timbre for a piece of music.
- copy back short rhythmic and melodic phrases on percussion instruments.
- respond to simple musical instructions such as tempo and dynamic changes as part of a class performance

### Musical Skill

**Predominant musical skill in the unit:-**

Listening  
Performing  
Composition

### Key Vocabulary

<b>timbre</b>	<b>flute</b>
<b>pulse</b>	<b>french horn</b>
<b>rhythm</b>	<b>bassoon</b>
<b>syllables</b>	<b>clarinet</b>
<b>strings</b>	<b>timpani</b>
<b>oboe</b>	

# Music Long Term Overview - Year 1

## Summer 1 - Pitch and Tempo

**Kabow**  
Primary

Theme

Superheroes

During Summer 1, the Year 1 children will be learning how to identify high and low notes and to compose a simple tune, exploring some different instruments and investigating how tempo changes help tell a story and make music more exciting. The children will also be learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting. Children are introduced to the concept of pitch and learn to recognise low and high sounds in a superhero theme tune then create a simple superhero theme tune using a low note and a high note. Children will also be working in groups to create their own superhero compositions and feedback to their peers, commenting on the pitch and tempo of their pieces. .

### NC Objectives

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'

### Overview

Pupils will:

- understand the concept of pitch
- create a pattern using two pitches
- understand the concept of tempo
- create a superhero theme tune
- perform confidently as part of a group
- recognise basic tempo, dynamic and pitch changes.
- describe the character, mood, or 'story' of music they listen to (verbally or through movement).
- describe the differences between two pieces of music
- express 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
- create simple melodies using a few notes.
- choose dynamics, tempo and timbre for a piece of music.
- respond to simple musical instructions such as tempo and dynamic changes as part of a class performance

### Musical Skill

**Predominant musical skill in the unit:-**

Listening  
Performing  
Composition

### Key Vocabulary

**accelerando**

**high pitched**

**low pitch**

**perform**

**performance**

**pitch**

**pitch pattern**

**tempo**

# Music Long Term Overview - Year 1

Summer 2 - Vocal and Body Sounds			
<p>Over the course of the final term, a lot of the children's prior knowledge will be utilised across the topic. The first element of the curriculum encourages the children to feel pieces of music, conveying mood through movement and making links between music, sounds and environments. Children consider different musical features to adapt their vocal and body sounds to suit a contrasting seascape. They will also learn to follow the conductor direction to change their dynamics and tempo to tell a story through sounds. Finally, the children will write music down and perform from their graphic score.</p>			
NC Objectives	Overview	Musical Skill	
<p><b>Kapow Primary</b></p> <p>By The Sea</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes'</li> <li>play tuned and untuned instruments musically</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music'</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>understand that music can be used to represent an environment</li> <li>select instruments to match seaside sounds</li> <li>recognise and use dynamics and tempo</li> <li>understand that different types of sounds are called timbres.</li> <li>recognise basic tempo, dynamic and pitch changes.</li> <li>describe the character, mood, or 'story' of music they listen to (verbally or through movement).</li> <li>describe the differences between two pieces of music.</li> <li>express a basic opinion about music (like/dislike)</li> <li>listen and respond to other performers by playing as part of a group.</li> <li>Select and create short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>combine instrumental and vocal sounds within a given structure.</li> <li>choose dynamics, tempo and timbre for a piece of music</li> <li>create a simple graphic score to represent a composition.</li> <li>use their voices expressively to speak and chant.</li> <li>Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance.</li> <li>perform from graphic notation.</li> </ul>	<p><b>Predominant musical skill in the unit:-</b></p> <p>Listening Performing Composition</p>	
		<p><b>Key Vocabulary</b></p>	
		<p><b>body percussion</b></p> <p><b>dynamics</b></p> <p><b>graphic score</b></p> <p><b>instruments</b></p> <p><b>pitch</b></p> <p><b>seaside</b></p> <p><b>sounds</b></p> <p><b>tempo</b></p> <p><b>timbre</b></p>	