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| Links to other subject units this term | |
| The first half of the term will be a stand-alone set of lessons, as outlined below. Autumn 2 links directly to our whole key stage Nativity performance. | |
| Prior Learning | |
| The skills required to complete each of these musical activities will build upon those undertaken in Year 1. | |
| Key vocabulary for this unit | |
| rhythm, pulse, dynamics, timbre, beat, melody, notation | |
| Learning Sequence: These activities have been set out in non-chronological order but outline the elements of music to be covered this term. | |
| Once a Man Fell in a Well | <ul style="list-style-type: none"> Say and clap the rhythm of their name Sing a song and play the pulse using an instrument Suggest how to make different sound effects of a song Take part in a class performance, singing and, playing the pulse at the same time |
| Dynamics and Timbre | <ul style="list-style-type: none"> Copy back a rhythm (pattern) at the right dynamic (volume) Use an instrument to play the rhythm of a song without singing Understand that all instruments have their own timbre (unique sound) Change the dynamics and timbre in a performance to alter the emotion of the song Use an instrument to keep the pulse when performing |
| Melody | <ul style="list-style-type: none"> Describe dynamics and timbre. Play a melody (tune) from letter notation (letter names) Know that melodies (tunes) can be written down using letters |
| My Own Melody | <ul style="list-style-type: none"> Create a melody Write my melody down using letter names Know that writing a melody is called 'letter notation' Play a melody back from the letter names that have been written |

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| Group Composition | Work as part of a group Help create a piece of music Make a composition more interesting by adding timbre and dynamics | |
| Singing | The children will spend the majority of the second half of the Autumn term music lessons learning the songs relating to the KS1 Nativity. | |
| Assessment milestones | | |
| Musical Skills: <ul style="list-style-type: none"> • Clap the rhythm of their name. • Sing the melody accurately while playing their instrument in time. • Show a range of emotions in their voices. • Play a known melody from letter notation in the right order if not with the right rhythms. • Play a new melody from letter notation in the right order if not 'in-time'. • Invent a melody, write it down, and play it back. • Select instruments with different timbres. • Compose and perform a piece using different dynamic levels. | Musical Knowledge: <ul style="list-style-type: none"> • Understand the meaning of the key vocabulary as set out in the list above and to apply these to their music making and performance. • | |