

Music – Year 1 – Spring Term



**SPRING 1 – Musical Vocabulary (Theme – Under the Sea)**

**SPRING 2 – Timbre and rhythmic patterns (Theme – Fairy Tales)**

Prior Learning	
EYFS OBJECTIVES COVERED	
Y1 AUTUMN TERM UNIT OBJECTIVES COVERED ON PULSE AND RHYTHM AND DYNAMICS AND TEMPO	
Key vocabulary for this unit	
<p><b>SPRING 1 – Musical Vocabulary (Theme – Under the Sea)</b></p> <p>pulse dynamics tempo celeste timbre pitch rhythm structure texture graphic score</p>	<p><b>SPRING 2 – Timbre and rhythmic patterns (Theme – Fairy Tales)</b></p> <p>timbre pulse rhythm syllables strings timpani oboe clarinet bassoon french horn flute</p>
Learning Sequence	
<p><b>SPRING 1 – Musical Vocabulary (Theme – Under the Sea)</b></p> <p><b>Lesson 1: Pulse and tempo: Dive into danger!</b></p>	<ul style="list-style-type: none"> <li>To learn the musical vocabulary: pulse and tempo</li> </ul>

<b>Lesson 2: Dynamics and timbre: Underwater world</b>	<ul style="list-style-type: none"> <li>• To explain what dynamics and timbre are</li> </ul>
<b>Lesson 3: Pitch and rhythm: Underwater world</b>	<ul style="list-style-type: none"> <li>• To explain what pitch and rhythm are</li> </ul>
<b>Lesson 4: Texture and structure: Coral reef</b>	<ul style="list-style-type: none"> <li>• To explain what texture and structure are</li> </ul>
<b>Lesson 5: Musical vocabulary</b>	<ul style="list-style-type: none"> <li>• To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre</li> </ul>
<b>SPRING 2 – Timbre and rhythmic patterns (Theme – Fairy Tales)</b> <b>Lesson 1: Timbre and rhythmic patterns: Character voices</b>	<ul style="list-style-type: none"> <li>• To use voices expressively to speak and chant</li> </ul>
<b>Lesson 2: Timbre and rhythmic pattern: Starting with instruments</b>	<ul style="list-style-type: none"> <li>• To select suitable instrumental sounds to represent a character</li> </ul>
<b>Lesson 3: Timbre and rhythmic patterns: Rhythms</b>	<ul style="list-style-type: none"> <li>• To compose and play a rhythm</li> </ul>
<b>Lesson 4: Timbre and rhythmic patterns: Responding to music</b>	<ul style="list-style-type: none"> <li>• To recognise how timbre is used to represent characters in a piece of music</li> </ul>

<b>Lesson 5: Timbre and rhythmic patterns: Keeping the pulse</b>	<ul style="list-style-type: none"> <li>• To keep the pulse using untuned instruments</li> </ul>
<b>Assessment milestones</b>	
<ul style="list-style-type: none"> <li>• To understand that pitch means how high or low a note sounds.</li> <li>• 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.</li> <li>• To know that music has layers called 'texture'.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that an instrument or rhythm pattern can represent a character in a story.</li> <li>• To know that my voice can create different timbres to help tell a story.</li> <li>• To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.</li> </ul>