Music – Year 1 – Summer Term

Pitch and Tempo / Vocal and Body Sounds

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| Prior Learning  |
| EYFS Objectives CoveredY1 Autumn Term Units Pulse And Rhythm / Classical Music, Dynamics And TempoY1 Spring Term Units Musical Vocabulary / Timbre And Rhythmic Patterns |
| Key vocabulary for this unit |
| **Pitch And Tempo**accelerandohigh pitched, low pitchperformperformancepitchpitch patterntempo | **Vocal And Body Sounds**body percussiondynamicsgraphic scoreinstrumentspitchseasidesoundstempotimbre |
| Learning Sequence |
| **Pitch And Tempo** |  |
| **High Fliers** | * To understand the concept of pitch
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| **Pitch Patterns** | * To create a pattern using two pitches
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| **Faster Than A Speeding Bullet** | * To understand the concept of tempo
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| **Superhero Theme Tune** | * To create a superhero theme tune
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| **Final performance** | * To perform confidently as part of a group
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| **Vocal And Body Sounds** |  |
| **The sea: Vocal and body sounds** | * To understand that music can be used to represent an environment
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| **Embodying the sea** | * To understand how music can represent changes in an environment
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| **Musical treasure hunt** | * To select instruments to match seaside sounds
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| **Seaside story** | * To recognise and use dynamics and tempo
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| **Seaside soundscape** | * To write music down and perform from a graphic score
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| Assessment milestones |
| **Pitch And Tempo*** To understand that tempo can be used to represent mood or help tell a story.
* To understand that ‘tuned’ instruments play more than one pitch of notes.
* To know that following a leader when we perform helps everyone play together accurately.
 | **Vocal And Body Sounds*** To know that dynamics can change how someone listening feels about music.
* To know that your voice can be used as a musical instrument.
* To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.
* To understand that music can be represented by pictures or symbols.
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