



YEAR: 1 TERM: Autumn 1 & 2

TITLE: Keeping the pulse: My Favourite Things / NATIVITY

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND / REVISIT - EYFS moving to music with instruction, exploring the beat through movement, following the beat of an untuned instrument	<p>NC LINKS</p> <ul style="list-style-type: none"> 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. <p>Key Vocabulary</p> <ul style="list-style-type: none"> Rhythm Pulse Sound Listen Sing Song Voice Clap Music Nativity Christmas Instrument 	<p>Skills Developed:</p> <ul style="list-style-type: none"> To use my voice and hands to make music To clap and play in time to the music To use my voice to sing along to a song To play an instrument musically <p>Knowledge Acquired:</p> <ul style="list-style-type: none"> Know how to say and clap a rhythm Know how to clap in time to the music Know what the pulse is Sing my favourite food Say and clap my name and my friend's name 	<ul style="list-style-type: none"> Children will experiment with using their bodies and tuned and untuned instruments to create sounds and explore their musical abilities. Children will use the skills learnt in this unit to create a nativity play for performance. 	<ul style="list-style-type: none"> Understanding the nativity story and the importance of Jesus's birth to Christians and to our school. 	<p>Children perform their nativity performance to children, staff and parents.</p>

<p>ASSESSMENT CRITERIA:</p> <ul style="list-style-type: none"> Can move their body to the pulse of the music Can clap the rhythm of their name, and do this 'in time' when it is their turn Can clap in time to the music Can sing the overall shape of the melody accurately Can play an instrument in time to the music Can play and sing at the same time Can sing expressively for performance 	<p>SUGGESTED TIME FRAME</p> <p>Minimum of 3 sessions for the teaching of skills plus appropriate time to rehearse and perform the nativity.</p>
<p>SUGGESTED SEQUENCE OF LESSONS</p> <p>Session 1 - Keeping the pulse: Finding the pulse Kapow Year 1 Keeping the pulse: Lesson 1 Children learn how to feel the pulse in music using parts of the body</p> <p>Session 2 - Reading sound patterns: keeping the pulse Kapow Year 1 Keeping the pulse: Lesson 4 Children learn to play short rhythms on un-tuned percussion instruments to deepen their understanding of pulse and rhythm.</p> <p>Session 3 - Pulse and rhythm: Songs that we know (non-KAPOW lesson) Children suggest songs that they know and enjoy listening to. They learn to find the pulse and the rhythm in these songs and sing along; keeping in time to the music. <i>(Listen with concentration and understanding to a range of high-quality live and recorded music).</i></p> <p>Sessions 4, 5 & 6 - NATIVITY REHEARSALS AND FINAL PERFORMANCE (non-KAPOW lesson) (Children use their voices expressively and creatively by singing songs and speaking chants and rhymes. Children play tuned and untuned instruments musically).</p>	



YEAR: 1 TERM: Spring 1/2

TITLE: Pitch and tempo (Superheroes)

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND / REVISIT - Previous work with singing performances in EYFS and year 1 & 2 and playing tuned and untuned instruments. Key vocabulary in previous unit	<p>NC LINKS</p> <ul style="list-style-type: none"> 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. <p>Key Vocabulary</p> <ul style="list-style-type: none"> Pitch High Low Tempo Performance 	<p>Skills Developed</p> <ul style="list-style-type: none"> To understand the concept of pitch To create a pattern using two pitches To understand the concept of tempo To create a superhero theme tune To perform confidently as part of a group <p>Knowledge Acquired</p> <ul style="list-style-type: none"> Explain what pitch means Recognise high and low notes Perform high and low notes Create a pattern using two pitches Play or sing my pattern Explain what tempo means Perform fast and slow music Compose as part of a group 	<p>Children are introduced to pitch in a meaningful way, linked to the fun theme of superheroes. Learning how to identify high and low notes and to compose a simple tune, they explore some different instruments, as well as investigate how tempo changes help tell a story and make music more exciting</p>	<p>Notion of superheroes in the community - children will have the opportunity to recognise 'heroes' within their own lives and experiences.</p>	<p>Parents and guardians are invited to nominate a 'hero' known to the family or community that they would like to recognise and thank (photos / info could be shared with class teacher for display).</p> <p>Children will record a video performance linked to this unit which is shared with the identified 'heroes'.</p>
	ASSESSMENT CRITERIA:			SUGGESTED TIME FRAME	

<ul style="list-style-type: none"> ▪ Can explain what pitch means, hearing which notes are high and low and perform high and low notes. ▪ Can create a pattern using two pitches and play or sing it. ▪ Can explain what tempo means, hear when the tempo changes and perform a pattern that gradually gets faster (accelerando). ▪ Can contribute to a group composition and performance by creating, selecting, combining and performing sounds. ▪ Can contribute to a group composition and performance and suggest improvements to their work. 	<p>At least 5 hours / sessions, plus time for rehearsal and performance</p>
<p>SUGGESTED SEQUENCE OF LESSONS</p> <p>Session 1 – Recognising sounds Kapow Year 1 Pitch: Superheroes Lesson 1 Children are introduced to the concept of pitch and learn to recognise low and high sounds in a superhero theme tune.</p> <p>Session 2 – Pitch Patterns Kapow Year 1 Pitch: Superheroes Lesson 2 Explaining pitch by creating a simple superhero theme tune using a low- and a high-pitched note.</p> <p>Session 3 – Changing tempo Kapow Year 1 Pitch: Superheroes Lesson 3 Developing superhero theme tunes by adding tempo changes to make them more exciting.</p> <p>Session 4 – Superhero Theme Tune Kapow Year 1 Pitch: Superheroes Lesson 4 Considering the features of superhero theme tunes and working collaboratively to create original superhero compositions.</p> <p>Session 5 – Final Performance Kapow Year 1 Pitch: Superheroes Lesson 5 Performing compositions considering pitch and tempo.</p>	



YEAR: 1

TERM: Summer 1/2

TITLE: Musical Symbols (Under the Sea)

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND / REVISIT - Pulse and rhythm in previous unit / singing expressively for performance	<p>NC LINKS</p> <ul style="list-style-type: none"> 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. <p>Key Vocabulary</p> <ul style="list-style-type: none"> Pulse Dynamics Tempo Rest Sound pattern Rhythm Pitch Graphic Score 	<p>Skills Developed</p> <ul style="list-style-type: none"> To understand the musical vocabulary: tempo, dynamics, rhythm and pitch To move to reflect the tempo of the music To read symbols to play loud or soft and read sound pattern symbols from left to right, To use voice or instruments to show high and low sounds <p>Knowledge Acquired</p> <ul style="list-style-type: none"> Know how to move in time to the pulse and tempo of the music Change the tempo of actions to show different speeds of movement Change the dynamic of my playing Create and copy a rhythm to show an action. 	<p>Children will take an imaginary and creative journey 'under the ocean' to explore key musical vocabulary</p> <p>Children will experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		

	<ul style="list-style-type: none"> • Perform a layer within a piece of music • Start and stop at the right time during a performance • Name all the musical words from this unit of lessons • Match each musical word to its definition • Explain what effects each musical word can create 			
<p>ASSESSMENT CRITERIA:</p> <ul style="list-style-type: none"> • Move and create sounds without prompting. Use clues to change their movement appropriately. • Choose instruments with appropriate timbre to represent the sparkling fishes and responding to dynamic changes without prompting. • Create pitches and rhythms without prompting. • Perform a layer of the music within the overall piece. • Define all the musical terms from this unit at an age-appropriate level 		<p>SUGGESTED TIME FRAME</p> <p>At least 5 hour sessions (vocabulary to be on display for children to refer to throughout the unit)</p>		
<p>SUGGESTED SEQUENCE OF LESSONS</p> <p>Session 1 - Showing Tempo Kapow Year 1 - Musical symbols (Under the Sea) Lesson 1 Using tempo to explore life under the sea.</p> <p>Session 2 - Exploring dynamics Kapow Year 1 - Musical symbols (Under the Sea) Lesson 2 Using dynamics to represent the different fish under the sea</p> <p>Session 3 - Rhythm Kapow Year 1 - Musical symbols (Under the Sea) Lesson 3 Listening to and clapping out different rhythms of a clicking camera while keeping the beat</p>				

Session 4 - Using pitch

Kapow Year 1 - Musical symbols (Under the Sea) Lesson 4

Learning and pitch and rhythm by adding a new character to the underwater piece

Session 5 - Under the sea performance

Consolidating the key musical concepts from the unit in one final performance

Kapow Year 1 - Musical symbols (Under the Sea) Lesson 5