



YEAR: 1 TERM: Autumn 1 & 2

TITLE: Pulse and Rhythm: All About Me! / NATIVITY

REVISION / REMIND / REVISIT - Children have had the experience of listening to music and singing simple songs in EYFS	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<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 voices 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> <p>Can clap the <u>rhythm</u> of their name, and do this 'in time' when it is their turn</p> <p>Can clap in time to the music</p> <p>Can sing the overall shape of the <u>melody</u> accurately</p> <p>Can play an instrument in time to the music</p> <p>Can play and sing at the same time</p> <p>Can sing expressively for performance</p>	<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 - Pulse and rhythm - My Favourite Things Kapow Year 1 All About Me: Lesson 1 Children learn how to feel the pulse in music and experiment with percussion instruments.</p> <p>Session 2 - Pulse and rhythm: You've got a Friend Kapow Year 1 All About Me: Lesson 2 Children learn to play 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: Musical Vocabulary (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"> 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"> Pulse Dynamics Tempo Celeste Timbre Pitch Rhythm Structure Texture Graphic Score 	<p>Skills Developed</p> <ul style="list-style-type: none"> To understand the musical vocabulary: pulse and tempo To explain what dynamics and timbre are To explain what pitch and rhythm are To explain what texture and structure are To understand musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre <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 	<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>		

- Select an appropriate timbre for a piece of music
- Change the dynamic of my playing
- Change the pitch of my voice to show movement up and down
- Create and copy a rhythm to show an action.
- 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

ASSESSMENT CRITERIA:

- 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

SUGGESTED TIME FRAME

At least 5 hour sessions (vocabulary to be on display for children to refer to throughout the unit)

SUGGESTED SEQUENCE OF LESSONS

Session 1 - Pulse and Tempo: Dive into Danger!

Kapow Year 1 - Musical Vocabulary (Under the Sea) Lesson 1

Using pulse and tempo to tell a story about a brush with sharks.

Session 2 - Dynamics and Timbre: Underwater World

Kapow Year 1 - Musical Vocabulary (Under the Sea) Lesson 2

Using timbre and dynamics to represent an aquarium filled with different fish.

Session 3 - Pitch and Rhythm: Underwater World

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

Kapow Year 1 - Musical Vocabulary (Under the Sea) Lesson 3

Session 4 - Texture and Structure: Coral Reef

Using layering to imitate the different textures of a coral reef

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

Session 5 - Musical Vocabulary

Consolidating understanding of the key musical vocabulary from the unit

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



YEAR: 1 TERM: Summer 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 Accelarando 	<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 	<p>Children are introduced to pitch and tempo 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 and particularly during the Covid-19 pandemic - 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>

- Compose as part of a group

ASSESSMENT CRITERIA:

- 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.

SUGGESTED TIME FRAME

At least 5 hours / sessions, plus time for rehearsal and performance

SUGGESTED SEQUENCE OF LESSONS

Session 1 - Pitch and Tempo: High Fliers

Children are introduced to the concept of pitch and learn to recognise low and high sounds in a superhero theme tune.

Kapow Year 1 Pitch and Tempop: Superheroes Lesson 1

Session 2 - Pitch Patterns

Kapow Year 1 Pitch and Tempop: Superheroes Lesson 2

Explaining what [pitch](#) means, hearing which notes are high and low and performing high and low notes.

Session 3 - Faster than a Speeding Bullet

Kapow Year 1 Pitch and Tempop: Superheroes Lesson 3

Pupils develop their superhero theme tunes by adding tempo changes to make them sound more exciting.

Session 4 - Superhero Theme Tune

Kapow Year 1 Pitch and Tempop: Superheroes Lesson 4

Children consider the features of superhero theme tunes before working in groups to create their own superhero compositions.

Session 5 - Final Performance

Kapow Year 1 Pitch and Tempop: Superheroes Lesson 5

Pupils perform their theme tune compositions and feedback to their peers, commenting on the pitch and tempo of their pieces.