

Music

Knowledge

| | Vocabulary | | People |
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| Autumn Term: Me / My Stories | Fast, Slow, tapping, clapping, patterns, pulse. | <ul style="list-style-type: none"> I know that music can be fast or slow and that we find the pulse to decide which it is. (E.g. a running piece, a marching piece, a walking piece). I know that patterns of sounds (rhythms) can be made by tapping or clapping. (E.g. slow, quick, quick, slow, quick, quick.) | Me |
| Spring Term: Everyone / Our World | Songs, nursery rhymes, happy, sad, feelings. | <ul style="list-style-type: none"> I know some songs / nursery rhymes by heart. I know that singing or listening to songs can make people feel happy or sad. | Everyone |
| Summer Term: Big Bear Funk / Reflect, rewind, replay | High, low, tempo, pitch, past, composer. | <ul style="list-style-type: none"> I know the word 'tempo' means how fast or slow a piece of music is. I know what the words 'high' and 'low' mean in relation to musical sounds I am beginning to become familiar with the word pitch (how high or low the notes are). | Composer: Rossini (Reflect Unit - William Tell Overture). |

Skills

| EYFS and KS1 including direct reference to national curriculum aims | Knowledge General knowledge, progressing to music history and music theory | Listen and evaluate | | Sing and perform | | Create and compose | | Understand and explore music creation Including the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure, musical notations) |
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| | | Listening | Evaluating | Singing and playing | Performing and sharing | Improvising | Composing | |
| EYFS Curriculum based Preparation for year 1 (Summer Term) | <p>I know and can recognise some songs, chants and rhymes</p> <p>I have heard the terms: 'tuned' and 'untuned' instruments and I'm</p> | I can explore pulse (the regular beat) by clapping, tapping or | I can safely explore a range of musical instruments, noticing which ones | I can sing along to songs I can use my voice to sing a | I can perform songs with others | <p>I can create my own sounds using instruments.</p> <p>I can explore rhythm (patterns of sound) by clapping or tapping</p> | <p>I can try to move in time with music, noticing a difference with fast or slow pieces (tempo).</p> <p>I know that tempo means speed – fast or slow.</p> | |

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| | beginning to understand what this means | moving my body I can listen to and enjoy music through movement | can make a tune (melody) and which ones make a noise (non-melodic sounds). | range of well-known nurseys rhymes and songs I can explore pitch (highness or lowness of tone) using my voice and classroom instruments | | | I know the words high and low (in relation to pitch) and can identify something that makes a high pitched or low pitched sound. |
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