



The BIG Picture

Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.

NC Objectives- Key Stage 1

Pupils should be taught to:

- 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.

Specific unit outcomes

Pupils who are **secure** will be able to:

Clap the rhythm of their name.

Clap in time to music.

Sing the overall shape of a melody.

Play in time to music.

Copy and create rhythms based on word patterns.

Play on the pulse.

Key skills

- Recognising and understanding the difference between pulse and rhythm.
- Describing the character, mood, or 'story' of the music they listen to (verbally or through movement).
- Listening to and repeating short, simple rhythmic patterns.
- Listening and responding to other performers by playing as part of a group.
- Combining instrumental and vocal sounds within a given structure.
- Using their voices expressively to speak and chant.
- Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.
- Maintaining the pulse (playing on the beat) using hands, and tuned and untuned instruments.
- Copying back short rhythmic and melodic phrases on percussion instruments.

Key knowledge

- To know that rhythm means a pattern of long and short notes.
- To know that pulse is the regular beat that goes through music.
- To understand that the pulse of music can get faster or slower.
- To know that a piece of music can have more than one section, e.g. a verse and a chorus.



Key Vocabulary

rhythm

pulse



The **BIG** Picture

Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals.

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- use their voices expressively and creatively by singing songs and speaking chants and rhymes
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Specific unit outcomes

Pupils who are **secure** will be able to:
Observe others and try to play appropriately.
Sing in time from memory, with some accuracy.
Play either a call and/or a response role in time with another pupil.
Keep a steady pulse.
Improvise, using their instrument, to a given stimulus.

Key skills

- Recognising basic tempo, dynamic and pitch changes.
- Describing the character, mood, or 'story' of music they listen to (verbally or through movement).
- Describing the differences between two pieces of music.
- Expressing a basic opinion about music (like/dislike).
- Listening to and repeating short, simple rhythmic patterns.
- Listening and responding to other performers by playing as part of a group.
- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.
- Combining instrumental and vocal sounds within a given structure.
- Choosing dynamics, tempo and timbre for a piece of music.
- Beginning to make improvements to their work as suggested by the teacher.
- Using their voices expressively to speak and chant.
- Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.
- Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.

Key knowledge

- To understand that sounds can be adapted to change their mood, e.g. through dynamics or tempo.
- To know that sounds can help tell a story.
- To know that tempo is the speed of the music.
- To know that dynamics means how loud or soft a sound is.



Key Vocabulary

fast
slow
quiet
dynamics
tempo
musical composition



The **BIG** Picture

Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.

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- 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.

Specific unit outcomes

Pupils who are **secure** will be able to:
 Make movements that are appropriate to the pulse and tempo of a piece of music.
 Choose instruments with appropriate timbre to represent sparkling fishes.
 Respond to dynamic changes in a piece of music.
 Create pitches and rhythms.
 Perform a layer of the music within an overall piece.
 Define all the musical terms from this unit.

Key skills

- Recognising and understanding the difference between pulse and rhythm.
- Understanding that different types of sounds are called timbres.
- Recognising basic tempo, dynamic and pitch changes.
- Describing the character, mood, or 'story' of music they listen to (verbally or through movement).
- Describing the differences between two pieces of music.
- Listening and responding to other performers by playing as part of a group.
- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.
- Combining instrumental and vocal sounds within a given structure.
- Creating simple melodies using a few notes.
- Choosing dynamics, tempo and timbre for a piece of music.
- Copying back short rhythmic and melodic phrases on percussion instruments.
- Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.

Key knowledge

- To understand that pitch means how high or low a note sounds.
- 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.
- To know that music has layers called 'texture'.



Key Vocabulary

pulse	pitch
dynamics	rhythm
tempo	structure
celeste	texture
timbre	graphic score



The BIG Picture

Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.

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Specific unit outcomes

Create movements that match the music, explaining why they are moving in that way.
Identify descriptive sounds within the music.
Recreate and then adapt descriptive sounds heard using their voice or body.
Make appropriate instrument choices to represent a descriptive sound.
Control instruments and voices to make both quiet and loud sounds.
Follow simple instructions during a group performance.
Create their own graphic score and play from it.
Make more than one sound on their instrument and with their voice.

Key skills

- Understanding that different types of sounds are called timbres.
- Recognising basic tempo, dynamic and pitch changes.
- Describing the character, mood, or 'story' of music they listen to (verbally or through movement).
- Describing the differences between two pieces of music.
- Expressing a basic opinion about music (like/dislike)
- Listening and responding to other performers by playing as part of a group.
- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.
- Combining instrumental and vocal sounds within a given structure.
- Choosing dynamics, tempo and timbre for a piece of music.
- Creating a simple graphic score to represent a composition.
- Using their voices expressively to speak and chant.
- Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.
- Performing from graphic notation.

Key knowledge

- 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.



Key Vocabulary

body	instruments
percussion	pitch
dynamics	seaside
graphic score	sounds
	tempo
	timbre



The **BIG** Picture

'Music and Movement' is an important part of a child's development and the two naturally go together. On this external course, delivered through Acsent Music Hub, children will engage in a musical activity whilst starting to move unconsciously to the music.

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Specific unit outcomes

- To understand why songs have actions
- To learn some simple Makaton signs to accompany a song
- Think about the perspectives of others.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.
- To explore beat through body movement
- To express feelings and emotions through movement to music
- To perform action songs to a small audience.



Key Vocabulary

- Actions • Action songs
- Sign language • Deaf • Communication
- Communicating • Understand
- Lyrics • Verse • Music • Piece
- Composer • Tempo
- Fast • Moderate
- Medium • Slow Music • Dance
- Scarf dance • Perform
- Performance • Audience
- Actions • Action songs
- Sign language • Makaton • Actions • Action songs
- Sign language • • Deaf • Communication
- Communicating • Understand
- Lyrics • Verse