



Moorside Primary School

Music Year 1 Overview

Duration (Pulse and Rhythm) To be able to copy a short rhythm To be able to tap the pulse of a piece of music in time. To be able to improvise a rhythmic phrase after hearing an example To be able to memorize the rhythm of a piece of music (I Hear Thunder, Kye Kye Kule) and perform it using thinking voice to help.	Pitch Be able to respond physically to high and low sounds To be able to copy a short melodic phrase (on tuned percussion or using their voice) To perform a given melody (on a Glockenspiel) using next door notes by reading simple notation ('Slide, 'Jack's Game')
Dynamics To be able to create crescendo and diminuendo vocally and instrumentally To be able to play and sing loudly and quietly following visual aids	Tempo To be able to create accelerando and rallentando vocally and instrumentally To be able to play and sing fast and slowly following visual aids
Texture Experience a range of textures through whole school singing To recognise obvious differences in textures by listening and commenting on many or few instruments	Timbre To explore appropriate instruments to create a musical idea To describe the timbre of an instrument (scrapey) either by visual or listening. To create a clear sound on an instrument.
Structure Experience a range of structures through simple songs and musical activities: Through composed. Standard pop song structure	Performing To sing and perform simple songs from memory To perform simple songs on untuned and untuned percussion instruments. Playing accurately and holding beater correctly
Composing and Arranging Experiment with, create, select and combine sounds focusing on speed and volume Create, repeat, adapt and extend simple rhythmic and melodic patterns and words Compose and arrange a piece of music (using sounds and graphic score) as a class and perform it	Listening and Appraising To begin to explore using their "thinking voice" To listen to a variety of high-quality live and recorded music from a range of cultures, traditions and historical periods To be able to identify common instruments (piano, violin, guitar) by listening To explain the mood, speed, volume of the music
Technology Experience use of Music Technology to capture, change and combine sounds through apps such as 'Tok and Roll' and 'Remix Live'. To be able to record and play their performance then manipulate sounds (make it faster/higher) via recording apps.	Vocal Skills To know how to use their voice in different ways To find their singing voice To sing collectively at the same pitch Use their voices expressively and creatively by singing songs and speaking chants and rhymes
Notation To respond to simple visual cues (e.g. stop, go, loud, quiet) Read coloured notation and respond by performing on pitched percussion (eg blue rectangle matches blue on Glockenspiel = G)	