



# Year 1 Music: Summer term

## Exploring pitch



### Prior Learning

#### Children have...

- learnt to use and treat instruments carefully and with respect.
- used percussion instruments to copy rhythm and beat, following musical instructions from a leader.
- Played in time to a steady beat
- Imitated a rhythm pattern on a drum
- Created own rhythm for others to imitate
- Children have had experience playing tuned and untuned percussion instruments and have practised singing in unison as part of class and year group assemblies.

### Tempo (Speed)

How fast or slow a piece of music is.



### Dynamics (Volume)

How loud or quiet a piece of music is.



### Rhythm

The pattern of sounds (notes or words) in music.



### Vocabulary

- glockenspiel, boomwhacker, steady beat, percussion instrument, untuned, tuned, dynamics, tempo, pulse, rhythm, timbre, pitch, drone, rhythm pattern, pitch pattern, graphic score

### Sticky Learning

#### Children will...

- Respond through movement to changes in pitch
- Use higher or lower to describe sounds
- I can recognise high and low sounds in the environment
- I can imitate high and low sounds using voices
- I can compose song lyrics and simple vocal effects
- I can listen to and recall a sequence of high and low sounds
- I can imitate changes in pitch
- I can improvise a two-note melody
- I can identify melodies moving by step
- I can play and sing melodies that move up and down by step
- I can play a simple melodic accompaniment
- I can identify examples of musical storytelling
- I can create sound effects using voices and tuned percussion
- I can perform songs to an audience
- I can create graphic notation to represent a pattern of higher and lower notes

### Pitch

Whether notes are high or low.



### Pulse

Is the beat in a piece of music.

