



Subject Map Year 1 - Music

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Unit Name: Singing, playing and performing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Perform simple songs from memory, singing collectively at the same pitch. • Explore using the voice in different ways. • Explore using the voice expressively and creatively. • Find the pulse of a piece of music with some support (by movement or clapping.) • Copy a simple rhythm. 	<p>Unit Name: Singing, playing and performing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Explore crescendo (getting louder) and diminuendo (getting quieter) vocally and instrumentally. • Explore accelerando (getting faster) and rallentando (getting slower) vocally and instrumentally. • Sing in unison and sing call and response songs. • Respond to simple visual clues e.g. stop, go, loud, quiet. • Begin to use the 'thinking' voice. 	<p>Unit Name: Exploring and composing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Create music as a response to a stimulus e.g. a rocket launching, a rainstorm, a rockpool etc. choosing and using appropriate instruments to create an idea. • Experiment with, create, select and combine sounds using the inter-related dimensions. 	<p>Unit Name: Transcribing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Follow pictures and symbols to support singing and playing e.g. 4 spots=4 taps on the drum • Suggest symbols to represent sounds. • Experience using Music Technology to capture, change and combine sounds. 	<p>Unit Name: Describing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Recognise changes in dynamics, tempo and timbre. • Respond physically to high and low sounds. • Name some common hand-held percussion instruments and recognise their sounds aurally. • Listen to a variety of music from a range of cultures, traditions and historical periods; express own opinions and feelings about the music. 	<p>Unit Name: Vocabulary</p> <p>NC links/coverage: Objectives:</p> <p>Recap of all objectives with a focus on developing understanding and use of musical vocabulary.</p> <p>pitch pulse rhythm crescendo diminuendo accelerando rallentando names of instruments symbol dynamics tempo timbre high and low words for feelings</p>



<p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> • Join in with simple songs and rhymes (with a limited pitch range) and begin to build a repertoire of songs. • Explore using the voice in different ways (e.g. whispering, singing, speaking, animal sounds.) • Copy a soh-me pattern with voice. • Move to the pulse of the music. <p>Suitable Visits/Visitors/ Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p>	<p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> • Imitate changes in dynamics (loud and quiet) and tempo (fast and slow) using voice, body percussion and instruments. • Explore the different sounds of musical instruments. • Copy simple rhythms based on words. • Experience and develop awareness of rhythm and rhyme in speech. <p>Suitable visits/Visitors/ Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p>	<p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> • Experiment with and change sounds (voice, body percussion, instruments and sound makers.) • Create simple representations of events, people and objects and feelings using sounds. • Suggest words and sounds to add to simple songs e.g. choosing an animal when singing 'Old Macdonald') • Experience using simple music technology. <p>Suitable visits/Visitors/ Experiences:</p> <p>Suitable texts:</p>	<p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> • Suggest symbols to represent sounds e.g. large foot for Daddy Bear, small foot for Baby Bear. <p>Suitable visits/Visitors/ Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p>	<p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> • Move body in response to different pieces of music, responding to obvious changes in tempo and dynamics. • Respond to obvious changes in pitch e.g. stand up/ sit down. • Know that different instruments make different sounds and match instruments to sounds. <p>Suitable visits/Visitors/ Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p>	<p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <p>song</p> <p>rhyme</p> <p>voice</p> <p>pattern</p> <p>pulse</p> <p>loud/quiet</p> <p>fast/slow</p> <p>musical instruments</p> <p>rhythms</p> <p>sounds</p> <p>technology</p> <p>symbols</p> <p>changes</p> <p>Suitable visits/Visitors/ Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p>
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<p>Christian Value/SMSC link: Appreciating the voice as a musical instrument. Thanking God for our voices and the opportunity to sing.</p>	<p>Christian Value/SMSC link: Valuing working individually and as part of a group. Metacognition and memory skills.</p>	<p>Suitable resources: National/Global Links: Christian Value/SMSC link: Creating music from a natural stimulus. The wonder of sound, all the different sounds that exist and how they can be changed.</p>	<p>Christian Value/SMSC link: Music as part of our school, links to different subjects, as part of our lives and with links to the wider world.</p>	<p>Christian Value/SMSC link: Awareness of a range of cultures, traditions and historical periods. Reflecting upon pieces of music and sharing opinions and feelings about them.</p>	<p>Christian Value/SMSC link: Using subject specific vocabulary to help with understanding of concepts. Opportunities to look back at learning and discuss things you have done well and enjoyed.</p>
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