



Objectives and Sticky Knowledge

Previous Knowledge Recap:

- *Sing a range of well-known nursery rhymes and songs.
- *Perform songs, rhymes, poems and stories with others, and- when appropriate try to move in time with music.

Land Objectives and Sticky Knowledge:

Clap and repeat short rhythmic and melodic patterns.	Make a sequence of sounds and respond to different mood in music.
<p>To listen carefully to a clapping pattern</p> <p>To listen carefully and clap back a repeated rhythm</p> <p>To clap back a repeated pattern correctly</p>	<p>Use voice and instruments to make a series of different sounds</p> <p>To create and conduct a sequence of sounds for a desired effect</p> <p>To choose correct instruments and sounds to create happy sounding music</p> <p>To choose correct instruments and sounds to create sad sounding music</p> <p>To respond to a piece of music and describe how it made you feel</p>

Links with 'Freedom' Golden Thread:

Express yourselves in music
 Freedom to create music that you want/like
 Comment on different types of music
 What is your favourite type of music?

Links with CST:

- Participation – taking part
- Human dignity – everyone is special
- Subsidiarity – everyone should have a say

Links with CKA Values Crown:

- Respect, love, compassion, service

Year 1 Music Advent Term



Dynamics The volume of the music (loud or quiet).

Loud

Quiet

Tempo The speed of the music (fast or slow).

Fast

Slow

Pulse The heartbeat of the music. Sometimes called the 'beat'.

We can clap along in time, we can move our bodies in time, we can march in time to the beat of the music.

Rhythm A pattern of long and short sounds.

Golden Thread: Freedom



Different instruments have different 'timbres'. In 'Peter and the Wolf', the animals are represented by instruments with different timbres.

Peter - Violin

Cat - Clarinet

Hunter - Timpani

Duck - Oboe

Wolf - French horn

Grandfather - Bassoon

Bird - Flute

Sky objectives:

1. Sing songs from memory.
2. Describe a tempo as fast / slow and dynamics as loud / quiet.
3. Begin to recognise how graphic notation can represent created sounds and invent own symbols..