



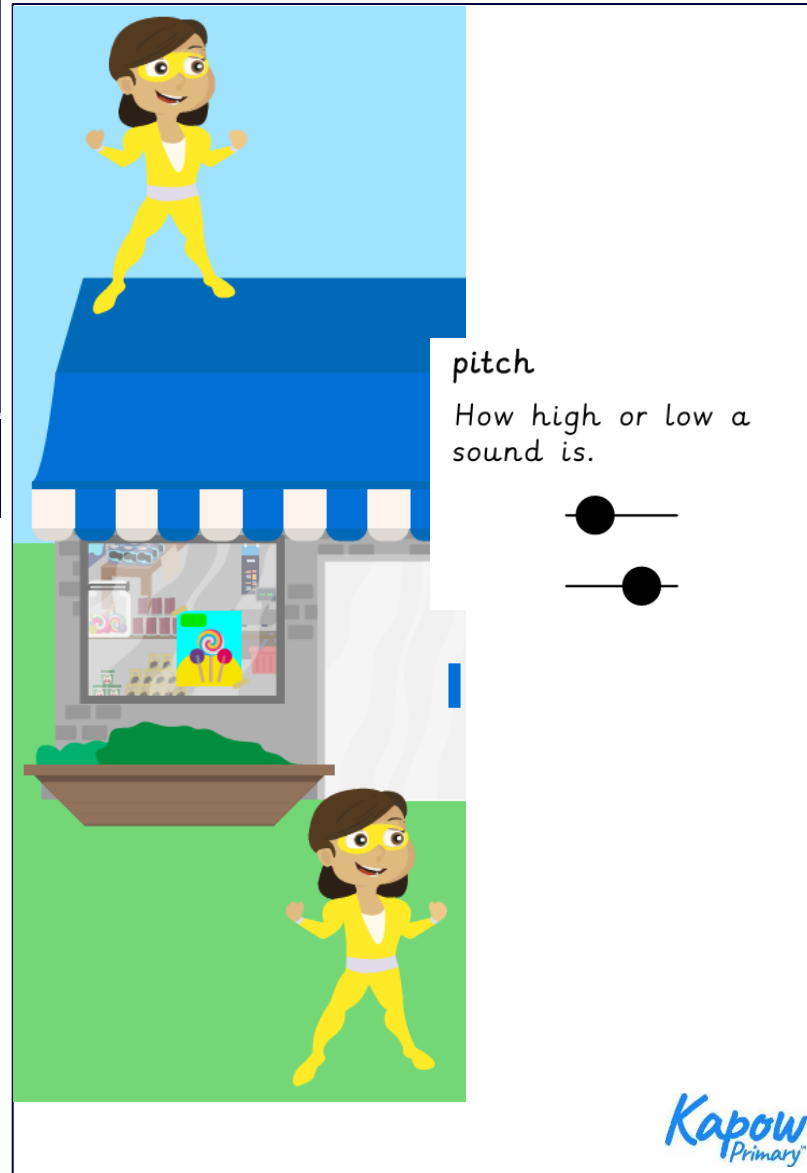
# Key Vocabulary

|             |                                    |
|-------------|------------------------------------|
| pitch       | How high or low a sound is         |
| high        | Near the top of the sound range    |
| low         | Near the bottom of the sound range |
| tempo       | The speed of the music             |
| pattern     | Regularly repeating sounds         |
| performance | The action of entertaining others  |

## Key Skills

- Listening with concentration to short pieces of music or excerpts from longer pieces of music.
- Identifying some common instruments when listening to music.
- Relating sounds in music to real-world experiences (e.g., "It sounds like squelching mud").
- Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated).
- Developing an awareness of how dynamics are affected by the force with which an instrument is played.
- Starting to understand how to produce different sounds on pitched instruments.
- Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.
- Selecting objects and/or instruments to create sounds to represent a given idea or character.

## Music Year 1 Summer Term 2 Pitch Superheroes



## Key Questions

- What is tempo?
- What is pitch?
- Is the tempo fast or slow?

## Links to other Learning

EYFS - Music and movement

Year 2 - Call and response

Year 3 - Whole class instrument lessons

Year 4 - Body Percussion

Year 5 - Composition

Year 6 - Dynamics and tempo

## Links to other Subjects

PHSE - Working with others