



# Music

## Year 1 Summer 2

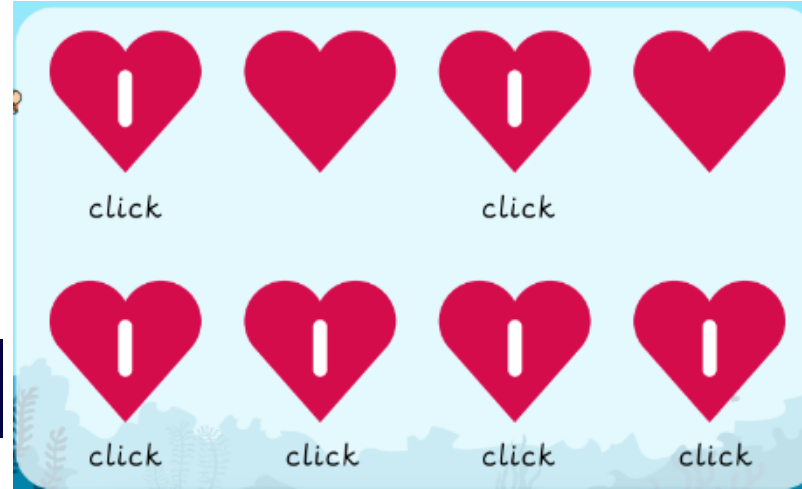
### Musical symbols

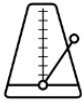
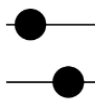
## Key Vocabulary

|               |                                   |
|---------------|-----------------------------------|
| Tempo         | The speed of the music            |
| Sound pattern | When long and short sounds repeat |
| Pitch         | How high or low the sound is      |
| Gap           | No sound                          |

## Key Skills

- Listening with concentration to short pieces of music or excerpts from longer pieces of music.
- Coordinating the speed of their movements to match the speed of the music (not the beat).
- Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy).
- Identifying some common instruments when listening to music.
- Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Talking about the pitch of music, using the vocabulary high and low.
- Stating what they enjoyed about their peers' performances.



|                                                                                                                                                |                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>tempo</b><br>The speed of the music (fast or slow).<br> | <b>pitch</b><br>How high or low a sound is.<br> |
| <b>sound pattern</b><br>When long and short sounds repeat in a certain way.                                                                    | <b>gap</b><br>No sound.<br>                    |

## Key Questions

How can you represent the ocean with your instrument?

Can you make a long or short sound with your instrument?

How can you describe the pitch of the music?

How can you describe the tempo of the music?

## Links to other Learning

EYFS - Music and movement

Year 3 - Whole class instrument lessons

Year 4 - Body Percussion

Year 5 - Composition

Year 6 - Dynamics and tempo

## Links to other Subjects

Geography - exploring different seas and oceans.

Science - exploring different animal groups.

PSHE - working with others.