

Music	Reading Scores	Year 1	Summer 1
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Key Vocabulary

dynamics	How loud or quiet a sound is
Ostinato	Repeated pattern
Pattern	A mixture of longer and shorter sounds played to a pulse
Pitch	How high or low a sound is
pulse	The heart beat of music which every singer or player uses to make music
timbre	A description of the sound made by an instrument; e.g. tap, harsh
Tempo	How slow or fast a piece of music is played

Statutory Requirement

Key stage 1

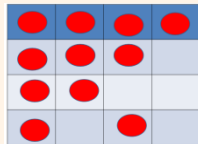
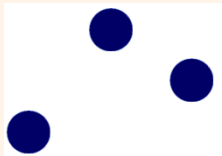
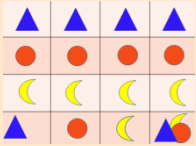
Pupils should be taught to:
 use their voices expressively and creatively by singing songs and speaking chants and rhymes
 play tuned and untuned instruments musically
 listen with concentration and understanding to a range of high-quality live and recorded music
 experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Skills

Pupils will be taught to:

- Speak and chant together
- Sing songs showing increasing vocal control
- Sing songs in different styles with enjoyment
- Co-ordinate actions to a pulse, to go with songs
- Sing in time to a steady beat
- Choose sound effects to follow a story line or to match to pictures
- Sequence sounds to make a simple structure (score)
- Follow hand signals to start/stop/ play loud/ quiet
- Begin to use musical terms - louder, quieter, faster, slower,

Different types of scores we will look at



Songs

- Animal Tea Party
- Engine, engine
- Hello
- Ickle ockle
- Listen, listen here I come
- Pitter Patter
- Street Party

Listening to a famous composer

Stomp (The musical) 2017

Cleaning percussion



rhythm patterns
 Variety of sounds
 Variety of tempo and dynamics