

Music Medium Term Planning
Year: 1

Term	Main Enquiry Question	Sub Questions/Knowledge	Subject Specific Vocabulary	Linked Visits in / Visits out	Assessment will be based on a formative approach of children being able to answer the key questions using the knowledge acquired over the half term through a quiz-based approach.
Musical focus: Pulse and Rhythm	What is meant by 'the pulse'?	<p>Are you clapping the rhythm or the pulse?</p> <p>To know that rhythm means a pattern of long and short notes. To know that pulse is the regular beat that goes through music. To understand that the pulse of music can get faster or slower. To know that a piece of music can have more than one section, e.g. a verse and a chorus.</p> <p><u>Additional questions that can be used</u> How many sounds are in your name? How does the song make you feel? Can you hear any drums or clicks?</p>	<u>Y1</u> Pulse Rhythm Verse Chorus		
Musical Focus: Classical Music, dynamics and tempo	What is tempo? What are dynamics?	<p>What is tempo? What are dynamics? Why do we need to play at the same speed? What is a musical composition?</p> <p>To understand that sounds can be adapted to change their mood, e.g. through dynamics or tempo. To know that sounds can help tell a story. To know that tempo is the speed of the music. To know that dynamics means how loud or soft a sound is.</p> <p><u>Additional questions that can be used</u> Why do we need to listen to each other? Why do we need to organise our music? Why did you move like that? How did the music make you feel?</p>	Timbre Syllables Timpani Strings Oboe French Horn Flute Clarinet Bassoon		

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		<p>Why did you choose that instrument? What animal does the music make them think of? How did the music make you think of that animal? How has the clapping rhythm changed? How can we improve our work? What makes watching someone sing interesting?</p>			
<p>Musical Focus: Musical Vocabulary</p>		<p>What does pitch mean? What does rhythm mean? What other musical words have we learnt? What does texture mean?</p> <p>To understand that pitch means how high or low a note sounds. To know that ‘timbre’ means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch. To know that music has layers called ‘texture’.</p> <p>Additional questions Do you recognise this music? How are the colours of the fish shown? (Timbre) How is the movement of the fish shown? (Tempo) How is the size of the fish shown? (Dynamics)</p>	<p>High pitched Low pitch Perform/Performance Pitch Tempo Texture</p>		
<p>Musical Focus: Timbre and rhythmic patterns</p>		<p>Why did I change my voice? Could I have changed my voice in a different way? What is it called when we change the sound? (Timbre) How can you change the timbre of your voice? How can we use instruments or our bodies to make different sounds?</p>	<p>Timbre Structure Texture Rhythm Graphic Score</p>		

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		<p>To know that an instrument or rhythm pattern can represent a character in a story.</p> <p>To know that my voice can create different timbres to help tell a story.</p> <p>To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.</p>			
<p>Musical Focus: Pitch and Tempo</p>		<p>What can superheroes do? (Fly, fast, strong, brave, kind, freeze things, burn things, become invisible.)</p> <p>What happened in the music? (It got faster and faster, and louder.)</p> <p>What does 'pitch' mean? (How high or low a note is.)</p> <p>Can you show me the high and low notes?</p> <p>Can you sing/play a high/low note?</p> <p>Can you show me where the music got faster?</p> <p>What does 'tempo' mean?</p> <p>Can you get gradually faster?</p> <p>To understand that tempo can be used to represent mood or help tell a story.</p> <p>To understand that 'tuned' instruments play more than one pitch of notes.</p> <p>To know that following a leader when we perform helps everyone play together accurately.</p> <p><u>Additional questions</u></p> <p>How does the music make you feel?</p> <p>What happened in the music?</p> <p>How did you know it was about superheroes?</p> <p>How can we make our music more exciting?</p> <p>How can we make our performances better?</p>	<p>Fast</p> <p>Slow</p> <p>Quiet</p> <p>Dynamics</p> <p>Tempo</p> <p>Musical composition</p> <p>Pitch</p>		

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<p>Musical Focus: Vocal and Body Sounds</p>		<p>What did the music remind you of? Why did you move in that way? What was the mood of the music? What do you think the story of the music was?</p> <p>What do you think the weather was like in today's piece? Why do you think that? What clues are there in the music that show us what the weather is like?</p> <p>Who has been to the seaside? What did you do there? What sort of sounds did you hear? What instrument might make that sound?</p> <p>What was the best bit? What could have been better? Could they tell when it was calm or stormy? Did they notice any big changes in dynamics and tempo?</p> <p>Which sound came first? Which came next? Was it loud or quiet? Was it fast or slow? How could you represent that sound? What would the sound look like?</p> <p>To know that dynamics can change how someone listening feels about music. To know that your voice can be used as a musical instrument. To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.</p>	<p>Body percussion Dynamics Graphic score Instruments Sounds</p>		
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