

Newquay Primary Academy – Spring Term 1 Sequence– Music



| | RECEPTION How does music make us feel? | YEAR 1 Superhero- Pulse and Tempo | YEAR 2 West Africa- Call and Response |
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| Prior knowledge... | In EYFS children will express how music makes them feel. | Children can represent their emotions through music. | Children can perform a pattern that gradually gets faster and show their emotions through this piece of music. |
| INTENT | To listen attentively, move and talk about music. Expressing their feelings and responses | To perform a pattern that gradually gets faster (accelerando). | To play either a call and/or response role in time with another pupil. |
| VOCABULARY / STICKY KNOWLEDGE | Breathing, posture, timing. | Accelerando, high pitched, low pitch, perform, performance, pitch, pitch pattern, tempo. | Timbre, dynamics, tempo, call and response, rhythm, structure. |
| SEQUENCE OF LESSONS | <ol style="list-style-type: none"> 1. Sing Nursery Rhymes 2. Play Boom Whackers collaboratively in time. 3. Learn a traditional Cornish song and perform at the St Piran's Day parade. 4. Sing/Dance in Wake and Shake every day 5. Sing our number bonds to five in time. 6. Listen and respond to the Star Wars soundtrack describing how it makes us feel. | <ol style="list-style-type: none"> 1. To understand the concept of pitch. 2. To create a pattern using two pitches. 3. To understand the concept of tempo. 4. To create a superhero theme tune. 5. To perform confidently as part of a group. | <ol style="list-style-type: none"> 1. To create short sequences of sound. 2. To copy a short rhythm. 3. To learn a traditional song from Ghana. 4. To create rhythms based on call and response. 5. To add dynamics (volume) to a structure of rhythms. |
| OUTCOME / COMPOSITE | To perform our Cornish song to celebrate St Piran's Day in a community event. | To contribute to a group composition performance by creating, selecting, combining and performing sounds. | To perform their own composition to a crowd. |