

Newquay Primary Academy –Autumn Term 1 Sequence– Music



| | RECEPTION | YEAR 1 All About Me | YEAR 2 Musical Me |
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| Prior knowledge... | In EYFS children will remember and sing songs. | Children recognise the beat in a piece of music. | Children have played untuned instruments following a beat or pulse. |
| INTENT | To understand that every piece of music has a beat. | To recognise and understand the difference between pulse and rhythm. | To understand how dynamics and timbre changes can affect a piece of music. |
| VOCABULARY / STICKY KNOWLEDGE | Beat, fast, slow, tempo. | Pulse, beat, rhythm, untuned, instrument, pattern, long, short, verse, chorus. | Dynamics, timbres, melodies, melody, composition. |
| SEQUENCE OF LESSONS | <ol style="list-style-type: none"> To sing 'Count to 20' To sing 'Days of the Week' To rap 'All teen numbers start with a 1' To sing 'Tricky Words' To sing nursery rhymes. To listen and respond to music at Diwali describing how it makes us feel. Play Boom Whackers in time to Nursery Rhymes. Explore and describe percussive sounds – fast slow, loud quiet, high low, slow quick. | <ol style="list-style-type: none"> To use my voice and hands to make music. To clap and play in time to the music. To play simple rhythms on an instrument. To listen to and repeat short rhythmic patterns. To understand the difference between pulse and rhythm. | <ol style="list-style-type: none"> To sing and play an instrument at the same time. To choose and play appropriate dynamics and timbres for a piece of music. To use musical notation to play melodies. To use letter notation to write my own melody. To use timbre and dynamics in musical composition. |
| OUTCOME / COMPOSITE | To use their voices expressively and creatively by singing songs and speaking chants and rhymes. | To play untuned instruments musically with an increased understanding of pulse and beat. | To compose and perform a piece using different dynamic levels. |