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|  | ***Music Year One – Acting as a Musician. Singing, playing and Performing.*** | |
| **Key vocabulary** | **Explanation/ definition** | **Key skills and knowledge** |
| Pitch | How high or low a sound is. | To Perform songs from memory, singing collectively at the same pitch. |
| Pulse | The underlying steady beat of music. (This is what we may tap our foot or clap along with.) | Explore using the voice in different ways. |
| Rhythm | Combinations of long and short sounds that convey movement. | Explore using the voice. |
| Unison | Everyone performs together. | To find the pulse in a piece of Music with some support. ( by movement or clapping) |
| Crescendo | Getting louder. | Copy a Rhythm. |
| Diminuendo | Getting quieter. |  |
| Accelerando | Getting faster. |  |
| Rallentando | Getting slower. |
| Stop | Come to an end. |
| Go | Start |
| Loud | Producing much noise. | Explore crescendo( getting louder) and diminuendo ( getting quieter) vocally and instrumentally. |
| Quiet | Make little noise | Explore accelerando ( getting faster) and Rallentando ( getting slower) vocally and instrumentally. |
|  |  | To sing in unison and sing call and response songs. |
|  |  | Respond to simple visual clues e.g stop, go ,loud, quiet. |
|  |  | Begin to use the thinking voice. |

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|  | ***Music Year One – Thinking as a Musician - Transcribing*** | |
| **Key vocabulary** | **Explanation/ definition** | **Key skills and knowledge** |
| Pitch | How high or low a sound is. | To follow pictures and symbols to support singing and playing e.g 4 spots = 4 taps on a drum |
| Pulse | The underlying steady beat of music. (This is what we may tap our foot or clap along with.) | To suggest symbols to represent sounds. Eg a flower = 1 shake of a tambourine. |
| Rhythm | Combinations of long and short sounds that convey movement. | Experiment using Music technology to capture, change and combine sounds. |
| Unison | Everyone performs together. |  |
| Crescendo | Getting louder. |  |
| Diminuendo | Getting quieter. |  |
| Accelerando | Getting faster. |  |
| Rallentando | Getting slower. |
| Stop | Come to an end. |
| Go | Start |
| Loud | Producing much noise. |  |
| Quiet | Make little noise |  |
| Dimensions | The variation in loudness between notes or phrases. |  |
| Symbol | A picture that can represent a sound. |  |
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|  | ***Music Year One – Acting as a Musician. Exploring and Composing.*** | |
| **Key vocabulary** | **Explanation/ definition** | **Key skills and knowledge** |
| Pitch | How high or low a sound is. | Create music as a response to a stimulus ( a rocket launching, moon zoom, a rainstorm, weather, a rock pool , seaside’s long ago.) Choosing and using appropriate instruments to create ideas. |
| Pulse | The underlying steady beat of music. (This is what we may tap our foot or clap along with.) | Experiment with, create, select and combine sounds using the inter-related dimensions. |
| Rhythm | Combinations of long and short sounds that convey movement. |  |
| Unison | Everyone performs together. |  |
| Crescendo | Getting louder. |  |
| Diminuendo | Getting quieter. |  |
| Accelerando | Getting faster. |  |
| Rallentando | Getting slower. |
| Stop | Come to an end. |
| Go | Start |
| Loud | Producing much noise. |  |
| Quiet | Make little noise |  |
| Dimensions | The variation in loudness between notes or phrases. |  |

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|  | ***Music Year One – Thinking as a Musician. Describing.*** | |
| **Key vocabulary** | **Explanation/ definition** | **Key skills and knowledge** |
| Pitch | How high or low a sound is. | Recognise changes in dynamics, tempo and timbre. |
| Pulse | The underlying steady beat of music. (This is what we may tap our foot or clap along with.) | Respond physically to high and low sounds. |
| Rhythm | Combinations of long and short sounds that convey movement. | Name some common hand held percussion instruments and recognise their sounds aurally. |
| Unison | Everyone performs together. | Listen to a variety of music from a range of cultures, traditions and historical periods. |
| Crescendo | Getting louder. | To express own opinion and feelings about the music. |
| Diminuendo | Getting quieter. |  |
| Accelerando | Getting faster. |  |
| Rallentando | Getting slower. |
| Stop | Come to an end. |
| Go | Start |
| Loud | Producing much noise. | Explore crescendo( getting louder) and diminuendo ( getting quieter) vocally and instrumentally. |
| Quiet | Make little noise | Explore accelerando ( getting faster) and Rallentando ( getting slower) vocally and instrumentally. |
| Dynamics | The variation in loudness between notes or phrases. | To sing in unison and sing call and response songs. |
| Tempo | The speed of the music | Respond to simple visual clues e.g stop, go ,loud, quiet. |
| Timbre | The particular tone that distinguishes a sound or a combination of sounds. | Begin to use the thinking voice. |