



The **BIG** Picture

Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how

NC Objectives- 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.

Specific unit outcomes

Pupils who are **secure** will be able to:  
 Make plausible descriptions of the music.  
 Identify a few instruments and the sounds of different sections of the orchestra.  
 Explain what is happening in the music using language relating to emotion.  
 Create a piece of music with some appropriate tempo, dynamic and timbre changes.  
 Suggest appropriate musical timbres for each of the characters and tempo changes for the actions.  
 Perform confidently using appropriate instrumental sounds.

Key skills

- Recognising timbre changes and structural features in music they listen to.
- Listening to and recognising instrumentation.
- Beginning to use musical vocabulary to describe music.
- Suggesting improvements to their own and others' work.
- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- Choosing appropriate dynamics, tempo and timbre for a piece of music.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.

Key knowledge

- To know that musical instruments can be used to create 'real life' sound effects.
- To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.
- To know that stringed instruments, like violins, make a sound when their strings vibrate.
- To know that a brass instrument is played by vibrating your lips against the mouthpiece.
- To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.



Key Vocabulary

orchestra	vocals
instruments	sound effect
strings	timbre
woodwind	dynamics
brass	tempo
percussion	



The **BIG** Picture

Creating sounds to represent three contrasting landscapes: seaside, countryside and city.

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Specific unit outcomes

Pupils who are **secure** will be able to:

Sing, play and follow instructions to perform as a group.  
 Describe music using simple musical vocabulary.  
 Explore multiple ways of making the same sound.  
 Represent the same sound in different ways.  
 Describe how they have adapted a sound using musical vocabulary.  
 Contribute musically to a final performance.  
 Create a piece that clearly represents a particular environment.  
 Extend a piece of music so that it represents three distinct environments.

Key skills

- Listening to and recognising instrumentation.
- Beginning to use musical vocabulary to describe music.
- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- Successfully combining and layering several instrumental and vocal patterns within a given structure.
- Choosing appropriate dynamics, tempo and timbre for a piece of music.
- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- Singing short songs from memory, with melodic and rhythmic accuracy.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.

Key knowledge

- To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.
- To know that 'duration' means how long a note, phrase or whole piece of music lasts.
- To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.



Key Vocabulary

composition	pitch
duration	structure
dynamics	tempo
inspiration	texture
	timbre



The **BIG** Picture

Learning a traditional Ghanaian call and response song, recognising simple notation and composing animal-based call and response rhythms.

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Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
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- 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.

Specific unit outcomes

Pupils who are **secure** will be able to:  
Use tempo, dynamics and timbre in their piece.  
Play in time with their group.  
Use instruments appropriately.  
Successfully sing back the melody line in time and at the correct pitch.  
Play either a call and/or response role in time with another pupil.  
Perform their composition.

Key skills

- Recognising timbre changes in music they listen to.
- Recognising structural features in music they listen to.
- Listening to and recognising instrumentation.
- Beginning to use musical vocabulary to describe music.
- Listening to and repeating a short, simple melody by ear.
- Suggesting improvements to their own and others' work.
- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- Choosing appropriate dynamics, tempo and timbre for a piece of music.
- Using letter name and graphic notation to represent the details of their composition.
- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- Singing short songs from memory, with melodic and rhythmic accuracy.
- Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.

Key knowledge

- To know that dynamics can change the effect a sound has on the audience.
- To know that the long and short sounds of a spoken phrase can be represented by a rhythm.
- To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.
- To understand that the tempo of a musical phrase can be changed to achieve a different effect.
- To understand that an instrument can be matched to an animal noise based on its timbre.



Key Vocabulary

timbre	call and
dynamics	response
tempo	rhythm
	structure



The **BIG** Picture

Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.

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- 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.

Specific unit outcomes

**Children will take part in a Halton Singing Festival with other local children.**

- Pupils who are **secure** will be able to:
- Clap the rhythm of their name.
- Sing the melody accurately while playing their instrument in time.
- Show a range of emotions using their voices.
- Describe the dynamics and timbre of their pieces.
- Play a known melody from letter notation in the right order, if not with the right rhythms.
- Play a new melody from letter notation in the right order, if not in time.
- Invent a melody, write it down and play it back.
- Select instruments with different timbres.
- Compose and perform a piece using different dynamic levels.

Key skills

- Recognising timbre changes and structural features in music they listen to.
- Beginning to use musical vocabulary to describe music.
- Identifying melodies that move in steps.
- Listening to and repeating a short, simple melody by ear.
- Suggesting improvements to their own and others' work.
- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- Successfully combining and layering several instrumental and vocal patterns within a given structure.
- Creating simple melodies from five or more notes.
- Choosing appropriate dynamics, tempo and timbre for a piece of music.
- Using letter name and graphic notation to represent the details of their composition.
- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- Singing short songs from memory, with melodic and rhythmic accuracy.
- Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.
- Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.

Key knowledge

- To understand that 'melody' means a tune.
- To know that 'notation' means writing music down so that someone else can play it.
- To understand that 'accompaniment' can mean playing instruments along with a song.
- To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.



Key Vocabulary

rhythm	beat
pulse	melody
dynamics	notation
timbre	



### The **BIG** Picture

'Music and Movement' is an important part of a child's development and the two naturally go together. On this external course, delivered through Acsent Music Hub, children will engage in a musical activity whilst starting to move unconsciously to the music.

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### Specific unit outcomes

- To understand why songs have actions
- To learn some simple Makaton signs to accompany a song
- Think about the perspectives of others.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.
- To explore beat through body movement
- To express feelings and emotions through movement to music
- To perform action songs to a small audience.



### Key Vocabulary

- Actions • Action songs
- Sign language • Deaf • Communication
- Communicating • Understand
- Lyrics • Verse • Music • Piece
- Composer • Tempo
- Fast • Moderate
- Medium • Slow Music • Dance
- Scarf dance • Perform
- Performance • Audience
- Actions • Action songs
- Sign language • Makaton • Actions • Action songs
- Sign language • • Deaf • Communication
- Communicating • Understand
- Lyrics • Verse