

In KS1, Music is taught alternate terms

Music – Year 1/ 2 Cycle A – year 1 units

		Key Vocabulary
Autumn 2 – Move to the beat – exploring pulse and rhythm	<p>Substantive Knowledge</p> <p>To understand and maintain a steady pulse To recognise and respond to changes in tempo and duration To represent sounds using symbols or simple graphic notation</p> <p>Disciplinary Skills</p> <p>To respond to music through creative movement, sound, or actions To follow simple musical instructions, including starting and stopping together To create and perform simple rhythmic patterns using voice, body, or percussion instruments</p>	<p>Core</p> <p>Pulse; Rhythm; Tempo; Dynamics; High; Low; Long / Short (sounds); Fast / Slow (tempo); Loud / Quiet; Body percussion; Instruments; Structure; Verse</p>
		<p>Essential</p> <p>Notation; Graphic score; Timbre (sound quality: spiky, smooth, slide, tap, rub, shake, scrape); Percussion (classroom instruments: tambourine, woodblock, shaker, drum); Strings (violin, cello, pluck); Conductor</p>
		<p>Desirable</p> <p>Brass instruments (trumpet, horn); Woodwind instruments (oboe, bassoon, contrabassoon); Historical instrument (serpent)</p>
Spring 2 – Exploring sounds	<p>Substantive Knowledge</p> <p>To recognise changes in musical elements such as tempo, pitch, dynamics, and timbre To understand how sounds can be used to represent characters, moods, or stories To begin to understand simple musical structures and symbols (e.g. sequences, pictorial notation)</p> <p>Disciplinary Skills</p> <p>To explore and control vocal and instrumental sounds in different ways To create, select, and organise sounds to compose simple pieces To perform expressively and follow simple musical directions or notation</p>	<p>Core</p> <p>Fast; Slow; Loud; Quiet; High; Low; Long; Short; Repeat; Silence / Pause; Steady tempo; Dynamics; Duration</p>
		<p>Essential</p> <p>Faster / Getting faster; Slower / Getting slower; Softer / Louder / Quieter; Higher / Lower; Smooth; Spiky; Timbre (the quality or colour of a sound); Shake; Tap; Blow; Pluck; Scrape; Style; Mood; Sound effects; Musical score</p>
		<p>Desirable</p> <p>Character (the feeling or personality of the music); Tone of voice (linked to expressive singing or performance); Rewind (used when exploring recorded or digital music playback); Slow motion (linked to composing or movement responses)</p>

<p>Summer 2 – High and Low – Exploring Pitch</p>	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> To recognise and describe changes in pitch using terms such as ‘higher’ and ‘lower’ To understand that pitch can move in steps to create melodies To begin to understand how pitch can be represented using simple or informal notation 	<p>Core Pitch; Higher / Lower; Up / Down; Melody; Notes C D E F G A B C; Scale; Pattern; Repeat; Sound / Silence; Graphic Score; Sequence; Copy; Improve</p>
	<p>Disciplinary Skills</p> <ul style="list-style-type: none"> To use movement, voice, and instruments to respond to and imitate pitch changes To improvise and perform simple melodies that move up or down by step. To create and represent melodic patterns using informal or graphic notation 	<p>Essential Tempo; Speed; Notation; Slide; Stay the same; Rhythm; Loud / Quiet; Getting louder / Getting quieter; Group / Solo; Cuckoo call; Highest / Lowest</p>
		<p>Desirable Songwriting; Lyrics; Clarinet; Flute; Tuba; Cornet; Sousaphone; Double bass; Celeste; Bass drum; Glockenspiel</p>

Music Year 1/ 2 Cycle B – Year 2 Units

		Key Vocabulary
Autumn 2 Time to play – exploring pulse and rhythmic patterns	Substantive knowledge <ul style="list-style-type: none"> To understand and recognise the difference between pulse and rhythm. To know that instrumental timbre and dynamics can change the effect of a rhythm or accompaniment. To understand that pitch can move up and down to form simple melodic patterns. Disciplinary skills <ul style="list-style-type: none"> To sing and play as part of an ensemble, developing coordination through games and songs. To create and perform simple four-beat rhythms, using instruments and voices. To represent rhythmic and melodic patterns using simple symbols or graphic notation. 	Core Pulse / Beat; Rhythm; Tempo; Pattern; Loud / Soft; Fast / Slow; Rest; Repeat
		Essential Four-beat pulse; Melody; Style; Mood; Notation; Verse; Chorus; Ostinato (repeated rhythmic or melodic pattern); Sound pattern
		Desirable Disco (genre/style); Bass drum; Hi-hat
Spring 2 musical moods and pictures	Substantive knowledge <ul style="list-style-type: none"> To understand that songs and music can communicate different emotions and moods. To explore and describe vocal and instrumental timbres, choosing sounds to match a mood, character, or theme. To recognise that songs and soundscapes can be represented through simple graphic symbols. Disciplinary skills <ul style="list-style-type: none"> To use voices, facial expressions, and movement to express mood when singing or performing. To compose and improvise simple music in groups, inspired by themes such as weather. 	Core Fast; slow; loud; soft; timbre; staccato; legato; solo; call and response
		Essential Articulation; Improvise; Texture; Conductor
		Desirable Scrape; tap; blow; shake

	<ul style="list-style-type: none"> To follow and give simple musical instructions when performing as a class or group. 	
<p>Summer 2 - Patterns with pitch – exploring pitch and melody</p>	<p>Substantive knowledge</p> <ol style="list-style-type: none"> To describe and recognise pitch (high/low) and timbre (different instrumental sounds). To understand that pitch can move up and down and represent this through movement or simple notation. To know how tuned percussion can be used to play simple melodies and accompaniments. <p>Disciplinary skills</p> <ol style="list-style-type: none"> To sing songs with accurate pitch matching, adding actions and movement. To use voices and instruments creatively, following simple graphic notations. To prepare and perform songs and music as a class. 	<p>Core High; Low; Loud; Quiet; Fast, Slow; Rhythm; pitch; Pulse; Mood; Perform;</p> <p>Essential Ascending, Descending, Step; Call and response; Pattern; Scale; Melody; legato; staccato; Silence; Conductor; notation; Pentatonic scale</p> <p>Desirable Forte; piano; Pentatonic</p>