



Jerry Clay Academy Subject Knowledge Organiser

Subject Knowledge Organiser Subject: Music Year Group: 1 Term: Autumn

Musical Spotlight Theme: Introducing beat.
Social theme – How can we make friends when we sing together?

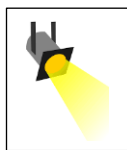
The Elements of Music that build and deepen over time

As lessons progress through the units and year groups, the key learning is repeated, musical skills are reinforced and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding.

To support intense and rapid learning, the musical activities are designed in one of two ways:

1. The activities can be a repeat of the previous week, in order to embed and rehearse key musical skills.
2. The activities can be a repeat of previous musical skills but have different content, in order to strengthen and apply previous musical learning.

As the children move through the Scheme, they acquire new knowledge and skills and deepen their understanding and application of previous learning. This spiral approach leads to deeper, more secure learning and musical mastery.



Year 1 Musical Elements



Pulse/Beat/Metre

Watch, follow, feel and move to a steady beat with others.
Find and enjoy moving to music in different ways.

Respond to the pulse in recorded/live music through movement and dance.

Rhythm

Recognise and clap long sounds and short sounds, and simple combinations.

Perform short, copycat rhythm patterns accurately, led by the teacher.

Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat.

Perform word-pattern chants; create, retain and perform your own rhythm patterns.

Pitch (Melody)

Recognise, sing and play high and low-pitched notes.
Explore singing and playing C, D, E from the C major scale.
Explore singing and playing F, G, A from the F major scale.

Tempo

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.

Dynamics

Talk about loud sounds and quiet sounds and give some examples.

Timbre

Identify different sounds in the environment, indoors and outside.
Identify the sounds of the instruments played in school.
Identify some of the sounds of the instruments heard when listening to music.

Texture

Sing together.
Listen out for combinations of instruments together.

Structure (Form)

Add movement to key sections of a song.
Understand when to sing in a verse and a chorus.

Differentiation

Use the options in the lessons adapt to the needs of the children you are teaching. In most cases, these will be students you probably already know very well from a holistic, learning perspective. Therefore, with these supporting materials and your existing teaching skills, you should be able to deliver any Charanga music lesson in a way that caters appropriately for the diversity in your classroom.

Year 1 Musical Progression Guide

(to use with the Assessment Guide)

Black text: Most children will be working at this expected standard. **Blue text:** Others will be working at greater depth.

Unit 1: How Can We Make Friends When We Sing Together?

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 1	
Tempo: 100bpm	Rhythmic patterns using: Minims, crotchets and quavers	Tempo: 100bpm	Key Signature: C major
Time Signature: 4/4	Melodic patterns: C, G	Time Signature: 4/4	Improvise section using: C, D, E
Key Signature: C major			

Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
Find The Beat	N/A		N/A	N/A	
1-2-3-4-5 (Glockenspiel) 4/4, C major, 132bpm	C, D, E, F, G (Crotchets)	C, D (Minims)	C, D, E	C, D, E	C, D, E, F, G
Head, Shoulders, Knees And Toes	N/A		N/A	N/A	
Shapes (Glockenspiel) 4/4, C major, 96bpm	C, D, E (Crotchets)	C, D (Crotchets)	C, D, E	C, D, E	C, D, E, F, G
We Talk To Animals	N/A		N/A	N/A	
We Are Together (Glockenspiel) 3/4, C major, 124bpm	C, E, G (Crotchets)	C, E (Crotchets)	N/A	N/A	

Musical Styles

Year 1 Unit 1 - How Can We Make Friends When We Sing Together?				
Week	Music/Song	Artist/Composer/Creator	Style	Year of Composition
1	Find The Beat	Joanna Mangona and Pete Readman	Hip Hop	2020/21
2	1-2-3-4-5	Joanna Mangona and Pete Readman	Jazz	2020/21
3	Head, Shoulders, Knees And Toes	Unknown	Hip Hop	1960s
4	Shapes	Joanna Mangona and Pete Readman	Pop	2020/21
5	We Talk To Animals	Joanna Mangona and Rick Coates	Pop	2020/21
6	We Are Together	Joanna Mangona and Pete Readman	Gospel	2020/21
6 (continued)	Piano Sonata No. 11 - III. Rondo Alla Turca	Wolfgang Amadeus Mozart	Classical	1783



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Core Learning of This Unit:

Music knowledge and understanding: The pulse or beat is the heart beat of the music

Listening - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.

Clap and improvise- Listen and clap back, then listen and clap your own answer (rhythms of words)

Singing - To confidently sing or rap songs from memory and sing them in unison.

Playing - Treat instruments carefully and with respect. Play a tuned instrumental part with the song, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader.

Improvising and composing - Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.

Composition - Help to create a simple melody using one, two or three notes.

Performing - Choose a song they have learnt from the Scheme and perform it.

They can add their ideas to the performance.

Record the performance and say how they were feeling about it.

Prior Learning:

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing a range of well-known nursery rhymes and songs
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
- Play instruments with increasing control to express their feelings and ideas
- Explore and engage in music making performing solo or in groups
- Create their own songs or improvise a song around one they know

National Curriculum

Statements: 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

Key Vocabulary:

Pulse/beat, rhythm, pitch, melody/tune, ostinato, unison, improvisation, perform, compose, conductor
Untuned percussion, claves, tambourine, maracas, cabasa, guiro, drum, cymbal, tulip block, wood block,
Tuned percussion – xylophone, chime bars, glockenspiel,
Call and response, Loud/soft, long/short, body percussion

Supporting songs and styles – Old School Hip Hop

Find the beat, Joanna Mangona, Hip Hop.
Rondo alla Turca, Mozart, Classical