



Jerry Clay Academy Subject Knowledge Organiser

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

Musical Spotlight Theme: Adding pitch and rhythm.
Social theme – How does music tell stories about the past?

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.

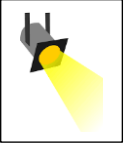
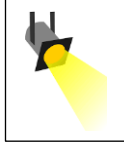
To support intense and rapid learning, the musical activities are designed in one of two ways:

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 2: How Does Music Tell Stories about the Past?

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 1
Tempo: 96bpm Time Signature: 4/4 Key Signature: F major	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: F, C	As Unit 1

Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
Twinkle, Twinkle, Little Star (Glockenspiel) 4/4, D Major, 106bpm	D, E, F# (Crotchets)	D, F# (Crotchets)	D, E, A	N/A	
In The Orchestra	N/A		N/A	N/A	
Daisy Bell (Bicycle Built For Two)	N/A		N/A	N/A	
Dancing Dinosaurs (Glockenspiel) 4/4, C major, 132bpm	C, D, E (Crotchets)	C, D (Crotchets)	C, D, E	N/A	
Rock-a-bye Baby	N/A		N/A	N/A	
I'm A Little Teapot	N/A		N/A	N/A	

Musical Styles

Year 1 Unit 2 - How Does Music Tell Us Stories About The Past?				
Week	Music/Song	Artist/Composer/Creator	Style	Year of Composition
1	Twinkle, Twinkle, Little Star	Jane Taylor	Reggae	1806
2	In The Orchestra	Joanna Mangona and Pete Readman	20th and 21st Century Orchestral	2020/21
3	Daisy Bell (Bicycle Built For Two)	Harry Dacre	20th and 21st Century Orchestral	1892
4	Dancing Dinosaurs	Joanna Mangona and Pete Readman	Pop	2020/21
5	Rock-a-bye Baby	John Newbery (Publisher)	Gospel	c. 1765
6	I'm A Little Teapot	George Harold Sanders and Clarence Z. Kelley	Pop	1939
6 (continued)	Sleigh Ride	Leroy Anderson	20th and 21st Century Orchestral	1948



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

Core Learning of This Unit:

Music knowledge and understanding: Adding pitch and rhythm to a performance

Listening - begin to recognise styles, find the pulse, recognise instruments of the orchestra

Singing – The melody of Twinkle and twinkle jumps up then comes down buy step.

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 D and E.

Composition – Use the graphic score app to create graphic symbols for each instrument sound.

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 –

Twinkle twinkle little star in a reggae style

Sleigh Ride, Leroy Anderson, 20th and 21st century orchestral