



## Jerry Clay Academy Subject Knowledge Organiser

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

Musical Spotlight Theme: Introducing tempo and dynamics  
Social theme – How does music make the world a better place?

### The Elements of Music that build and deepen over time

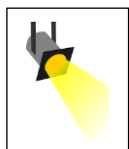
As lessons progress through the units and year groups, the key learning is repeated, musical skills are reinforced and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding.

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



<b>Pulse/Beat/Metre</b>	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.
<b>Rhythm</b>	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.
<b>Pitch (Melody)</b>	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.
<b>Tempo</b>	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.
<b>Dynamics</b>	Talk about loud sounds and quiet sounds and give some examples.
<b>Timbre</b>	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.
<b>Texture</b>	Sing together. Listen out for combinations of instruments together.
<b>Structure (Form)</b>	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 3: How Does Music Make the World a Better Place?

<b>Musicianship: Understanding Music</b>		<b>Musicianship: Improvise Together - Activity 2</b>	
<b>Tempo:</b> 98bpm <b>Time Signature:</b> 4/4 <b>Key Signature:</b> G major	<b>Rhythmic patterns using:</b> Minims, crotchets and quavers <b>Melodic patterns:</b> G, D	<b>Tempo:</b> 96bpm <b>Time Signature:</b> 4/4	<b>Key Signature:</b> F major <b>Improvise section using:</b> F, G, A

Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
If You're Happy And You Know It	N/A		N/A	N/A	
<b>Sing Me A Song</b> (Glockenspiel) 3/4, F major, 176bpm	F, G, A (Minims)	F, G (Minims)	F, G, A	F, G, A	F, G, A, C, D
Sparkle	N/A		N/A	N/A	
Rhythm In The Way We Walk	N/A		N/A	N/A	
<b>Big Bear Funk</b> (Glockenspiel) 4/4, D minor, 109bpm	D, A, C (Crotchets, quavers)	D, C (Minims, crotchets)	D, F, G	D, F, G	D, F, G, A, C
Baby Elephant	N/A		N/A	N/A	

### Musical Styles

Year 1 Unit 3 - How Does Music Make The World A Better Place?				
Week	Music/Song	Artist/Composer/Creator	Style	Year of Composition
1	If You're Happy And You Know It	Unknown	Pop	Unknown
2	Sing Me A Song	Joanna Mangona and Pete Readman	Waltz	2020/21
3	Sparkle	Joanna Mangona and Pete Readman	Pop	2020/21
4	Rhythm In The Way We Walk	Joanna Mangona and Pete Readman	Reggae	2020/21
5	Big Bear Funk	Joanna Mangona and Pete Readman	Funk	2020
6	Baby Elephant	Joanna Mangona and Pete Readman	Lullaby	2020/21
6 (continued)	Cinderella, Op.87: 37 - Waltz-Coda	Sergei Prokofiev	20th and 21st Century Orchestral	1944



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**Core Learning of This Unit:**

**Music knowledge and understanding:** Tempo is the speed of the music. Dynamics is the volume of the music

**Listening** – listen for the tempo and dynamics in the music. Listen to the ballet music for Cinderella. Can you imagine the scene?

**Singing** – Action songs, dance songs, smooth songs and lullabies

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

**Improvising and composing** - Using voices and instruments, improvise or compose a simple melody.

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

They can add their ideas to the performance.

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

**Prior Learning:**

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- 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 –**

Pop, reggae, funk, lullaby  
Cinderella, Prokofiev, 20<sup>th</sup> century orchestral