

Music

Year 1

Term by Term Coverage

Fairisle Infant and Nursery School



Expect Success

Autumn 1: Unit 1: Hey You!

Children will use the skills of listening, playing, singing, improvising, composing and performing through the Charanga Music scheme and games.

By the end of this term, children should know how to:

- find and move to the pulse/beat as they listen to the music
- identify instruments and voices they can hear
- copy and clap the rhythms they can hear and make up their own
- rap and sing 'Hey you' in groups
- play instruments using one or two notes, C or C + G
- improvise using the notes C + G
- compose a simple melody using the notes C + D or C, D + E
- perform to an audience using singing, rapping and clapping



Vocabulary

Pulse/Beat: the heartbeat or steady beat of a song/ piece of music

Rhythm: the combination of long and short sounds to make patterns

Pitch: the range of high and low sounds

Rap: the act of talking over a beat

Improvise: to make up a tune and play it on the spot: there is an assumption that it can never be re-created

Compose : creating and developing musical ideas and 'fixing' these

Melody: another name for a tune

Bass guitar: an electrically amplified musical instrument having four or more heavy strings

Drum: a percussion instrument sounded by being struck with sticks or the hands

Decks: equipment used by DJs, MCs and Rappers to mix sounds from different records and to make sounds like scratching. First used in the late 1970 s

Perform: singing and playing instruments

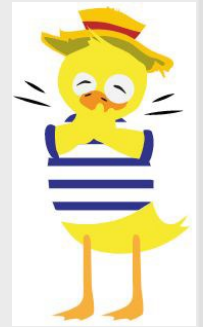
Autumn 2: Unit 2: Rhythm In The Way

We Walk & Banana Rap

Children will use the skills of listening, playing, singing, improvising, composing and performing through the Charanga Music scheme and games.

By the end of this term, children should know how to:

- find and move to the pulse/beat as they listen to the music e.g. march to the beat
- identify instruments and voices they can hear
- copy and clap the rhythms they can hear and make up their own rhythms e.g. the rhythm of their favourite colour
- rap and sing the songs
- recognise pitch as high or low sounds
- compose , perform and share a class performance using rapping, singing and playing



Vocabulary

Pulse/Beat: the heartbeat or steady beat of a song/ piece of music

Rhythm: the combination of long and short sounds to make patterns

Pitch: the range of high and low sounds

Rap: the act of talking over a beat

Singers: a person who sings

Keyboard: a set of keys on a piano or similar musical instrument

Bass: the lowest range/pitch of a voice or musical instrument

Melody: another name for a tune

Guitar: a stringed instrument played by plucking or strumming with the fingers

Trumpets: a brass musical instrument with a flared bell and a bright, penetrating tone

Saxophone: a member of a family of metal wind instruments with a reed like that of a clarinet, used especially in jazz and dance music

Perform: singing and playing instruments

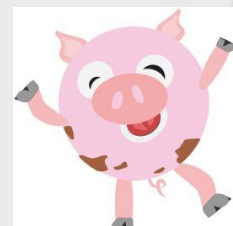
Percussion: the striking of musical instruments to produce tones e.g. a drum. It can also be the act of striking body parts together to produce a sound or the name of a groups of instruments.

Spring 1: Unit 3: In The Groove

Children will use the skills of listening, playing, singing, improvising, composing and performing through the Charanga Music scheme and games.

By the end of this term, children should know how to:

- listen, move and dance to the six different music styles in this unit (Blues, Baroque, Latin, Irish Folk, Funk)
- find and move to the pulse/beat and dance to the groove as they listen to the music
- copy and clap the rhythms they can hear and make up their own
- sing the song in all the different styles
- play instruments using one or two notes, C or C + D
- improvise and play using the notes C + D
- compose a simple melody using the notes C + D or C, D + E



Vocabulary

Blues: a type of slow, sad music, originated from the southern US, in which the singer typically sings about their difficult life or bad luck in love.

Baroque: the heavily decorated style in buildings, art and music that was popular in Europe in the 17th century or early 18th century.

Latin: Music that has the representative sound and style of the native music from Latin America (and Caribbean) countries containing strong African influences.

Irish Folk: traditional music from Ireland usually performed by instruments e.g. the fiddle, flute, pipes etc.

Funk: music that combines elements of rhythm and blues and soul music and that is characterized by a percussive vocal style, static harmonies, and a strong bass line with heavy downbeats

Pulse/Beat: the heartbeat or steady beat of a song/ piece of music

Rhythm: the combination of long and short sounds to make patterns

Pitch: the range of high and low sounds

Compose : creating and developing musical ideas and 'fixing' these

Improvise: to make up a tune and play it on the spot: there is an assumption that it can never be recreated