

What Prior Knowledge should students have?

- Sing a range of well-known nursery rhymes and songs – increasingly matching pitch with others
- Perform songs, rhymes, poems and stories with others, and - when appropriate – try to move in time with music
- Express their thoughts and feelings through musical instruments

What Skills will students learn (Disciplinary Knowledge)

- Using our voices expressively and creatively by singing songs
- Playing tuned and untuned instruments musically
- Listen with concentration and appraise a range of music from around the world
- How to experiment with, create and improvise sounds using the inter-related dimensions of music (pitch, rhythm, pulse etc)

What key knowledge will be taught (Substantive Knowledge)

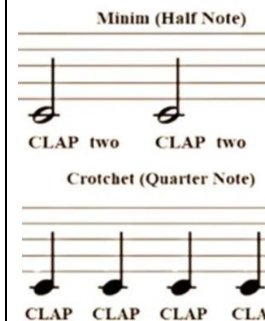
- Meaning of key terminology (tempo, pulse, pitch, rhythm)
- Being able to find and follow the pulse through movement and clapping
- How to produce sounds on a range of tuned and untuned instruments (hitting for percussion, shaking shakers)
- How to represent high and low sounds, long and short sounds, using symbols or any appropriate means of notation (graphic score, dot notation)
- A new song will be listened and appraised each week (genre, instruments used,

Key Vocabulary

Definition

Key Vocabulary	Definition
Tempo	The speed of a beat: steady, fast or a slow beat.
Pulse/Beat/Metre	The steady beat of a piece of music.
Pitch (Melody)	High and low-pitched notes.
Rhythm	The combination of long and short sounds.
Crotchet	A quarter note
Minim	A half note

Diagram



In a bar of 4 (four beats) a minim is held for two beats.

In a bar of 4 (four beats) a crotchet is held for one beat.