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| **Goonhavern Primary School- Music** | | |
| **TOPIC: How does music make the world a better place?** | **YEAR: 1** | **STRAND: Introducing tempo and dynamics** |

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| **What should I know already?** | **What will I know by the end of the unit?** |
| I am able to sing songs and make pieces of music using a range of sounds. I can improvise on a glockenspiel or xylophone. I can recognise high and low notes. I can play and sing songs by ear. | I can improvise using the notes D, F and G on a glockenspiel or xylophone. |
| I can move to the beat and sing along to songs as a group. |
| I can recognise and clap back quavers, crotchets and minims (as short short, short and long notes and fruits) as well as rests. |
| I can recognise loud and quiet sounds. |
| I can compose a simple melody using music technology. |
| I can create a graphic score to record my composition. |
| **School Values** | |
| **Five Ways to Wellbeing** | |

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| **Vocabulary** | |
| Improvise | To create and perform without preparation. |
| Composition | To make up a piece of music. |
| Quavers | A musical note worth half a beat. |
| Crotchets | A musical note worth one full beat. |
| Minims | A musical note worth two full beats. |
| Melody | A sequence of single notes that makes a musical tune. |
| Graphic Score | An image or picture with symbols to represent notes. |
| Notes | A written sign to represent the pitch and duration within music. |
| Beat | A regular, rhythmic (and sometimes strong) sound. |
| Rests | A pause within a piece of music (usually a full one beat note). |

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| **Image/diagram that helps me to articulate my knowledge/understanding** | **Investigate!** |
|  | What piece can you create using the notes D, F and G on a glockenspiel or xylophone?  What rhythms can you make using quavers, crotchets, rests and minims when clapping?  Explore using music technology to create a new piece of music. |