



Year 1 – Music Knowledge Organiser

Music

Music will be taught weekly in Year 1 and will be the beginning of a spiral curriculum, with skills being revised and developed throughout the childrens' journey through KS1 and KS2. Our aim is to foster a love of music in our children, whether that be instrumental, vocal or purely the joy in experiencing music; and give them the tools, skills and knowledge to move forward in their musical education in any direction they should choose.

Key Questions

- Which instruments can I hear?
- What are the different musical instruments in an orchestra?
- What different musical styles do I enjoy?
- How can I use my body to make different sounds?
- What different sounds can I make with my voice?



Key Vocabulary in Year 1

instrument - A device used to play music.



pitch - How high or low a note sounds.



rhythm – The music's pattern in time.



dynamics – How loud or quiet a sound is.

Dynamics					
Softest		----->		Loudest	
Symbol:	<i>pp</i>	<i>p</i>	<i>mp</i>	<i>mf</i>	<i>f</i> <i>ff</i>
Italian:	Pianissimo	Piano	Mezzo Piano	Mezzo Forte	Forte Fortissimo
English:	Very Soft	Soft	Medium Soft	Medium Loud	Loud Very Loud

A selection of instruments of the orchestra

Strings:

violin



viola



cello



double bass



harp



Woodwind:

clarinet



bassoon



flute



oboe



Brass:

french horn



trumpet



trombone



tuba



Percussion:

timpani drums



triangle



tambourine



cymbal



xylophone



An overview of our Year 1 Music Curriculum:

Autumn Term: While we settle the children into the National Curriculum, we will be introducing them to body percussion, pulse and beat. We will then consider the orchestra and different instruments which will include a visit to Warwick Hall to watch and learn with some young musicians. In our Explorers of the Wild theme, Steve Reich's piece, 'Different trains', will be our stimulus for learning how to use technology to combine and layer sounds.

Spring Term: During our Australia Learning Theme, children will use the Aboriginal piece 'Kalkani' as a stimulus for some art and call and response games. 'Inanay', an Aboriginal lullaby, will be a focus for our singing. We will focus on Peter and the Wolf, considering why certain instruments have been chosen to represent different characters. We will then use Boomwhackers in different ways to represent the animals in Julia Donaldson's 'Monkey Puzzle'.

Summer Term: Sea shanties will engage the children in singing, composing and writing their own musical scores this term, alongside using a variety of different untuned percussion to tell a story, and the year of music will end with learning a song all about growing and changing to link with our topic 'Get Set...Grow'.

Home Learning Suggestions

- Listen to your favourite song and write down some of the instruments you think you can hear.
- Try dancing to a piece of music you like. How does it make you feel? Can you dance in time to the beat/pulse?
- Can you clap a long to a piece of music?