

# Year 1

How **sounds** can be made and changed

	Skills	Understanding	Key words
Sing 1	<ul style="list-style-type: none"> <li>a) Can sing/chant simple songs with small range (e.g. mi-so) in time with others (by memory), mostly matching pitch (unison/call and response)</li> <li>b) Can make different vocal sounds.</li> <li>c) Can tap pulse whilst singing.</li> </ul>	<ul style="list-style-type: none"> <li>a) Voice can make different sounds.</li> <li>b) High/Low pitch</li> <li>c) Loud/quiet dynamic</li> <li>d) Fast/Slow tempo</li> </ul>	<p>Words used by teacher but not necessarily fully understood:</p> <ul style="list-style-type: none"> <li>• Pitch</li> <li>• High/Low</li> <li>• Dynamic</li> <li>• Loud/Quiet</li> <li>• Tempo</li> <li>• Fast/Slow</li> <li>• Pulse</li> <li>• Beat</li> <li>• Rhythm</li> <li>• Instrument names (especially percussion instruments they might play)</li> <li>• Rhythmic vocalisations using appropriate syllabic words (e.g Ta Tete).</li> </ul>
Perform 2	<ul style="list-style-type: none"> <li>a) Can follow instructions/gestures e.g start/stop</li> <li>b) Can keep a regular pulse at varying tempos.</li> <li>c) Can play simple rhythms in time.</li> <li>d) Can follow simple graphic notation</li> <li>e) Can play some percussion instruments with control.</li> <li>f) Can show the skills to be a good audience</li> </ul>	<ul style="list-style-type: none"> <li>a) Start to understand the difference between pulse and rhythm.</li> <li>b) Start to understand basic dynamics, pitch, tempo,</li> <li>c) Sound can be represented through pictures and signs.</li> </ul>	
Listen/ Appraise 3	<ul style="list-style-type: none"> <li>a) Can respond to fast/slow, high/low, loud/quiet, long/short through movement or verbally.</li> <li>b) Can identify sounds in order.</li> <li>c) Start to identify some instruments by name and sound.</li> <li>d) Can express an opinion about a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>a) Music can convey meaning.</li> <li>b) Music can have an order (structure)</li> <li>c) That different instruments can make different sounds.</li> <li>d) Start to understand some simple musical vocabulary.</li> <li>e) Music comes in different styles and from different times and places.</li> </ul>	
Create 4	<ul style="list-style-type: none"> <li>a) Put sounds in order to create a 'picture' or story.</li> <li>b) Create a range of different sounds with given instruments.</li> <li>c) Create simple rhythms using words.</li> <li>d) Create simple graphic notation.</li> </ul>	<ul style="list-style-type: none"> <li>a) How sounds can make a descriptive piece of music.</li> <li>b) How to turn words into rhythms</li> </ul>	