



Music

Pulse and Timbre

Year 1

Autumn 1

Key Vocabulary

Body percussion	The different sounds you can make with your body; e.g. clap, swish, click
Chant	Speaking together
dynamics	How loud or quiet a sound is
pulse	The heart beat of music which every singer or player uses to make music
Scraped, shaken or tapped	The different ways non-percussion instruments can make a sound
singing	Movement of pitch in the voice
timbre	A description of the sound made by an instrument; e.g. tap, harsh
Thinking voice	When you think a rhythm or phrase in your head and no sound is made

Percussion Instruments

Claves	
Tambour	
Triangle	
Wooden agogo	
Wood block	

Songs

- Can you tap your shoulders?
- Have you bought your singing voice?
- Hello how are you?
- Hey, hey, look at me
- This is Oscar
- Who has the penny?

Statutory Requirement

Key stage 1

Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Skills

Pupils will be taught to:

- Speak and chant together
- Sing songs showing increasing vocal control
- Sing songs in different styles with enjoyment
- Co-ordinate actions to a pulse, to go with songs
- Sing in time to a steady beat
- Demonstrate increased control, care and knowledge of untuned percussion instruments
- Play instruments by shaking, tapping, scraping
- Play instruments to a steady beat
- Demonstrate control by playing loudly, quietly, fast, slow
- Explore the timbre of sounds made by the body, voice and instruments
- Add sound effects to a story

Listening to Famous Composer

Nathan Evans
– sea shanty
(performer)

The Wellerman Song

c1860 - 1870

- Strong sense of pulse
- Strong sense of structure
- Listen for, and join in, on the pulse with body percussion
- Join in, on the pulse with instruments