



## **Music coverage 2014/15 Year 1**

Using Jesus' example we aim to give our children 'the roots to grow and the wings to fly'

<p><b>Controlling sounds through singing and playing (performing)</b></p> <ul style="list-style-type: none"> <li>▪ Take part in singing.</li> <li>▪ Follow instructions on how and when to sing/play an instrument.</li> <li>▪ Take notice of others when performing.</li> <li>▪ Make and control long and short sounds (duration)</li> <li>▪ Imitate changes in pitch– high and low.</li> </ul>	<p><b>Creating and developing musical ideas (composing)</b></p> <ul style="list-style-type: none"> <li>▪ Make a sequence of long and short sounds with help (duration).</li> <li>▪ Clap longer rhythms with help.</li> <li>▪ Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre).</li> </ul>
<p><b>Responding and reviewing (appraising)</b></p> <ul style="list-style-type: none"> <li>▪ Hear the pulse in music.</li> <li>▪ Hear different moods in music.</li> <li>▪ Identify texture– one sound or several sounds?</li> <li>▪ Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</li> </ul>	<p><b>Listening and applying knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>▪ Explore how to make structures stronger.</li> <li>▪ Listen for different types of sounds.</li> <li>▪ Know how sounds are made and changed.</li> <li>▪ Make sounds with a slight difference, with help.</li> <li>▪ Use voice in different ways to create different effects.</li> </ul>