

Year One: Pitch and Tempo (Superheroes)

Musical Style: Film and television music

In this unit, I will:

- explain what pitch means.
- identify whether a note is higher or lower.
- create a pattern using two pitches.
- explain what tempo means.
- identify simple tempo changes in music.
- perform a pattern that gradually gets faster.



Important Words

Accelerando	A musical term to describe when the speed of the music gets faster and faster.
Compose	To create or write an original (new) piece of music.
Pitch	How high or low a sound is.
Tempo	The speed of the music (fast or slow).
Percussion Instruments	Instruments which are played by shaking, tapping or scraping with your hand or a beater.

Instruments:

Tuned Percussion

Percussion instruments that you can play tunes on.



Glockenspiel



Hanging chime bars



Xylophone

Untuned Percussion

Percussion instruments that you cannot play tunes on.



Drum



Maracas



Tamborine



Claves



My Berkswich CE

Music Journey Year One

Spring Two

 **Performing**
 **Listening**
 **Vocabulary**
 **Composing and Improvising**

 **History of music**
Elements of music help us with all of the key ideas (duration, pitch, dynamics, timbre, structure, texture and tempo)

Listen and engage, perform and create music.

Baroque (exploring structure and style) Film Music (impacting an audience) Fingal's Cave (dynamics, pitch and tempo)

    
Composing and Performing a Leaver's Song (theme and variations) Pop Art (harmony and control) Songs of WWII (looping and remixing) Musical Theatre (Combining Performances)

Y6

    
Ancient Egypt (compositional notation) South and West Africa (chords and rhythms) Dance Music (looping and remixing)

North America (instrumental unit six) India (instrumental unit five) Indonesia (instrumental unit four)

    
Samba and Carnival sounds and Instruments Rivers (changes in pitch, tempo and dynamics) Rock and Roll (bass lines)

Y4

South Africa (instrumental unit one) Caribbean (instrumental unit two) South America (instrumental unit three)

    
Pentatonic Scales (melodies and composition) Jazz (syncopated rhythm) India (traditional instruments and improvisation)

On This Island: British Songs and Sounds (contrasting compositions) Musical Me (letter notation) Animals (West African call and response)

    
Myths and Legends (texture) Space (dynamics, timbre, tempo and motives) Traditional Western Stories (orchestral instruments)

Snail and Mouse (Tempo) Fairy tales (timbre and rhythmic patterns) By the Sea (vocal and body sounds)

Y2

    
All About Me (pulse and rhythm) Under the Sea (musical vocabulary) Superheroes (pitch and timbre)

Big Band Transport Musical Stories Music and Movement Celebration Music Exploring Sound

Learning is developed from the seven areas of the EYFS curriculum.

EYFS

EYFS prepares the way ahead, repeating each EYFS unit in N and R at a deeper level to provide the opportunity to: develop a growing awareness of themselves as musicians, to enjoy diversity in music, sing well-known nursery rhymes and songs with increasing accuracy, perform with others and enjoying moving in time. Children develop a wide musical vocabulary and an enjoyment of making their own music. EYFS learning opportunities provides a structure in which to develop learning into Key Stage One and beyond.