



# Year 1 Music Subject Map



Musical Vocabulary	Pulse and Rhythm	Animal Pageant	Pitch and Tempo	Timbre and Rhythm	Classical music dynamics
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## DRIVER WORDS

EYFS

Year 1

Year 2

Explore Listen Respond Engage

Sing

Play

Experiment

Describe

## MUSIC AGE RELATED EXPECTATIONS

### LISTENING

1. Recognising and understanding the difference between pulse
2. Understanding that different types of sounds are called timbres.
3. Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).
4. Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.
5. Describing the differences between two pieces of music.
6. Expressing a basic opinion about music (like/dislike).
7. Listening to and repeating short, simple rhythmic patterns.

### COMPOSING

9. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.
10. Combining instrumental and vocal sounds within a given
11. Creating simple melodies using a few notes
12. Choosing dynamics, tempo and timbre for a piece of music
13. Creating a simple graphic score to represent a composition.

### PERFORMING

15. Using their voices expressively to speak and chant
16. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.
17. Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.
18. Copying back short rhythmic and melodic phrases on percussion instruments.
19. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.

## INTER-RELATED DIMENSIONS OF MUSIC

### PITCH

21. To understand that pitch means how high or low a note sounds.
22. To understand that 'tuned' instruments play more than one pitch of notes.

### DURATION

23. To know that rhythm means a pattern of long and short notes

### DYNAMICS

24. To know that dynamics means how loud or soft a sound is.
25. To understand that sounds can be adapted to change their mood, eg through dynamics.

### TEMPO

26. To know that the 'pulse' is the steady beat that goes through music
27. To know that tempo is the speed of the music

### TIMBRE

28. To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch
29. To know that my voice can create different timbres to help tell a story.

### TEXTURE

30. To know that music has layers called 'texture'.

### STRUCTURE

31. To know that a piece of music can have more than one section, eg a verse and a chorus.

### NOTATION

32. To understand that music can be represented by pictures or symbols.

## MUSIC VOCABULARY

pulse, rhythm, pitch and dynamics. Instrumental families, instrument, wind, string, percussion, brass. Body percussion, opinion, musical cues, leader, conductor, notes, tune, pattern, rhythmic pattern, melody, composition, Singing, chants, rhymes, play, tunes instruments, untuned instruments, listen, high-quality live music, high quality recorded music, experiment, create sounds, select sounds, combine sounds.