

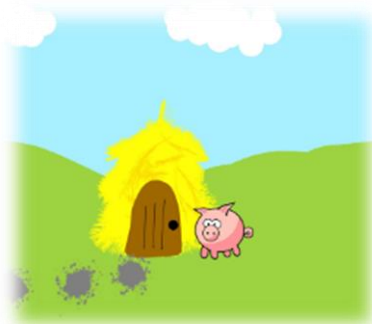


St James' Church of England Primary School

Music Overview Sheet



Year 1 – Timbre & rhythmic pattern: Fairy Tales



Unit Outcomes: Pupils who are **secure** will be able to:

- Chant the well-known phrase, "I'll huff..."
- Make changes to their voices to represent a character.
- Choose a suitable sound to represent a specific point in a story.
- Play a rhythmic pattern along with their spoken words.
- Identify and hold up the correct sign to correspond to some music.
- Play/chant along with the elements of a story with prompting from the teacher.

Key Skills:

- Recognising and understanding the difference between pulse and rhythm.
- Understanding that different types of sounds are called timbres.
- Recognising basic tempo, dynamic and pitch changes.
- Describing the character, mood, or 'story' of music they listen to (verbally or through movement).
- Describing the differences between two pieces of music.
- Listening to and repeating short, simple rhythmic patterns.
- Listening and responding to other performers by playing as part of a group.
- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.
- Combining instrumental and vocal sounds within a given structure.
- Choosing dynamics, tempo and timbre for a piece of music.
- Using their voices expressively to speak and chant.

Overview:

Lesson 1: **Timbre and rhythmic patterns: Character voices** To use voices expressively to speak and chant
Lesson 2: **Timbre and rhythmic pattern: Starting with instruments** To select suitable instrumental sounds to represent a character
Lesson 3: **Timbre and rhythmic patterns: Rhythms** To compose and play a rhythm
Lesson 4: **Timbre and rhythmic patterns: Responding to music** To recognise how timbre is used to represent characters in a piece of music
Lesson 5: **Timbre and rhythmic patterns: Keeping the pulse** To keep the pulse using untuned instruments

Cross-Curricular Ideas

Key Vocabulary

Timbre, pulse, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, french horn, flute

Impact/Assessment

Most Children will: • Chanting "I'll huff ..." and by making changes to their voice to represent a character. • Choosing a suitable sound to represent a point in the story. • Playing their rhythmic pattern along with their spoken words. • Identifying and holding up the correct sign to correspond to the music. • Playing/chanting along with the elements with prompting from the teacher.

More Able Children will: • Confidently demonstrating changes they have made to their voice for different characters. • Explaining why they chose a particular sound to represent that part of the story. • Playing more complex rhythms whilst keeping their spoken phrase in their head. • Recalling the instruments used for each character. • Taking part with greater independence in all elements of the final composition.