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|  | <p>Year group: Year 1</p> | <p>Area/topic: Pitch</p> |
| <p>(objectives from NC /ELG /Development matters)</p> <p>Key Stage 1 National Curriculum Objectives:</p> <ul style="list-style-type: none"> • Understand and explore pitch and duration • Understand and explore appropriate musical notations • Use voices expressively and creatively by singing songs • Perform with others. • Play tuned instruments musically. <p>Objectives taken from Active Music:</p> <ul style="list-style-type: none"> • To experiment with different types of voices and to establish the difference between the speaking and singing voice. • To understand how sounds can be changed from high to low and to begin to pitch-match on one note. • To continue to experiment with different vocal sounds. • To pitch-match and sing solos on the notes So and Mi. To establish whether their pitch is the same or different to another. • To gain more accuracy in pitch-matching on the notes So and Mi. • To consolidate understanding of high and low notes. • To play tuned instruments to a steady pulse/ accurate rhythm as an accompaniment to singing. • To learn to make higher and lower sounds with voices in response to gestures and visual patterns. • To follow a scale as it goes up and down with singing and actions. • To play tuned instruments to a steady pulse/ accurate rhythm as an accompaniment to singing. • To learn to pitch-match and sing solos on the notes So, Mi and La . • To play tuned instruments to a steady pulse to accompany singing. To show recognition of pitch changes through actions. • To sing songs containing the notes So Mi La with increasing accuracy. • To create musical patterns by writing 4 -beat rhythm and pitch phrases, practising and performing them in groups | | |

| Prior learning | Future learning |
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| <p>In Reception:</p> <p>Objectives taken from Active Music:</p> <ul style="list-style-type: none"> • To recognise and explore how verbal sounds can be changed. • To establish the difference between the speaking and singing voice. • To listen and respond to a specific pitch and to try to echo at the same pitch. • To establish whether their pitch is the same or different to another. | <p>In Year 2:</p> <p>Key Stage 1 National Curriculum Objectives:</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play untuned instruments musically. • Understand and explore pitch and duration |

- To sing short phrases independently.
- To sing a simple song from memory.
- To engage in singing and movement.
- To feel the pulse and rhythm of the song through a variety of media including voice, body percussion and tuned instruments.
- To sing short phrases independently.
- To engage in singing games with 3 notes.
- To recognise how sounds can be longer or shorter, higher or lower.
- To reinforce pulse, rhythm and pitch skills using a 2-note song.
- To hear the difference between the pulse and the rhythm and to play tuned instruments accordingly.
- To sing solos on 2 notes.
- To improvise instrumental patterns and internalise and recall higher and lower sounds.

- Understand and explore appropriate musical notations
- Perform with others.

Objectives taken from Active Music:

- To understand the difference between the singing and the speaking voice.
- To experiment with different timbres of voice.
- To pitch-match and sing solos on the notes So and Mi
- To reinforce understanding of high and low notes.
- To learn to sing the notes So and Mi to accurate pitch. To sing solos on So and Mi.
- To keep to a steady pulse.
- To learn to sing the solfa names of So and Mi and to use the hand signs.
- To read and sing from notation using Ta, Te-te and So and Mi.
- To keep a steady pulse and clap an accurate rhythm using the rhythm names Ta and Te-te.
- To read and sing from rhythm and pitch notation using solfa names with hand signs - So and Mi.
- To sing solos.
- To internalise and recall melodic phrases.
- To play tuned instruments to a steady pulse as an accompaniment to singing.
- To improvise instrumental patterns.
- To learn a new pitch and solfa note and the hand sign - La.
- To listen with concentration and to internalise and recall sounds with increasing aural memory.
- To play tuned instruments to the rhythm and to the pulse.
- To show recognition of changes in pitch

| What pupils need to know or do to be secure | |
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| Key knowledge and skills | Possible evidence |
| Children will be able to pitch-match and sing solos on the notes So, Mi and La. | Teachers can record performances. |
| Key vocabulary | |
| Beat, pulse, rhythm, pattern, rest. | |
| Common misconceptions | Books linking to this area |
| Children may struggle to maintain a steady beat. Children may struggle to read and interpret 4-beat rhythm patterns. | All Join In- Quentin Blake |
| Memorable first hand experiences | Opportunities for communication |
| Collective Worship performances. | Children will communicate through songs, chants and rhymes. |

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Reasonable adjustments for pupils with SEND

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| <p>Communication and Interaction</p> <p>Children do not have to sing words when performing chants and rhymes, they can just play along to steady beat.</p> | <p>Cognition and Learning</p> <p>Teacher could use metronome app to support children keeping a steady beat.</p> |
| <p>Social, Emotional and Mental health</p> <p>Children can work in smaller group or with 1:1.</p> | <p>Sensory and Physical</p> <p>Children can use different musical instruments to keep a steady beat, or ear defenders.</p> |