

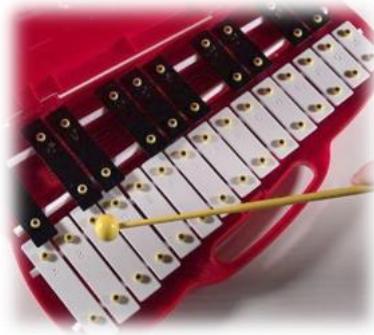


St James' Church of England Primary School

Music Overview Sheet



Year 1 – Pulse & Rhythm: All About Me



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

- Clap the rhythm of their name.
- Clap in time to music.
- Sing the overall shape of a melody.
- Play in time to music.
- Copy and create rhythms based on word patterns.
- Play on the pulse.

Key Skills:

- Recognising and understanding the difference between pulse and rhythm.
- Describing the character, mood, or 'story' of the music they listen to (verbally or through movement).
- Listening to and repeating short, simple rhythmic patterns.
- Listening and responding to other performers by playing as part of a group.
- Combining instrumental and vocal sounds within a given structure.
- Using their voices expressively to speak and chant.
- Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.
- Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments.
- Copying back short rhythmic and melodic phrases on percussion instruments.

Overview:

Lesson 1: Pulse and rhythm: My favourite things To use my voice and hands to make music

Lesson 2: Pulse and rhythm: You've got a friend To clap and play in time to the music

Lesson 3: Pulse and rhythm: Dance, dance, dance To play simple rhythms on an instrument

Lesson 4: Pulse and rhythm: Happy To listen to and repeat short rhythmic patterns

Lesson 5: Pulse and rhythm: Practice makes perfect To understand the difference between pulse and rhythm

Cross-Curricular Ideas

Key Vocabulary

Rhythm, pulse

Impact/Assessment

Most Children will: • The ability to clap the rhythm of their name; the ability to clap in time to the music; the ability to sing the overall shape of the melody. • The ability to clap the rhythm of their name; the ability to clap in time to the music; the ability to sing the overall shape of the melody; the ability to play in time to the music. • The ability to clap the rhythm of their name; the ability to clap in time to the music; the ability to sing the overall shape of the melody; the ability to play in time to the music. • The ability to copy rhythms and to create rhythms based on word patterns. • The ability to copy rhythms and play on the pulse.

More Able Children will: • The ability to clap the rhythm of their name in time when it was their turn; the ability to sing the melody accurately; the ability to clap and sing at the same time. • The ability to clap the rhythm of their name in time when it was their turn; the ability to sing the melody accurately; the ability to play and sing at the same time; the ability to respond to tempo changes ('Wrapping up' activity). • The ability to clap the rhythm of their name in time when it was their turn; the ability to sing the melody accurately; the ability to play and sing at the same time; the ability to respond to tempo changes ('Wrapping up' activity). • The ability to make up rhythms without a verbal stimulus (i.e. not based on words). • The ability to make up rhythms without a verbal stimulus (i.e. not based on words).