



Year group: 1

Area/topic: Pitch

In Year 1

Key Stage 1 National Curriculum Objectives:

- 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.

Objectives taken from Active Music:

- 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
<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. • 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. 	<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 • Understand and explore appropriate musical notations • Perform with others. <p>Objectives taken from Active Music:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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
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What pupils need to know or do to be secure	
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
Nativity performance. Collective Worship performances.	Children will communicate through songs, chants and rhymes.

DCINS Reasonable adjustments for pupils with SEND

<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>