



Year 1 - A2 Voice - Music Knowledge Or-

What I already know...

In EYFS I built a repertoire of songs and dances.

I explored the different sounds of instruments.

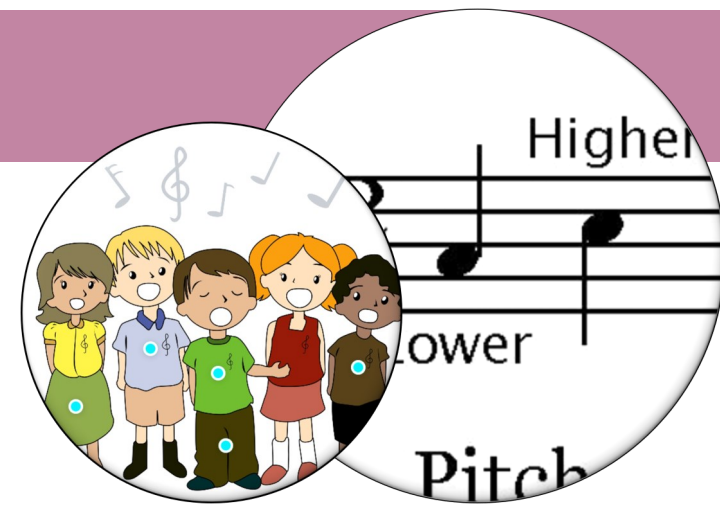
I experimented with ways of changing songs, beats and dances.

What I will learn...

- I can sing and perform songs, which contain a small range of notes (3-5 notes for example), with growing confidence.
- I can follow performance instructions including starting and stopping with accuracy.
- I can recognise and represent higher and lower sounds using graphic notation.
- I can comment on my own performance.

Key Vocabulary

| | |
|---------------|---|
| Dynamics | The volume of sound |
| Graphic score | Representation of music without using common notation |
| Melody | The tune |
| Pause | Hold the note longer than usual |
| Pitch | How high or low a note is |
| Pitch-match | Sing the same pitch as the leader |
| Pulse | The regular 'heartbeat' of a piece, holding the core timing together in a piece of music. |
| Tempo | The speed at which a piece of music is played |



Making a difference at The

Singing can give us a real sense of community, when we sing in assembly it brings us together as one. We sing together as The Merton and not our year groups. This feels particularly special after the disruption of the pandemic. Our voice can be used in so many different ways to help make a difference and bring a little joy into our lives. The skills that we are learning this term will help to prepare us for our Christmas performance where we hope to spread a little festive joy.

Making a difference at home

Why don't you practise your singing and performing skills at home! Can your family members notice your high and low sounds? Who can make the lowest sound in your family and who can make the highest?

Do you enjoy singing with your family? What songs do you listen to or sing as a family?