

## Autumn 1 Music CPS Years 1 - 3

Year Group	Year 1 (Dimensions)	Year 2 (Rhythm)	Year 3 (WCIT)
<b>5<sup>th</sup> September</b>	LO: To identify and match sounds I can hear with their sources.	LO: To revise our understanding and vocabulary of tempo and clap the beat of a variety of pieces performed at differing tempi.	LO: To learn the parts of the recorder, the recorder family and appropriate posture and hand positions to play it.
<b>12<sup>th</sup> September</b>	LO: To understand timbre and describe different sounds according to their quality or character.	LO: To clap back rhythms accurately, acting as caller and responder, and record them in writing using Kodaly stick notation.	LO: To adopt the correct breathing and tonguing to produce a note on the recorder and learn to play the note B.
<b>19<sup>th</sup> September</b>	LO: To discover sounds around the school and notate them and describe them in terms of their timbre.	LO: To define crotchets, quavers and rests and correctly read stick notation rhythms using these beat durations.	LO: To play the notes B, A and G accurately and tunefully on the recorder and recognise them on a staff using staff notation.
<b>26<sup>th</sup> September</b>	LO: To understand pitch and describe shrill and deep sounds using musical vocabulary.	LO: To compose and notate our own rhythms using stick notation and perform them using a variety of body and untuned percussion.	LO: To read recorder music using B, A and G on a staff, plus compose and notate our own recorder melodies using these three notes.
<b>3<sup>rd</sup> October</b>	LO: To explore and notate musical instruments in the Music Room and beyond according to their pitch.	LO: To understand duple and triple time signatures, emphasizing the first beat in performance and notation.	LO: To play the notes High C and High D accurately and tunefully on the recorder and recognise them on a staff using staff notation.
<b>10<sup>th</sup> October</b>	LO: To link timbre and pitch to emotions and how different sounds can make us feel through listening and performing.	LO: To identify and perform changes of tempo – accelerando, rallentando and ritenuto – focusing on Ravel's Bolero as an example.	LO: To read recorder scores using B, A, G, High C and High D and compose and notate our own recorder melodies using them.
<b>17<sup>th</sup> October</b>	LO: To employ timbre and pitch to compose a group musical story using untuned and tuned percussion.	LO: To compose and conduct our own untuned and tuned percussion compositions with duple or triple time ostinati and changes of tempo.	LO: To rehearse as an ensemble and prepare for performance recorder pieces using B, A, G, High C and High D