



# Hallcroft Infant & Nursery School



## Music Lesson Sequence

**Spring 1 - Year 1**

**Dynamics**  
**(Theme: Seaside)**

### What we already know, remember and can do:

- Demonstrate slow and fast with their bodies and voices.
- Demonstrate slow and fast beats while saying a rhyme and using an instrument.
- Perform a song using a singing voice.
- Perform with an instrument.
- Observe others and move, speak, sing and play appropriately.
- Sing in time from memory, with some accuracy.
- Keep a steady pulse.
- Move, speak, sing and play demonstrating slow and fast beats.

	Learning Objective	What will be known and remembered (Substantive)	What will be... (Disciplinary)	Revisited Vocabulary	New Vocabulary
1	<b>Learning Objective</b> <i>I can understand how music can be used to represent an environment.</i>	✓ To know that dynamics (the volume) can change how someone listening feels about music.	<ul style="list-style-type: none"><li>• To listen with concentration to short pieces of music.</li><li>• To engage with and respond to short pieces of music or excerpts.</li><li>• To co-ordinate the speed of their movements to match the speed of the music (not the beat).</li><li>• To begin to articulate how a piece of music affects them (eg. makes them feel sleepy/ want to dance/ happy)</li></ul>	Listen sounds	soundscape volume

2	<b>Learning Objective</b> I can understand how music can represent changes in an environment.	✓ To know that sections of music can be described as loud, quiet or silent and the meaning of those terms.	Talk about the dynamics of the music using the vocabulary of loud, quiet and silent.  Talk about the tempo of the music using the vocabulary fast and slow.	Loud Quiet Silent Fast slow	soundscape  volume
3	<b>Learning Objective</b> I can explore using instruments, body and voice to create a seaside soundscape.	✓ To understand that music can be represented by pictures or symbols.	✓ To identify some common instruments when listening to music ✓ To relate sounds in music to real word experiences	sounds	Instrument  seaside
4	<b>Learning Objective</b> I can identify how dynamics can reflect environments.		To state what they enjoyed about their peer's performance.	drum	dynamics  symbol
5	<b>Learning Objective</b> I can create and represent sounds using symbols.	✓ To understand that music can be represented by pictures or symbols.			soundscape  volume
	<b>Future Learning: Sound Patterns (Fairytale)</b>				

### instrument

An object played to make musical sounds, e.g. a piano, drum, etc.



### symbol

A small drawing that shows sounds.

### volume

How loud or quiet a sound is.



### soundscape

The mixture of different sounds that are heard in a particular place.

