

# Brough Primary School – Curriculum Intention Plan 2022 - 2023



**Subject: Music Cycle A**  
**Year Group: 1/2 (Year 2 objectives)**

**Area of learning: Oak**  
**Academy - Contrasts**

Links to previous  
work/Remember when

To easily recognise the pulse of a piece of music  
and to be able to clap along to its beat.

**Term:**  
**Summer 1 2023**

**Year 1/2**

**Key Skills to be taught (Oak**  
**Academy Y2)**

What the children should know at  
the end of this series of lessons

How pulse, rhythm  
and pitch work  
together.

1. What rhythm, pitch and  
dynamics mean.
2. Recognise, perform and  
compose rhythmic  
contrasts.

## Vocabulary

**Pulse, beat, rhythm, contrast, pitch, melody, tempo, dynamics, timbre, texture,  
structure, graphic notation.**

**Sequence  
of learning**

1

**Objectives and suggested details provided by subject leader.**

<https://classroom.thenational.academy/lessons/rhythm-c9gpar>

### Rhythm

In this lesson, we will learn how to recognise, perform and compose  
rhythmic contrasts in our music making.

**Extra info in the MTP folder.**

**L.O. Listening and Appraising: To understand how different musical  
elements combined can create a mood.**

**Composing: To adapt symbols representing music to show changes  
in dynamics.**

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- 2 <https://classroom.thenational.academy/lessons/pitch-c8t34d>

### Pitch

In this lesson, we will learn how to recognise, perform and compose music that has contrasts in its pitch.

Extra info in the MTP folder.

**L.O. Composing: To explore different instruments and ways of making a sound with them.**

**Listening and Appraising: To recognise clear changes in sounds (pitch, tempo, volume) and musical patterns.**

- 3 <https://classroom.thenational.academy/lessons/dynamics-6nhp4t>

Dynamics - In this lesson, we will learn how to recognise, perform and compose music that uses dynamic contrasts.

Extra info in the MTP folder.

**Watch -something-bout-that-noise-yolandas-band-jam-activity on Twinkl ( I can't seem to save it )**

**L.O. Listening and Appraising: To understand how different musical elements combined can create a mood.**

**Composing: To adapt symbols representing music to show changes in dynamics.**

- 4 <https://classroom.thenational.academy/lessons/articulation-65qp4d>

Articulation (how you play music - smooth/sharp or accented etc.)

In this lesson, we will learn how to recognise, perform and compose music that has contrasts in its articulation.

**L.O.s Listening and Appraising: To recognise clear changes in sounds (pitch, tempo, volume) and musical patterns.**

- 5 <https://classroom.thenational.academy/lessons/melody-71hkac>

### Melody

In this lesson, we will learn how to recognise, perform and compose music that has melodic contrasts.

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**L.O.s Listening and Appraising:** To recognise clear changes in sounds (pitch, tempo, volume) and musical patterns.

**Listening and Appraising:** To listen to a piece of live or recorded music and say how it makes me feel.

6 <https://classroom.thenational.academy/lessons/timbre-74tk2t>

Timbre (how something sounds) **Watch**

<https://www.youtube.com/watch?v=vIEh2nvuiBA> from 0:48 secs to 3:46 secs

In this lesson, we will learn how to recognise, perform and compose music that has contrasts in its timbre.

**L.O. Listening and Appraising:** To understand how different musical elements combined can create a mood.

### **Learning Outcome/product:**

- To be able to recognise the differing styles of sounds in music, from volume, to pitch and different sounds that create timbre..

**Assessment records**

**List only those children who have not achieved the expected outcomes.**

**Assessment records**

**List only those children who have exceeded the expected outcomes.**

### **End of unit assessment question**

What did you enjoy learning the most? Loud and soft, high and low, different types of sounds?