

Year 1 Music Autumn 1 Pulse and rhythm (All about me)	
Previous learning	
Exploring sound Clap the rhythm of their name. Clap in time to music. Sing the overall shape of a melody. Play in time to music. Copy and create rhythms based on word patterns. Play on the pulse. In this unit the children will learn to: Clap the rhythm of their name. Clap in time to music. Sing the overall shape of a melody. Play in time to music. Copy and create rhythms based on word patterns. Play on the pulse.	
Substantive Knowledge in Music	Disciplinary knowledge in Music
To know that rhythm means a pattern of long and short notes. To know that pulse is the regular beat that goes through music. To understand that the pulse of music can get faster or slower. To know that a piece of music can have more than one section, eg a verse and a chorus.	Recognising and understanding the difference between pulse and rhythm. Describing the character, mood, or 'story' of music they listen to (verbally or through movement) Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. Combining instrumental and vocal sounds within a given structure. Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Copying back short rhythmic and melodic phrases on percussion instruments. Performing from graphic notation.
Lesson 1	Pulse and rhythm: My favourite things <ul style="list-style-type: none"> To use my voice and hands to make music.

Lesson 2	Pulse and rhythm: You've got a friend
	<ul style="list-style-type: none"> To clap and play in time to music
Lesson 3	Pulse and rhythm: Dance, dance, dance
	<ul style="list-style-type: none"> To play simple rhythms on an instrument
Lesson 4	Pulse and rhythm: Happy
	<ul style="list-style-type: none"> To listen to and repeat rhythmic patterns
Lesson 5	Pulse and rhythm: Practise makes perfect
	<ul style="list-style-type: none"> To understand the difference between pulse and rhythm
Vocabulary	
Rhythm, pulse	

Year 1 Music Autumn 2 Musical vocabulary (Under the sea)	
Previous learning	
Tempo 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.	
In this unit the children will learn to: Make movements that are appropriate to the pulse and tempo of a piece of music. Choose instruments with appropriate timbre to represent sparkling fishes. Respond to dynamic changes in a piece of music. Create pitches and rhythms. Perform a layer of the music within an overall piece. Define all the musical terms from this unit.	
Substantive Knowledge in Music	Disciplinary knowledge in Music

<p>To understand that pitch means how high or low a note sounds.</p> <p>To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.</p> <p>To know that music has layers called 'texture'.</p>	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>Understanding that different types of sounds are called timbres.</p> <p>Recognising basic tempo, dynamic and pitch changes</p> <p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</p> <p>Describing the differences between two pieces of music.</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p> <p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few notes.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p>
<p>Lesson 1</p>	<p>Pulse and tempo: Dive into danger</p> <ul style="list-style-type: none"> To learn the musical vocabulary pulse and tempo
<p>Lesson 2</p>	<p>Dynamics and timbre: Underwater world</p> <ul style="list-style-type: none"> To explain what dynamics and timbre are
<p>Lesson 3</p>	<p>Pitch and rhythm: Underwater world</p> <ul style="list-style-type: none"> To explain what pitch and rhythm are
<p>Lesson 4</p>	<p>Texture and structure: Coral reef</p> <ul style="list-style-type: none"> To explain what texture and structure are

Lesson 5	Musical vocabulary
	<ul style="list-style-type: none"> To understand the meaning of key musical vocabulary: pulse, tempo, dynamics, timbre, pitch, rhythm, texture and structure.
Vocabulary	
Pulse, dynamics, tempo, celeste, timbre, pitch, rhythm, structure, texture, graphic, score	

Year 1 Music Spring 1 Timbre and rhythmic patterns (Fairytale)	
Previous learning	
Musical vocabulary (Theme: Under the sea) Make movements that are appropriate to the pulse and tempo of a piece of music. Choose instruments with appropriate timbre to represent sparkling fishes. Respond to dynamic changes in a piece of music. Create pitches and rhythms. Perform a layer of the music within an overall piece. Define all the musical terms from this unit.	
In this unit the children will learn to: Chant the well-known phrase, "I'll huff..." Make changes to their voices to represent a character. Choose a suitable sound to represent a specific point in a story. Play a rhythmic pattern along with their spoken words. Identify and hold up the correct sign to correspond to some music. Play/chant along with the elements of a story with prompting from the teacher.	
Substantive Knowledge in Music	Disciplinary knowledge in Music
To know that an instrument or rhythm pattern can represent a character in a story. To know that my voice can create different timbres to help tell a story. To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.	Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes Describing the character, mood, or 'story' of music they listen to (verbally or through movement) Describing the differences between two pieces of music. Listening to and repeating short, simple rhythmic patterns. Listening to and repeating short, simple rhythmic patterns.

	<p>Listening and responding to other performers by playing as part of a group.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few notes.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Using their voices expressively to speak and chant.</p>
Lesson 1	<p>Timbre and rhythmic patterns: Character voices</p> <ul style="list-style-type: none"> To use voices expressively to speak and chant
Lesson 2	<p>Timbre and rhythmic patterns: Starting with instruments</p> <ul style="list-style-type: none"> To select suitable instrumental sounds to represent a character
Lesson 3	<p>Timbre and rhythmic patterns: Rhythms</p> <ul style="list-style-type: none"> To compose and play a rhythm
Lesson 4	<p>Timbre and rhythmic patterns: Responding to music</p> <ul style="list-style-type: none"> To recognise how timbre is used to represent characters in a piece of music.
Lesson 5	<p>Timbre and rhythmic patterns: Keeping pulse</p> <ul style="list-style-type: none"> To keep the pulse using untuned instruments.
Vocabulary	
Timbre, pulse, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, french horn, flute	

<p>Year 1 Music Spring 2 Pitch and tempo (Superheroes)</p>
<p>Previous learning</p>
<p>Music and movement Devise simple actions to well-known songs Learn how to move to a beat</p>

Express feelings and emotions through movement to music.

In this unit the children will learn to:

Explain what pitch means.

Identify whether a note is higher or lower.

Create a pattern using two pitches, then play or sing it.

Explain what tempo means.

Identify simple tempo changes in music.

Perform a pattern that gradually gets faster (accelerando).

Contribute to a group composition and performance by creating, selecting, combining and performing sounds.

Suggest improvements to their work.

Substantive Knowledge in Music	Disciplinary knowledge in Music
<p>To understand that tempo can be used to represent mood or help tell a story.</p> <p>To understand that 'tuned' instruments play more than one pitch of notes.</p> <p>To know that following a leader when we perform helps everyone play together accurately.</p>	<p>Recognising basic tempo, dynamic and pitch changes</p> <p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike)</p> <p>Listening and responding to other performers by playing as part of a group.</p> <p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Creating simple melodies using a few notes.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Using their voices expressively to speak and chant.</p> <p>Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p>
Lesson 1	<p>Pitch and tempo: High flyers</p> <ul style="list-style-type: none"> To understand the concept of pitch
Lesson 2	<p>Pitch and tempo: Pitch patterns</p> <ul style="list-style-type: none"> To create a pattern using two pitches
Lesson 3	<p>Pitch and tempo: Faster than a speeding bullet</p>

	<ul style="list-style-type: none"> To understand the concept of tempo
Lesson 4	Pitch and tempo: Superhero theme tune
	<ul style="list-style-type: none"> To create a superhero theme tune
Lesson 5	Pitch and tempo: Final performance
	<ul style="list-style-type: none"> To perform confidently as part of a group
Vocabulary	
Accelerando, high pitched, low pitch, perform, performance, pitch, pitch, pattern, tempo	

Year 1 Music Summer 1 Classical music, dynamics and tempo (Animals)	
Previous learning	
Classic music, dynamics and tempo Observe others and try to play appropriately. Sing in time from memory, with some accuracy. Play either a call and/or a response role in time with another pupil. Keep a steady pulse. Improvise, using their instrument, to a given stimulus.	
In this unit the children will learn to: Observe others and try to play appropriately. Sing in time from memory, with some accuracy. Play either a call and/or a response role in time with another pupil. Keep a steady pulse. Improvise, using their instrument, to a given stimulus.	
Substantive Knowledge in Music	Disciplinary knowledge in Music
To understand that sounds can be adapted to change their mood, eg through dynamics or tempo. To know that sounds can help tell a story. To know that tempo is the speed of the music. To know that dynamics means how loud or soft a sound is.	Recognising basic tempo, dynamic and pitch changes Describing the character, mood, or 'story' of music they listen to (verbally or through movement) Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike) Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group.

	<p>Creating a simple graphic score to represent a composition.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Performing from graphic notation.</p>
Lesson 1	<p>Classical music, dynamics and tempo: Percussive animals</p> <ul style="list-style-type: none"> To use percussion and my body expressively in response to music
Lesson 2	<p>Classical music, dynamics and tempo: Singing animals</p> <ul style="list-style-type: none"> To sing a song in sections
Lesson 3	<p>Classical music, dynamics and tempo: Performing animals</p> <ul style="list-style-type: none"> To perform a song
Lesson 4	<p>Classical music, dynamics and tempo: Composing animals</p> <ul style="list-style-type: none"> To use instruments to create different sounds
Lesson 5	<p>Classical music, dynamics and tempo: The story of the lion</p> <ul style="list-style-type: none"> To use instruments to create different sounds To create and choose sounds
Vocabulary	
Fast, slow, quiet, dynamics, tempo, musical composition	

Year 1
Music
Summer 2
Vocal and body sounds (By the sea)

Previous learning	
<p>Classic music, dynamics and tempo Observe others and try to play appropriately. Sing in time from memory, with some accuracy. Play either a call and/or a response role in time with another pupil. Keep a steady pulse. Improvise, using their instrument, to a given stimulus.</p> <p>In this unit the children will learn to: Create movements that match the music, explaining why they are moving in that way. Identify descriptive sounds within the music. Recreate and then adapt descriptive sounds heard using their voice or body. Make appropriate instrument choices to represent a descriptive sound. Control instruments and voices to make both quiet and loud sounds. Follow simple instructions during a group performance. Create their own graphic score and play from it. Make more than one sound on their instrument and with their voice.</p>	
Substantive Knowledge in Music	Disciplinary knowledge in Music
<p>To know that dynamics can change how someone listening feels about music.</p> <p>To know that your voice can be used as a musical instrument.</p> <p>To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.</p> <p>To understand that music can be represented by pictures or symbols.</p>	<p>Understanding that different types of sounds are called timbres.</p> <p>Recognising basic tempo, dynamic and pitch changes</p> <p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike)</p> <p>Listening and responding to other performers by playing as part of a group.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Performing from graphic notation.</p>
Lesson 1	<p>The sea: Vocal and body sounds</p> <ul style="list-style-type: none"> To understand that music can be used to represent an environment
Lesson 2	<p>Vocal and body sounds: Embodying the sea</p> <ul style="list-style-type: none"> To understand how music can represent changes in an environment
Lesson 3	<p>Vocal body sounds: Musical treasure hunt</p> <ul style="list-style-type: none"> To select instruments to match seaside sounds
Lesson 4	Vocal and body sounds: seaside story

	<ul style="list-style-type: none"> • To recognise and use dynamics and tempo
Lesson 5	Vocal and body sounds: Seaside soundscape
	<ul style="list-style-type: none"> • To write music down and perform from a graphic score
Vocabulary	
Body, percussion, dynamics, graphic score, instruments, pitch, seaside sounds, tempo, timbre	