




Year: 1/2 Subject: Music		Topic Question/Title: Superhero Sounds		Term - Autumn 1	Curriculum - B
PoS: Pitch and Tempo					
Prior Knowledge Children will have explored sounds, recognising high and low pitch, played untuned instruments, used body percussion and vocals to respond to music. They will have moved to music and performed using actions.			Key Vocabulary Accelerando high pitched low pitch perform performance pitch pitch pattern tempo		Outcome To perform a Superhero theme tune as part of a group.
Future Learning Children will understand that music from different parts of the world has different features, can describe timbre, dynamic and textural pieces. They will compose pieces of music with a given style using instruments and voices and create multi-layered pieces of music by combining rhythm and melodies. They will perform with awareness and accuracy in group performances.			Stimulus Superheroes First hand experiences (enrichment) Real Life Superheroes – Link to NHS, Police etc.		World of Work Author Comic Book Artist Musician
National Curriculum PoS Pupils should be taught to: § use their voices expressively and creatively by singing songs and speaking chants and rhymes § play tuned and untuned instruments musically § listen with concentration and understanding to a range of high-quality live and recorded music § experiment with, create, select and combine sounds using the inter-related dimensions of music.		Key Knowledge		Possible evidence	
		To understand that tempo can be used to represent mood or help tell a story. To understand that ‘tuned’ instruments play more than one pitch of notes. To know that following a leader when we perform helps everyone play together accurately.		Display of vocabulary in the classroom and add to as you go through to recap with child friendly language Follow the Leader activities Simon Says – to support with follow instructions from a leader. Recognising pitch on instruments Move to the tempo of a song Identify if a song is happy or sad based on the tempo	
		Application of Key Skills		Possible evidence	
		Strands of Music Performance Listening Composing The history of Music Inter-related dimensions of Music 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 and responding to other performers by playing as part of a group. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.		Post it note/mind map of instrument recognition Vocabulary matching activities Class Discussions and noting of the children’s responses using musical technology. Recording of the children responding and reacting to the different pieces of music Film the children showing the high and low pitch Photos and filming evidence of the children using instruments using high and low notes Perform in small groups or as a whole class (recorded) Photo evidence with short write up Write an evaluation of group performances using the musical terminology explored during the half term.	

Year: 1/2 Subject: Music PoS: Orchestral Instruments		Topic Question/Title: Sweet Symphony	Term – Autumn 2	Curriculum - B
Prior Knowledge Children will have explored sounds, recognising high and low pitch, played untuned instruments, used body percussion and vocals to respond to music. They will have moved to music and performed using actions.		Key Vocabulary Orchestra tempo Instruments dynamics Strings timbre Woodwind sound effect Brass vocals percussion		Outcome To perform a story script using accompanying music
Future Learning Children will understand that music from different parts of the world has different features, can describe timbre, dynamic and textural pieces. They will compose pieces of music with a given style using instruments and voices and create multi-layered pieces of music by combining rhythm and melodies. They will perform with awareness and accuracy in group performances.		Stimulus Traditional Stories First hand experiences (enrichment)		World of Work Authors Story Tellers Play Script writers
National Curriculum PoS Pupils should be taught to: § use their voices expressively and creatively by singing songs and speaking chants and rhymes § play tuned and untuned instruments musically § listen with concentration and understanding to a range of high-quality live and recorded music § experiment with, create, select and combine sounds using the inter-related dimensions of music.	Key Knowledge		Possible evidence	
	To know that musical instruments can be used to create ‘real life’ sound effects. To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. To know that stringed instruments, like violins, make a sound when their strings vibrate. To know that a brass instrument is played by vibrating your lips against the mouthpiece. To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.		Display of vocabulary in the classroom and add to as you go through to recap with child friendly language Follow the Leader activities Simon Says – to support with follow instructions from a leader. Recognise and labelling musical instruments Recognising pitch sounds on instruments and whether they make high or low pitch	
	Application of Key Skills		Possible evidence	
	Strands of Music Performance Listening Composing The history of Music Inter-related dimensions of Music Recognising basic tempo, dynamic and pitch changes. Recognising timbre changes and structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Suggesting improvements to their own and others’ work. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Choosing appropriate dynamics, tempo and timbre for a piece of music. Performing expressively using dynamics and timbre to alter sounds as appropriate.		Post it note/mind map of instrument recognition Vocabulary matching activities Class Discussions and noting of the children’s responses using musical technology. Recording of the children responding and reacting to the different pieces of music Film the children showing the high and low pitch Photos and filming evidence of the children using instruments using high and low notes Perform in small groups or as a whole class (recorded) Photo evidence with short write up Write an evaluation of group performances using the musical terminology explored during the half term.	

Year: 1/2 Subject: Music		Topic Question/Title: Once upon a rhythm		Term - Spring 1	Curriculum - B	
Prior Knowledge Children will have explored sounds, recognising high and low pitch, played untuned instruments, used body percussion and vocals to respond to music. They will have moved to music and performed using actions.			Key Vocabulary Timbre pulse Rhythm syllables Strings timpani Oboe clarinet Bassoon French horn flute		Outcome Create a rhythmic pattern to tell a fairy tale story	
Future Learning Children will understand that music from different parts of the world has different features, can describe timbre, dynamic and textural pieces. They will compose pieces of music with a given style using instruments and voices and create multi-layered pieces of music by combining rhythm and melodies. They will perform with awareness and accuracy in group performances.			Stimulus Fairy Tales First hand experiences (enrichment) Story Telling (BYT?)		World of Work Author	
National Curriculum PoS Pupils should be taught to: § use their voices expressively and creatively by singing songs and speaking chants and rhymes § play tuned and untuned instruments musically § listen with concentration and understanding to a range of high-quality live and recorded music § experiment with, create, select and combine sounds using the inter-related dimensions of music.			Key Knowledge		Possible evidence	
			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.		Voice or video recordings Story maps Events ordering and instrument labelling Character signs Mindmap Comparison worksheets to compare music Composing sheets with notations and marks use colouring pencils, crayons or pastels to create symbols, images and shapes to convey the mood of the piece	
			Application of Key Skills		Possible evidence	
			Strands of Music Performance Listening Composing The history of Music Inter-related dimensions of Music Recognising basic tempo, dynamic and pitch changes.Recognising and understanding the difference between pulse and rhythm. <ul style="list-style-type: none">• 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 and responding to other performers by playing as part of a group.• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.• Combining instrumental and vocal sounds within a given structure.• Choosing dynamics, tempo and timbre for a piece of music.• Using their voices expressively to speak and chant.• Copying back short rhythmic and melodic phrases on percussion instruments.• Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.		Post it note/mind map of instrument recognition Vocabulary matching activities Class Discussions and noting of the children’s responses using musical technology. Recording of the children responding and reacting to the different pieces of music Film the evidence Photos and filming evidence of the children using instruments for their motifs Perform in small groups or as a whole class (recorded) Photo evidence with short write up Write an evaluation of group performances using the musical terminology explored during the half term.	

Year: 1/2 Subject: Music PoS: Classical Music – Dynamics and Tempo (Animals)		Topic Question/Title: Animal Classics		Term – Spring 2 Curriculum - B 	
<u>Prior Knowledge</u> Children will have explored sounds, recognising high and low pitch, played untuned instruments, used body percussion and vocals to respond to music. They will have moved to music and performed using actions.		<u>Key Vocabulary</u> fast slow quiet dynamics tempo musical composition		<u>Outcome</u> Pupils who are secure will be able 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.	
<u>Future Learning</u> Children will understand that music from different parts of the world has different features, can describe timbre, dynamic and textural pieces. They will compose pieces of music with a given style using instruments and voices and create multi-layered pieces of music by combining rhythm and melodies. They will perform with awareness and accuracy in group performances.		<u>Stimulus</u> Animals - Farm <u>First hand experiences (enrichment)</u> Farm Visit Zoo Visit Someone in with Animals		<u>World of Work</u> Zoo Keeper Farmer Classical Musician	
<u>National Curriculum PoS</u> Pupils should be taught to: § use their voices expressively and creatively by singing songs and speaking chants and rhymes § play tuned and untuned instruments musically § listen with concentration and understanding to a range of high-quality live and recorded music § experiment with, create, select and combine sounds using the inter-related dimensions of music.		Key Knowledge		Possible evidence	
		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.		Voice or video recordings Story maps Events ordering and instrument labelling Character signs Mind map Comparison worksheets to compare music Composing sheets with notations and marks use colouring pencils, crayons or pastels to create symbols, images and shapes to convey the mood of the piece	
		Application of Key Skills		Possible evidence	
		<u>Strands of Music</u> Performance Listening Composing The history of Music Inter-related dimensions of Music Recognising basic tempo, dynamic and pitch changes 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.		Post it note/mind map of instrument recognition Vocabulary matching activities Class Discussions and noting of the children’s responses using musical technology. Recording of the children responding and reacting to the different pieces of music Film the evidence Photos and filming evidence of the children using instruments for their motifs Perform in small groups or as a whole class (recorded) Photo evidence with short write up Write an evaluation of group performances using the musical terminology explored during the half term.	

	<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>Choosing dynamics, tempo and timbre for a piece of music. Beginning to make improvements to their work as suggested by the teacher.</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>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>	

Year: 1/2 PoS:	Subject: Music	Topic Question/Title:	Term - Summer 2	Curriculum - B	
-------------------	----------------	-----------------------	-----------------	----------------	---

Prior Knowledge Children will have explored sounds, recognising high and low pitch, played untuned instruments, used body percussion and vocals to respond to music. They will have moved to music and performed using actions.		Key Vocabulary		<u>Outcome</u>	
Future Learning Children will understand that music from different parts of the world has different features, can describe timbre, dynamic and textural pieces. They will compose pieces of music with a given style using instruments and voices and create multi-layered pieces of music by combining rhythm and melodies. They will perform with awareness and accuracy in group performances.		Stimulus First hand experiences (enrichment)		<u>World of Work</u>	
National Curriculum PoS Concepts (if needed)	Key Knowledge		Possible evidence		
	Application of Key Skills		Possible evidence		
	Subject Specific or not applicable – change as needed or delete		Possible evidence		