Year: 1/2 Subject: Music PoS: Pitch and Tempo	Topic Question/Title: Superhero Sounds	Term - Autumn 1 Curriculum - B

Prior Knowledge	Key Vocabulary		Outcome
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.	Accelerando low pitch performance pitch pattern	high pitched perform pitch tempo	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	Key Knowledge	Possible evidence
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.	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	Key Vocabulary	Outcome
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.	Orchestra Instruments Strings Woodwind Brass percussion tempo dynamics timbre sound effect vocals	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	Key Knowledge	Possible evidence
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.	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 PoS: Timbre and rhythmic patterns	Topic Question/Title: Once upon a rhythm	Term - Spring 1 Curriculum - B

Prior Knowledge	Key Vocabulary	Outcome
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.	Timbre pulse Rhythm syllables Strings timpani Oboe clarinet Bassoon French horn flute	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	**World of Work** Author

National Curriculum PoS	Key Knowledge	Possible evidence
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.	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. • 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

Prior Knowledge	**Key Vocabulary**	**Outcome**
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.	fast slow quiet dynamics tempo musical composition	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.
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** Animals - Farm **First hand experiences (enrichment)** Farm Visit Zoo Visit Someone in with Animals	**World of Work** **Zoo Keeper** **Farmer** **Classical Musician**

National Curriculum PoS	Key Knowledge	Possible evidence
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.	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
	Strands of Music 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. 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. Beginning to make improvements to their work as suggested by the teacher. Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. 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: Vocal and Body Sounds	Topic Question/Title: Sounds of the Sea https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/dynamics-theme-seaside/	Term - Summer 1 Curriculum - B

Prior Knowledge	Key Vocabulary	Outcome
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.	body percussion dynamics graphic score instruments pitch seaside sounds tempo timbre	To write music down and perform from a graphic score
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** Seaside (History topic) **First hand experiences (enrichment)** Trip to the Seaside	**World of Work** **Sailor** **Ice Cream Maker**

National Curriculum PoS	Key Knowledge	Possible evidence
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 Learning To know that dynamics can change how someone listening feels about music. To know that your voice can be used as a musical instrument. To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees. To understand that music can be represented by pictures or symbols.	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
	Strands of Music 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. 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. 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. Combining instrumental and vocal sounds within a given structure. Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition. Using their voices expressively to speak and chant. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation.	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: Musical Vocabulary – Under the Sea	Topic Question/Title: Sea Symphony https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/singing-theme-on-this-island/	Term - Summer 2	Curriculum - B

Prior Knowledge	Key Vocabulary	Outcome
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.	pulse dynamics tempo celeste timbre pitch rhythm structure texture graphic score	Perform a layer of the music within an overall piece using pitches and rhythms.
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** Under the sea videos Seaside Topic **First hand experiences (enrichment)**	**World of Work** **Marine Biologist**

National Curriculum PoS	Key Knowledge	Possible evidence
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 Learning To understand that pitch means how high or low a note sounds. To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that music has layers called 'texture'.	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
	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 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. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. 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.