

Year: 1/2 Subject: Music		Topic Question/Title: Twist and Pulse		Term - Autumn 1	Curriculum - A
PoS: Pulse and Rhythm					
<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> rhythm pulse		<u>Outcome</u> Sing and clap in time	
<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> Making friends <u>First hand experiences (enrichment)</u> All about me – show and tell		<u>World of Work</u> Composer Musician Singer Teacher Performer	
<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 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.		Performance Creating own patterns using words Keeping a pulse throughout a song Clapping a pulse while the teacher / class claps the rhythm		
	Application of Key Skills				
	<u>Strands of Music</u> <i>Performance</i> <i>Listening</i> <i>Composing</i> <i>The history of Music</i> <i>Inter-related dimensions of Music</i> <i>Recognising basic tempo and duration.</i> • Recognising and understanding the difference between pulse and rhythm. • 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. • Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments. • Copying back short rhythmic and melodic phrases on percussion instruments.		• 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.		

Year: 1/2 Subject: Music PoS: Melodies, Accompaniments and Performance		Topic Question/Title: Musical Me and Infant Christmas Show		Term – Autumn 2	Curriculum - A 
<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> Rhythm, pulse, dynamics, timbre, beat, melody, notation, performance		<u>Outcome</u> Compose and perform using different dynamic levels.
<u>Future Learning</u> Children will understand that music for different occasions has different features, can describe timbre, dynamic and textural pieces. They will perform 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> Once a man fell in a well <u>First hand experiences (enrichment)</u>		<u>World of Work</u> Composer and Songwriter Musician Singer Teacher
<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 To understand that 'melody' means a tune. To know that 'notation' means writing music down so that someone else can play it. To understand that 'accompaniment' can mean playing instruments along with a song. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.		Possible evidence Clapping the rhythm of their name. Singing the melody accurately while playing their instrument in time. Showing a range of emotions using their voices. Describing the dynamics and timbre of their pieces. Selecting instruments with different timbres. Performing a piece using different dynamic levels. Play a known melody from letter notation in the right order, if not with the right rhythms. Play a new melody from letter notation in the right order, if not in time.
			Application of Key Skills		
			<u>Strands of Music</u> <i>Performance</i> <i>Listening</i> <i>The history of Music</i> <i>Inter-related dimensions of Music</i> Recognising basic tempo, dynamic and pitch changes. - Beginning to use musical vocabulary to describe music. - Identifying melodies that move in steps. - Listening to and repeating a short, simple melody by ear. - 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. - Successfully combining and layering several instrumental and vocal patterns within a given structure. - Choosing appropriate dynamics, tempo and timbre for a piece of music. - Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). - Singing short songs from memory, with melodic and rhythmic accuracy. - Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. - Performing expressively using dynamics and timbre to alter sounds as appropriate. - Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.		

Year: 1/2		Subject: Music		Topic Question/Title: Out of this world composing.		Term - Spring 1		Curriculum - A			
PoS: Dynamics, timbre, tempo and motifs											
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 Soundscape Dynamics timbre				tempo motif		Outcome To create a short motif with accuracy	
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 Space Exploration, Google Earth the Moon/Mars, First hand experiences (enrichment)				World of Work Composer Musician Singer Teacher Astronaut			
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 a ‘soundscape’ is a landscape created using only sounds. - To know that a composer is someone who creates music and writes it down. - To understand that a motif is a ‘sound idea’ that can be repeated throughout a piece of music.				Soundscape plan 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				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.			
				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 in music they listen to. - Recognising 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. - Successfully combining and layering several instrumental and vocal patterns within a given structure. - Creating simple melodies from five or more notes. - Choosing appropriate dynamics, tempo and timbre for a piece of music. - Using letter name and graphic notation to represent the details of their composition. - Beginning to suggest improvements to their own work. - Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). - Performing expressively using dynamics and timbre to alter sounds as appropriate.							

Year: 1/2		Subject: Music		Topic Question/Title: Lion King, Lion Calls		Term – Spring 2		Curriculum - A			
PoS: African Calls and response song											
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, dynamics, tempo, call and response, rhythm, structure			Outcome Perform their composition and RECORD.		
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 Safari First hand experiences (enrichment)			World of Work Composer Musician Singer Teacher Zoo Keeper		
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 dynamics can change the effect a sound has on the audience. To know that the long and short sounds of a spoken phrase can be represented by a rhythm. To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song. To understand that the tempo of a musical phrase can be changed to achieve a different effect. To understand that an instrument can be matched to an animal noise based on its timbre.			Using tempo, dynamics and timbre in their piece. Playing in time with their group. Using instruments appropriately. Successfully singing back the melody line in time and at the correct pitch. Playing either a call and/or response role in time with another pupil. Performing their composition.		
						Application of Key Skills					
						<i>Strands of Music</i> <i>Performance</i> <i>Listening</i> <i>Composing</i> <i>The history of Music</i> <i>Inter-related dimensions of Music</i> <i>Recognising basic tempo, dynamic and pitch changes.</i> • Recognising timbre changes in music they listen to. • Recognising structural features in music they listen to. • Listening to and recognising instrumentation. • Beginning to use musical vocabulary to describe music. • Listening to and repeating a short, simple melody by ear. • 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. • Using letter name and graphic notation to represent the details of their composition. • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Singing short songs from memory, with melodic and rhythmic accuracy. • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. • Performing expressively using dynamics and timbre to alter sounds as appropriate.					

Year: 1/2 Subject: Music PoS: Myths and Legends		Topic Question/Title: Believe it or not		Term – Summer 1	Curriculum - A 
<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> Beat, compose, composition, dynamics, graphic, score, legend, melody, myth, notation, pitch, rhythm, stave notation, structure, tempo, texture, timbre		<u>Outcome</u> Compose music with several layers. Perform their composition accurately, following the structure score.
<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> George and the Dragon <u>First hand experiences (enrichment)</u>		<u>World of Work</u> Composer Musician Singer Teacher Author
<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	
		I know that a graphic score can show a picture of the structure of music. To know that a graphic score can show a picture of the layers, or ‘texture’, of a piece of music. To know that ‘Tintagel’ is an example of a ‘symphonic poem’ written by Arthur Bax in 1917.		Creating rhythms and arranging them in a particular order or structure. Identifying the structure of a piece of music and writing it down. Describing whether a musical texture is thick or thin. Exploring ways of writing down different textural layers. Following a given structure for a composition. Writing a structure score. Composing music with several layers. Performing their composition accurately, following the structure score.	
		Application of Key Skills			
		<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 timbre changes in music they listen to. • Recognising 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. • Successfully combining and layering several instrumental and vocal patterns within a given structure. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition. • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. • Performing expressively using dynamics and timbre to alter sounds as appropriate.			

Year: 1/2 Subject: Music PoS: On this Island – British Songs and Sounds		Topic Question/Title: Brit Classics		Term – Summer 2	Curriculum - A 	
<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> <u>New Vocabulary</u> Composition, Duration, Dynamics, Structure <u>Previously learnt Vocabulary</u> Inspiration,Texture, Pitch, Tempo, Timbre		<u>Outcome</u> Contribute musically to a final performance. Create a piece that clearly represents a particular environment. Extend a piece of music so that it represents three distinct environments.	
<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> Sounds of the Seaside – exploring different sounds and instruments to make the sound. <u>First hand experiences (enrichment)</u> Possible trip to the seaside Videos to explore the seaside and sounds		<u>World of Work</u> Composer Musician Singer Teacher	
<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. <u>Strands of Music</u> Performance Listening Composing The history of Music Inter-related dimensions of Music			Key Knowledge		Possible evidence	
			To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down. To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc. that together make a piece of music.		Display of vocabulary in the classroom and add to as you go through to recap with child friendly language 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 creating a soundscape using a range of instruments Perform in small groups or as a whole class (recorded) Write an evaluation of group performances using the musical terminology explored during the half term.	
			Application of Key Skills			
			<u>Strands of Music</u> Performance Listening Composing The history of Music Inter-related dimensions of Music Recognising basic tempo, dynamic and pitch changes. • Listening to and recognising instrumentation. • Beginning to use musical vocabulary to describe music. • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Successfully combining and layering several instrumental and vocal patterns within a given structure. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Singing short songs from memory, with melodic and rhythmic accuracy. • Performing expressively using dynamics and timbre to alter sounds as appropriate.			
			Cross Curricular Links			
			Geography - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas English: Spoken Language - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments participate in discussions, presentations, performances, role play, improvisations and debates			