Music Medium Term Planning
Year: 1

National Curriculum	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music			
Term :	**Main Enquiry Question**	**Unit Overview**	**End of unit outcomes**	**Subject Specific Vocabulary**
<u>Autumn</u> **Unit** Move to the Beat	What is meant by 'the pulse'? What is meant by 'rhythm'?	For children to understand pulse, they need to feel it and the songs and activities suggested for this term will help them do just that! This term, the children will learn to recognize pulse, matching movements to music. They will explore percussion instruments and perform simple instrumental accompaniments to familiar songs. The children will progress to copying and creating simple rhythm patterns, eventually using simple graphic notations to represent these sounds. Throughout the term, they will be introduced to a range of music and create simple choreography for music such as Radetzky March by Strauss and Mattachins by Peter Warlock, as well as learning about different dance traditions such as South African Gumboot Dancing and North Indian Kathak Dance.	• Learn to recognise pulse, matching movements to music. • Explore percussion instruments. • Perform simple instrumental accompaniments to familiar songs. • Create simple choreography and learn about dance traditions such as South African Gumboot Dancing and North Indian Kathak Dance	Dynamics; **pulse**; tempo Tambourine; woodblock; shaker; drum; trumpet; horn; oboe; bassoon; contrabassoon; serpent; notation; graphic score; structure; verse soft; **quiet**; **loud**; saxophones; trombones; bass; piano; Rhythm; pattern; four-beat **rhythm**; **body percussion**; **High**; **low**; spiky; smooth; slide; tap; rub; shake; scrape; **names of classroom percussion instruments**

Music Medium Term Planning
Year: 1

Sequence of learning (small steps)	**Step 1:Exploring pulse through songs and movement** **What is Pulse? (1-2 lessons)** To respond to music in creative ways To maintain a steady pulse **Step 2: Controlling pulse using voices and instruments** **Play To The Pulse (1-2 lessons)** To play a steady pulse using percussion instruments To create a musical accompaniment To interpret a simple graphic score **Our Big Band! (1-2 lessons)** To play a steady pulse using untuned percussion instruments To explore and discuss the properties of instruments and their sounds (timbre) **Step 3: Exploring the difference between pulse and rhythm** **March To The Beat (1 lesson)** To explore pulse and rhythm through movement **Step 4: Copying and creating rhythmic patterns.** **Long Or Short? (2 lessons)** To create musical patterns using longer and shorter sounds To represent sounds using simple graphic notation

Music Medium Term Planning
Year: 1

<u>Spring</u> **Unit** Exploring Sounds	How can sounds be produced in different ways?	This term, the children will be exploring how sounds can be produced in different ways using voices and instruments. They will listen to a variety of music including Flight Of The Bumblebee and William Tell Overture, and will begin to recognize how composers use dynamics, tempo and timbre to bring a character or theme to life! They will learn to sing simple songs as a class, adding facial expressions and actions to enhance a performance. The children will explore song lyrics and use these as a basis for their own compositions. Working as a class and in small groups, they will compose short sound sequences to tell a story or reflect a character and perform these to each other. They will learn to follow musical instructions and invent their own musical notation to represent a sequence of sounds.	• Explore how sounds can be produced in different ways using voices and instruments • Sing simple songs, adding facial expressions and actions to enhance performance • Recognise how composers using dynamics, tempo and timbre to reflect a character or theme • Use song lyrics as a stimulus for a composition • Compose short sound sequences to tell a story and perform them to each other • Follow musical instructions and invent notation to represent sound sequences	Long; short; longer; shorter**; loud; quiet; louder; quieter**; softer; **high; low**; higher; lower; **spiky; smooth**; blow; tap; pluck; shake; scrape Unique; timbre; Dynamics; strong; soft; tempo; **fast; slow**; pitch; character; describe; **motif**; tambourine; clave; glockenspiel; drum texture; order; layers of sound; lyrics
Sequence of learning (small steps)	**Step 1: Exploring how sounds can be changed** **Ways to Play (1 lesson)** To create a variety of different vocal sounds (longer and shorter, louder and quieter, higher and lower) To investigate different ways of playing an instrument **Step 2: Exploring the timbre of instruments and voices** **Unique Timbre (1 lesson)** To explore vocal timbre To explore instrumental timbre			

Music Medium Term Planning
Year: 1

	Step 3: Sequencing sounds to tell stories and create effects **Character Motifs (1-2 lessons)** To create simple sound and movement motifs To perform a sequence of motifs using instruments **Step 4: Using graphic notation to represent sounds** **A Tiny Seed (2 Lessons)** To experiment with musical texture To follow simple notation To create a graphic score			
<u>Summer</u> **Unit** High or Low	What is 'pitch'?	This term, the children will be identifying and describing pitch. They will explore the sounds created by a variety of different instruments and voices, describing their pitch and timbre. They will play simple listening games and identify simple pitch patterns in a range of songs and music, recognising when the pitch gets higher or lower. They will use a variety of tuned and untuned percussion instruments and compose simple sound effects to accompany sections of a story. They will compose pitch patterns and represent these using creative graphic notation tools such as pipe cleaners and coloured cubes! They will finish the term by preparing songs and music for a class performance	• Learn to identify and describe pitch • Explore sounds created by a variety of different instruments and voice, describing their pitch and timbre • Play simple listening games, identifying and copying simple pitch patterns • Use a variety of tuned and untuned percussion instruments • Compose simple sound effects to accompany sections of a story	**Copy**; improvise; higher; lower; **melody**; cuckoo call; pattern; repeat Up; down; **pitch**; notes C D E F G A B C; scale Structure; **beginning; middle; end; perform**

Music Medium Term Planning
Year: 1

			• Compose pitch patterns and represent them using simple graphic notation • Prepare songs for a class performance	
	Step 1: Recognising changes in pitch and copying simple pitch patterns **Cuckoo Call (1-2 lessons)** To imitate changes in pitch To improvise a two-note melody **Step 2: Performing simple melodic patterns using voices and pitched instruments** **Climbing the Beanstalk (1 lesson)** To play and sing melodies that move up and down by step To play a simple melodic accompaniment **Step 3: Representing pitch** **Pipe Cleaners (1 lesson)** To imitate changes in pitch To use informal notation **Step 4: Creating music for a performance** **Musical Sandwich (1-2 lessons)** To order sounds in a structure To compose simple melodies To perform simple rhythmic patterns based on spoken words			
Key Knowledge and skills	**<u>Singing and Playing</u>** Sing simple songs, chants and rhymes as a class Copy simple pitch patterns accurately (e.g. singing call and response songs)			

Music Medium Term Planning
Year: 1

developed over the year	Respond to visual performance directions (e.g. start, stop, loud, quiet) Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Perform short copycat rhythms patterns accurately e,g, word pattern chants Play simple rhythmic accompaniments to songs to a steady pulse (e.g. short, repeated rhythms) Play pitch patterns on tuned instruments Explore instrumental and vocal timbre, recognising how sounds can be changed Perform to an audience Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre) **Listening** Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music. Respond to music through movement and dance, identifying a steady beat with others and changing the speed of the beat as the tempo of music changes. Listen and describe musical patterns using appropriate vocabulary (high, low, loud, soft, fast, slow, spiky, smooth, long, short) Listen to sounds in the local school environment, comparing high and low sounds. **Composing and Improvising** Create simple vocal chants or rhythm phrases, e.g. using question and answer phrases Create musical sound effects and short sequences of sounds in response to stimuli (e.g. song lyrics) Combine sounds to tell a story, choosing and playing classroom instruments or sound makers Create simple rhythm patterns Create simple pitch patterns Use music technology (if available, to capture, change and combine sounds Experiment with different ways to create sound (e.g. body percussion, vocal sounds) Explore percussion sounds to enhance songs and storytelling Perform to an audience Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre) **Notation** Recognise how graphic notation can represent created sounds, exploring and inventing own symbols Follow pictures and symbols to guide singing and playing