



Y1 Music	TERM 1A Exploring sound Harvest Festival		TERM 1B Music and story Christmas concert		TERM 2A Pulse and rhythm Arts Week		TERM 2B Treasure Island KS1 spring concert		TERM 3A Y1 assembly Music performance week		TERM 3B Explore pitch			
	Key knowledge To know that pulse is the beat of the music. To know that musical sounds can be short or long. To know that long and short notes together make a pattern.	Key skills To be able to sing songs with actions together as a class and key stage. To be able to clap the pulse to songs. To be able to perform to an audience.	Key knowledge To know percussion instrument names: - Ocean drum - Guiro - Bell - Sleigh bells - Cabassa - Claves - Castanets - Triangle To know how to create a pattern on an instrument.	Key skills To be able to sing together as a class and add actions. To be able to listen to and follow a story, identifying key features in the music that illustrate the song. To be able to explore creating sounds with percussion instruments and create a pattern.	Key knowledge To know that pulse is the beat of the music. To know that pulse is a musical heartbeat of the music.	Key skills To be able to listen to and sing songs and tap, clap, move to the pulse. To be able to identify patterns in a short poem and tap a pulse to the words.			Key knowledge To know when you listen to music, you use your ears to hear. To know how to explore melody – the tune you sing along to. To know how to explore pulse – the beat of the music. To know how to explore tempo – the speed of the music. To know how to explore volume – how loud or quiet the music is. To know how to explore patterns – can you hear a repeating pattern? To know how to explore rhythm – a pattern of short and long notes. To know loud/quiet, fast/slow and long/short.	Key skills To be able to listen to music and identify features in the music. To be able to create a picture to music. To be able to compose own melody for a picture. To be able to learn and sing together songs, with Makaton and percussion patterns. To be able to repeat a simple pattern. To be able to create a short pitch pattern and perform this to peers.	Key knowledge To know songs from memory.	Key skills To be able to practise and rehearse songs. To be able to perform to an audience. To be aware of own contribution to overall performance. To be able to sing together from memory songs with actions.	Key knowledge To know pitch is how high or low a musical sound is. To know pitch can move by step or by leap to create a melody. To know there are 4 musical instrument families: - String - Woodwind - Brass - Percussion. To know instruments create sound in different ways. To know notes in a scale: CDEFGABC	Key skills To be able to listen to and identify pitch patterns. To be able to sing songs and show pitch patterns with hand. To be able to use chrome music lab to explore how pitch moves. To be able to play short pitch patterns with a partner. To be able to create own pitch patterns and perform.
	Enquiry/question/outcome/activity/genre of unit Listen and respond to music. Create short and long sounds. Create fast and slow sounds. Name percussion instruments. Sing together as a team. Sing a song from memory.		Enquiry/question/outcome/activity/genre of unit Listen to music. Recognise different sounds. Create a pattern on an instrument. Sing together as a team. Perform in a class piece. Sing songs from memory.		Enquiry/question/outcome/activity/genre of unit Listen to music. Tap along to the pulse in music. Move to the pulse.		Enquiry/question/outcome/activity/genre of unit Listen to music and draw a picture. Follow pictures to make music. Make up a pattern with a partner. Perform to the class.		Enquiry/question/outcome/activity/genre of unit Work as a team to perform songs from memory as part of year group production. Sing confidently in unison and possibly part singing.		Enquiry/question/outcome/activity/genre of unit Listen to music and show high and low notes with hands. Show pitch moving by step and by leap. Make up a short pitch pattern. Play pitch pattern to the class.			
	Key vocabulary (tier 2) action beat listen pattern pulse sing sound together	Key vocabulary (tier 3) audience fast long perform short slow	Key vocabulary (tier 2) pattern percussion sing	Key vocabulary (tier 3) bell cabassa castanets claves fast guiro high long loud low ocean drum percussion quiet short sleigh bells slow triangle	Key vocabulary (tier 2) clap listen move pattern pulse rhythm sing tap	Key vocabulary (tier 3) beat	Key vocabulary (tier 2) listen long patterns pulse repeat rhythm short tempo tune volume	Key vocabulary (tier 3) compose instruments melody	Key vocabulary (tier 2) listen perform practice sing	Key vocabulary (tier 3) audience script speaking parts structure together	Key vocabulary (tier 2) create high instrument low notes sing	Key vocabulary (tier 3) brass down leap melody percussion pitch scale step string up woodwind		