Subject Area – Music Year Group - One

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	**Pulse and Rhythm** Keeping the Pulse	**Sound Patterns** Fairytales	**Musical Symbols** Under the Sea	**Pitch** Superheroes	**Dynamics** Seaside	**Tempo** Snail and Mouse
Link to Programme of study	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	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	Use their voices expressively and creatively by singing songs and speaking chants and rhymes
Composite Knowledge	**What is the pulse in a piece of music?** **What is rhythm?**	**How can different voices (timbres) help to tell a story?** **How can sound patterns (rhythm) help to tell a story?**	**What is tempo?** **What are dynamics?** **How can changes in tempo and dynamics change a composition?**	**What is pitch?** **What is tempo?** **How can changes in pitch and tempo change a piece of music?**	**What are dynamics?** **What is a soundscape?** **How can we represent music with symbols?**	**What is tempo?** **What is pulse?** **How can we change the pulse and tempo when we sing or perform?**
Component knowledge	To know that rhythm means a pattern of long and short notes. To know that pulse is the regular beat that goes through music. **Key skills:** Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments.	To understand that different types of sounds are called timbres. To know that an instrument or rhythm pattern can represent a character in a story. **Key skills:** Describing the character, mood, or 'story' of music they listen to (verbally or through movement)	To know that tempo is the speed of the music. To know that dynamics mean how fast or slow the music is. **Key skills:** Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.	To understand that pitch means how high or low a note sounds. To know that tempo is the speed of the music. **Key skills:** To recognise basic tempo, dynamic and pitch changes. To describing the differences between two pieces of music.	To know that a soundscape is a piece of music that represents a place or a scene. To understand that music can be represented by pictures or symbols. **Key skills:** To create a soundscape. To create a simple graphic score.	To know that tempo is the speed of the music. To know that pulse is the regular beat that goes through music. **Key skills:** Singing short songs from memory, maintaining the overall shape of the melody and keeping in tune. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.
National Curriculum	Pupils should: • use their voices expressively and creatively by singing songs and speaking chants and rhymes					

KS1 (skills)	• 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					
Vocabulary	**pulse, rhythm**	**timbre (voice)**	**tempo, dynamics**	**pitch, tempo**	**notation, rhythm**	**tempo, dynamics**
Links to prior knowledge	-	-	-	-	-	-
Key knowledge for assessment	Children can use the terms **pulse** and **rhythm** correctly. Children can maintain the pulse (playing on the beat) using hands, and tuned and untuned Instruments.	Children can use the term **timbre** correctly in relation to different voices. Children can describe the character, mood, or 'story' of music they listen to (verbally or through movement).	Children can use the term **tempo** correctly. Children can use the term **dynamics** correctly. Children can select and create short sequences of sound with voices or instruments to represent a given idea or character.	Children can use the term **pitch** correctly. Children can recognise basic tempo, dynamic and pitch changes. Children can describe the differences between two pieces of music.	Children can use the term **notation** correctly. Children can create a simple graphic score.	Children can use the terms **tempo** and **dynamics** correctly. Children can sing short songs from memory, maintaining the overall shape of the melody and keeping in tune. Children can respond to simple musical instructions such as tempo and dynamic changes as part of a class performance.

Key Vocabulary Progression					
Year One	**Year Two**	**Year Three**	**Year Four**	**Year Five**	**Year Six**
pulse, rhythm, pitch, tempo, dynamics, timbre, notation	**pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation,** soundscape	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation** ensemble, syncopation, drone, rag, tal, scale, pentatonic, crescendo, lyrics, stanza, verse, chorus, duration	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation,** body percussion, motif, transpose, harmony, ostinato, walking bassline, hand jive, haiku, glissando, syncopation, rhythmic break	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation** stave notation, graphic score, vocal composition, 12-bar blues, call and response, eight-beat break, character song, action song, loop, ostinato, remix	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation** Kodaly, minimalism, major, minor, harmony, counter-melody, Solfa, fugue, ground bass, recitative, canon, chord progression, melody