

Wilbury Primary School Music Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	Making Music	Carnival of the Animals	Inspired by Space	Peter and the Wolf	Cat and Mouse	Come Dance with Me
Link to Programme of study	Pupils should be taught to: <ul style="list-style-type: none"> • 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 interrelated dimensions of music 					
Composite knowledge	How do we keep a steady pulse? What is the difference between pulse and rhythm?	What are dynamics in music? How do we change the way we play an instrument to make a different sound?	What is timbre in music? How can we create our own space soundtrack?	What are the different instruments in an orchestra? How can different sounds represent different characters?	How can we create new rhythm patterns? How do we sing with expressions?	How do we play a tuned percussion instrument correctly? How do we move in time to a beat?

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Intentional knowledge they need to understand (Component knowledge)</p>	<p>Performance Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time</p> <p>Using the voice expressively to speak and chant</p> <p>Listening Listening to and repeating short, simple rhythmic patterns</p> <p>Recognising and understanding the difference between pulse and rhythm</p> <p>Music History Becoming familiar with modern popular music</p>	<p>Performance Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance</p> <p>Performing from graphic notation</p> <p>Listening Recognising basic tempo, dynamic and pitch changes</p> <p>Music History Becoming familiar with orchestral classical music</p>	<p>Performance Performing expressively using dynamics and timbre to alter sounds as appropriate</p> <p>Using voices expressively to speak and chant</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments</p> <p>Listening Understanding that different types of sounds are called timbres</p> <p>Composition Creating simple melodies using a few notes</p> <p>Choosing dynamics, tempo and timbre for a piece of music</p> <p>Combining instrumental and vocal sounds within a given structure</p> <p>Music History Becoming familiar with orchestral classical music</p>	<p>Performance Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance</p> <p>Copying back rhythmic and melodic phrases on percussion instruments</p> <p>Listening Describing the character, mood, or 'story' of music they listen to, both verbally and through movement</p> <p>Listening to and responding to other performers by playing as part of a group</p> <p>Composition Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character</p> <p>Music History Becoming familiar with orchestral classical music</p>	<p>Performance Copying back short rhythmic and melodic phrases on percussion instruments</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time</p> <p>Performing from graphic notation</p> <p>Listening Describing the differences between two pieces of music</p> <p>Recognising timbre changes and structural features in music they listen to</p> <p>Composition Creating a simple graphic score to represent a composition</p> <p>Beginning to make improvements to their work as suggested by the teacher</p> <p>Music History</p>	<p>Performance Using voices expressively to speak or chant</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance</p> <p>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments</p> <p>Listening Listening to and repeating short, simple rhythmic patterns</p> <p>Expressing a basic opinion about music (like/dislike)</p> <p>Composition Combining instrumental and vocal sounds within a given structure</p>
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vocabulary	Rhythm, pulse, in time, tempo, percussion, shake, scrape, hit, solo, group	Tempo, fast, slow, dynamics, quiet, composition, percussion, pulse, rhythm	Soundscape, dynamics, timbre, tempo, motif	Timbre, rhythm, strings, oboe, bassoon, pulse, syllables, timpani, clarinet, French horn, flute	Call and response, mood, perform, listen, respond, tempo, dynamics, expression, rhythm, beat, piano	Duration, beat, rhythm, pitch, percussion, call and response, verse, chorus, solo
Links to prior knowledge	Key moving to music and keeping a steady pulse as well as singing short songs from memory links with EY	Key rhythm and pulse understanding links with Y1 Making Music		Key introduction to different timbres and orchestral instruments links with Y1 Carnival of the Animal		Strong links to pulse and rhythm development in Making Music from Term 1
Key knowledge for assessment	To be able to maintain a steady pulse To recognise and understand the difference between pulse and rhythm To sing short songs from memory maintaining the overall shape of the melody and keeping in time	To be able to use different dynamics when performing To be able to change the way we play an instrument to make a different kind of sound	To be able to create a simple soundscape for effect To be able to create short sequences of sound and perform with accuracy	To be able to select suitable instrumental sounds to represent a character To be able to keep the pulse using untuned instruments	To be able to interpret a graphic score using appropriate instrumental sounds to represent symbols To be able to compose new rhythmic patterns	To be able to maintain a steady pulse through movement and instrumental performance
Cross-curricular links			There are links here to science topics on Neil Armstrong and English text Beegu	There are links here to English units on traditional stories		There are links to movement and dance