

Music Unit of Work Year 1 Autumn				
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions	
Move To The Beat	Reception: <ul style="list-style-type: none">Sing a range of well-known nursery rhymes and songs in the correct pitchPlay untuned and some tuned instruments with increasing control	Year 2 <ul style="list-style-type: none">Listen and appraise pieces of musicPlay instruments with accuracySing using the breath to create quality soundUse simple graphic notation to compose instrumental accompanimentDevelop musical vocabulary	<ul style="list-style-type: none">musical instrumentsingingtapvoicedrumsxylophonecymbalswood blockboom whackerstrianglepulsebeat	<ul style="list-style-type: none">rhythmshaketempofastslowtambourinemaracasbellscomposerpoprock
National Curriculum Subject Content:	<ul style="list-style-type: none">Use their voices expressively and creatively by singing songs and speaking chants and rhymesPlay tuned and untuned instruments musicallyListen with concentration to a range of high-quality live and recorded musicExperiment with, create, select and combine sounds using the inter-related dimensions of music			
Knowledge:			Key Vocabulary	
Intended Knowledge	<ul style="list-style-type: none">Know how to recognise pulse, matching movements to musicKnow how to explore percussion instrumentsKnow how to perform simple instrumental accompaniments to familiar songsKnow how to 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, serpent, notation, graphic score, structure, verse, pulse, soft; quiet, loud, saxophones, trumpets, trombones, bass, piano, drums, violin, cello, pluck, rhythm, pattern	
Assessment Outcomes	<p>Procedural Knowledge</p> <ul style="list-style-type: none">I can sing simple songs, chants and rhymes as a classI can respond to music through movement and dance, identifying a steady beat with othersI can play simple rhythmic accompaniments to songs to a steady pulse (e.g. short, repeated rhythms)I can experiment with different ways to create sound (e.g. body percussion, vocal sounds)		<p>Declarative Knowledge</p> <ul style="list-style-type: none">I can listen and describe musical patterns using appropriate vocabulary (high, low, loud, soft, fast, slow, spiky, smooth, long, short)I can listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.I can follow pictures and symbols to guide my singing and playingI can recognise how graphic notation can represent created sounds, exploring and inventing my own symbols	
Significant music	<ul style="list-style-type: none">Radetsky March by Strauss I‘Colonel Hathi’s March’ by Robert and Richard Sherman from The Jungle Book‘Mattachins’ from Capriol Suite by WarlockRondo Alla Turca by Mozart‘La Réjouissance’ from Music For The Royal Fireworks by HandelIn The Mood by Glenn MillerHungarian Dance No. 5 by Brahms“Clock’ Symphony, second movement by Haydn‘In The Hall of the Mountain King’ from Peer Gynt by Grieg			

Music Unit of Work

Year 1 Spring

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Exploring Sounds	Reception: <ul style="list-style-type: none">Sing a range of well-known nursery rhymes and songs in the correct pitchPlay untuned and some tuned instruments with increasing control	Year 2 <ul style="list-style-type: none">Listen and appraise pieces of musicPlay instruments with accuracySing using the breath to create quality soundUse simple graphic notation to compose instrumental accompanimentDevelop musical vocabulary	<ul style="list-style-type: none">musical instrumentsingingtapvoicedrumsxylophonecymbalswood blockboom whackerstrianglepulsebeat	<ul style="list-style-type: none">rhythmshaketempofastslowtambourinemaracasbellscomposerpoprock
National Curriculum Subject Content:	<ul style="list-style-type: none">Use their voices expressively and creatively by singing songs and speaking chants and rhymesPlay tuned and untuned instruments musicallyListen with concentration to a range of high-quality live and recorded musicExperiment with, create, select and combine sounds using the inter-related dimensions of music			
Knowledge:			Key Vocabulary	
Intended Knowledge	<ul style="list-style-type: none">Know how sounds can be produced in different ways using voices and instrumentsKnow how to sing simple songs, adding facial expressions and actions to enhance performanceKnow how composers using dynamics, tempo and timbre to reflect a character or themeKnow how to use song lyrics as a stimulus for a compositionKnow how to compose short sound sequences to tell a story and perform them to each otherKnow how to follow musical instructions and invent notation to represent sound sequences		Timbre, tap, shake, blow, scrape, dynamics, softly, loudly, duration, long, short, pitch, high, low, spiky, smooth, quiet, soft, tempo, fast, slow, character, motif, tambourine, clave, glockenspiel, drum, repeat, pause, sound effects, beginning, middle, end; texture; order; layer	
Assessment Outcomes	<p>Procedural Knowledge</p> <ul style="list-style-type: none">I can explore instrumental and vocal timbre, recognising how sounds can be changedI can experiment with different ways to create sound (e.g. body percussion, vocal sounds)I can sing simple songs, chants and rhymes as a classI can play pitch patterns on tuned instrumentsI can create musical sound effects and short sequences of sounds in response to stimuli (e.g. song lyrics)		<p>Declarative Knowledge</p> <ul style="list-style-type: none">I can listen and describe musical patterns using appropriate vocabulary (high, low, loud, soft, fast, slow, spiky, smooth, long, short)I can listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.I can follow pictures and symbols to guide my singing and playingI can recognise how graphic notation can represent created sounds, exploring and inventing my own symbols	
Significant music	<ul style="list-style-type: none">Étude Aux Chemins De Fer by Pierre SchaefferArtful Dodger from Oliver! by Lionel BartMajor-General from The Pirates of Penzance by Gilbert and SullivanRum Tum Tugger from Cats by Andrew Lloyd Webber‘Waltz Of The Flowers’ from The Nutcracker by Tchaikovsky‘Flower Duet’ from Lakmé by Delibes			

Music Unit of Work
Year 1 Summer

Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions	
High or Low?	Reception: <ul style="list-style-type: none">Sing a range of well-known nursery rhymes and songs in the correct pitchPlay untuned and some tuned instruments with increasing control	Year 2 <ul style="list-style-type: none">Listen and appraise pieces of musicPlay instruments with accuracySing using the breath to create quality soundUse simple graphic notation to compose instrumental accompanimentDevelop musical vocabulary	<ul style="list-style-type: none">musical instrumentsingingtapvoicedrumsxylophonecymbalswood blockboom whackerstrianglepulsebeat	<ul style="list-style-type: none">rhythmshaketempofastslowtambourinemaracasbellscomposerpoprock
National Curriculum Subject Content:	<ul style="list-style-type: none">Use their voices expressively and creatively by singing songs and speaking chants and rhymesPlay tuned and untuned instruments musicallyListen with concentration to a range of high-quality live and recorded musicExperiment with, create, select and combine sounds using the inter-related dimensions of music			
Knowledge:			Key Vocabulary	
Intended Knowledge	<ul style="list-style-type: none">Know how to identify and describe pitchKnow how to explore sounds created by a variety of different instruments and voice, describing their pitch and timbreKnow how to play simple listening games, identifying and copying simple pitch patternsKnow how to use a variety of tuned and untuned percussion instrumentsKnow how to compose simple sound effects to accompany sections of a storyKnow how to compose pitch patterns and represent them using simple graphic notationKnow how to prepare songs for a class performance		Pitch; higher; lower; up; down; jump; leap; describe; tempo; speed; double bass; celeste; cornet; tuba; flute; bass drum; glockenspiel; sequence; copy; notes C D E F G A B C; scale; Highest; lowest; higher; pattern; melody; order; tuned percussion; xylophone; trombone; clarinet; pattern; graphic score; structure; beginning; middle; end; perform	
Assessment Outcomes	<p>Procedural Knowledge</p> <ul style="list-style-type: none">I can sing simple songs, chants and rhymesI can copy simple pitch patterns accuratelyI can create simple pitch patternsI can play simple rhythmic accompaniments to songs to a steady pulseI can compose simple melodies using selected notesI can perform to an audience		<p>Declarative Knowledge</p> <ul style="list-style-type: none">I can listen and describe musical patterns using appropriate vocabulary (high, low, loud, soft, fast, slow, spiky, smooth, long, short)I can recognise changes in pitchI can name some instruments, describing their sound and how they are playedI can recognise how graphic notation can represent created sounds, exploring and inventing my own symbolsI can identify a range of different periods, styles and share ideas and opinions about the music	
Significant music	<ul style="list-style-type: none">‘Characters With Long Ears’ from Carnival Of The Animals by Saint-Saëns‘The Elephant’ from Carnival Of The Animals by Saint-Saëns‘The Dance Of The Sugar Plum Fairy’ from The Nutcracker by TchaikovskyFlight Of The Bumblebee by Rimsky-KorsakovRhapsody In Blue by Gershwin			