

**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 pitch Play untuned and some tuned instruments with increasing control 	Year 2 <ul style="list-style-type: none"> Listen and appraise pieces of music Play instruments with accuracy Sing using the breath to create quality sound Use simple graphic notation to compose instrumental accompaniment Develop musical vocabulary 	<ul style="list-style-type: none"> musical instrument singing tap voice drums xylophone cymbals wood block boom whackers triangle pulse beat 	<ul style="list-style-type: none"> rhythm shake tempo fast slow tambourine maracas bells composer pop rock
National Curriculum Subject Content:	<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 to a range of high-quality live and recorded music Experiment 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 music Know how to explore percussion instruments Know how to perform simple instrumental accompaniments to familiar songs Know 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 align="center">Procedural Knowledge</p> <ul style="list-style-type: none"> I can sing simple songs, chants and rhymes as a class I can respond to music through movement and dance, identifying a steady beat with others I 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 align="center">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 playing I 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 Warlock Rondo Alla Turca by Mozart 'La Réjouissance' from Music For The Royal Fireworks by Handel In The Mood by Glenn Miller Hungarian 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

Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions	
Exploring Sounds	Reception: <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs in the correct pitch • Play untuned and some tuned instruments with increasing control 	Year 2 <ul style="list-style-type: none"> • Listen and appraise pieces of music • Play instruments with accuracy • Sing using the breath to create quality sound • Use simple graphic notation to compose instrumental accompaniment • Develop musical vocabulary 	<ul style="list-style-type: none"> • musical instrument • singing • tap • voice • drums • xylophone • cymbals • wood block • boom whackers • triangle • pulse • beat 	<ul style="list-style-type: none"> • rhythm • shake • tempo • fast • slow • tambourine • maracas • bells • composer • pop • rock
National Curriculum Subject Content:	<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 to a range of high-quality live and recorded music • Experiment 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 instruments • Know how to sing simple songs, adding facial expressions and actions to enhance performance • Know how composers using dynamics, tempo and timbre to reflect a character or theme • Know how to use song lyrics as a stimulus for a composition • Know how to compose short sound sequences to tell a story and perform them to each other • Know 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 align="center">Procedural Knowledge</p> <ul style="list-style-type: none"> • I can explore instrumental and vocal timbre, recognising how sounds can be changed • I can experiment with different ways to create sound (e.g. body percussion, vocal sounds) • I can sing simple songs, chants and rhymes as a class • I can play pitch patterns on tuned instruments • I can create musical sound effects and short sequences of sounds in response to stimuli (e.g. song lyrics) 		<p align="center">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 playing • I can recognise how graphic notation can represent created sounds, exploring and inventing my own symbols 	
Significant music	<ul style="list-style-type: none"> • <i>Étude Aux Chemins De Fer</i> by Pierre Schaeffer • Artful Dodger from <i>Oliver!</i> by Lionel Bart • Major-General from <i>The Pirates of Penzance</i> by Gilbert and Sullivan • Rum Tum Tugger from <i>Cats</i> by Andrew Lloyd Webber • 'Waltz Of The Flowers' from <i>The Nutcracker</i> by Tchaikovsky • 'Flower Duet' from <i>Lakmé</i> 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 pitch Play untuned and some tuned instruments with increasing control 	Year 2 <ul style="list-style-type: none"> Listen and appraise pieces of music Play instruments with accuracy Sing using the breath to create quality sound Use simple graphic notation to compose instrumental accompaniment Develop musical vocabulary 	<ul style="list-style-type: none"> musical instrument singing tap voice drums xylophone cymbals wood block boom whackers triangle pulse beat 	<ul style="list-style-type: none"> rhythm shake tempo fast slow tambourine maracas bells composer pop rock
National Curriculum Subject Content:	<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 to a range of high-quality live and recorded music Experiment 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 pitch Know how to explore sounds created by a variety of different instruments and voice, describing their pitch and timbre Know how to play simple listening games, identifying and copying simple pitch patterns Know how to use a variety of tuned and untuned percussion instruments Know how to compose simple sound effects to accompany sections of a story Know how to compose pitch patterns and represent them using simple graphic notation Know 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 align="center">Procedural Knowledge</p> <ul style="list-style-type: none"> I can sing simple songs, chants and rhymes I can copy simple pitch patterns accurately I can create simple pitch patterns I can play simple rhythmic accompaniments to songs to a steady pulse I can compose simple melodies using selected notes I can perform to an audience 		<p align="center">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 pitch I can name some instruments, describing their sound and how they are played I can recognise how graphic notation can represent created sounds, exploring and inventing my own symbols I 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 Tchaikovsky Flight Of The Bumblebee by Rimsky-Korsakov Rhapsody In Blue by Gershwin 			