

Music Unit of Work
Year 2 Autumn

Unit	Prior learning (Retrieval)	Future learning	Prior Key Vocabulary	
Singing	Year 1 <ul style="list-style-type: none">To explore sounds created by a variety of different instruments and voice, describing their pitch and timbreTo play simple listening games, identifying and copying simple pitch patternsTo use a variety of tuned and untuned percussion instrumentsTo compose simple sound effects to accompany sections of a storyTo compose pitch patterns and represent them using simple graphic notationTo prepare songs for a class performance	Year 3 <ul style="list-style-type: none">To know how to play B A G on the recorderTo know the notes B A G on the staveTo compose my own music using notes B A GTo know the value of crotchet and minim beatsTo sing with mostly accurate pitch and expressionTo describe a piece of music using musical elementsTo perform for an audience	<ul style="list-style-type: none">PitchHigher/lowerTempo/speeddouble basscelestecornettubaflutebass drumglockenspiel sequencecopynotes C D E F G A B C	<ul style="list-style-type: none">patternmelodyordertuned percussionxylophonetromboneclarinetpatterngraphic scorestructurebeginningmiddleendperform
National Curriculum Subject Content:	<ul style="list-style-type: none">Use their voices expressively and creatively by singing songs and speaking chants and rhymesPlay un-tuned percussion musicallyListen with concentration and understanding to a range of high-quality 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 respond in call and response songsKnow how to use percussion instruments to show awareness of rhythm and beatKnow how sing action songs with confidenceKnow the sing at different tempo and volumeKnow how to sing with developing pitch matchKnow how to describe a piece of music using musical elements (tempo and dynamics)Know how to play tuned and un-tuned percussion instruments with care and prescision		Beat, rhythm, pitch, tempo, dynamics, melody, lyrics, tuned, untuned, loud / soft, call and response, solo, duet, unison, ostinato, round, claves, maracas (rhythm eggs), chime bars, drums, wood block, tambourine, triangle, cymbals	
Assessment Outcomes	Procedural Knowledge <ul style="list-style-type: none">I can maintain a beatI can play a simple un-tuned percussion instrument following a signalI can sing songs with an awareness of melody		Declarative Knowledge <ul style="list-style-type: none">I can distinguish pitch in different pieces of music	
Significant music				

Music Unit of Work
Year 2 Spring

Unit	Prior learning (Retrieval)	Future learning	Prior Key Vocabulary	
Singing	Year 1 <ul style="list-style-type: none">To explore sounds created by a variety of different instruments and voice, describing their pitch and timbreTo play simple listening games, identifying and copying simple pitch patternsTo use a variety of tuned and untuned percussion instrumentsTo compose simple sound effects to accompany sections of a storyTo compose pitch patterns and represent them using simple graphic notationTo prepare songs for a class performance	Year 3 <ul style="list-style-type: none">To know how to play B A G on the recorderTo know the notes B A G on the staveTo compose my own music using notes B A GTo know the value of crotchet and minim beatsTo sing with mostly accurate pitch and expressionTo describe a piece of music using musical elementsTo perform for an audience	<ul style="list-style-type: none">PitchHigher/lowerTempo/speeddouble basscelestecornettubaflutebass drumglockenspiel sequencecopynotes C D E F G A B C	<ul style="list-style-type: none">patternmelodyordertuned percussionxylophonetromboneclarinetpatterngraphic scorestructurebeginningmiddleendperform
National Curriculum Subject Content:	<ul style="list-style-type: none">Use their voices expressively and creatively by singing songs and speaking chants and rhymesPlay un-tuned percussion musicallyListen with concentration and understanding to a range of high-quality 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 known songs from a melodic line e.g. chimes or hummingKnow what the range of an octave isKnow how to sing songs using correct breathing techniquesKnow the sing at different tempo and volumeKnow how to sing songs from memory from different stylesKnow how to describe a piece of music using musical elements (tempo and dynamics)Know how to keep a beat and play a rhythm using instruments or clapping		Beat, rhythm, pitch, tempo, dynamics, melody, lyrics, tuned, untuned, loud / soft, call and response, solo, duet, unison, ostinato, round, claves, maracas (rhythm eggs), chime bars, drums, wood block, tambourine, triangle, cymbals	
Assessment Outcomes	Procedural Knowledge <ul style="list-style-type: none">I can copy rhythm patterns accuratelyI can play a simple un-tuned percussion instrument showing controlI can sing songs with developed breathing techniquesI can sing songs with confidence using 8 notes		Declarative Knowledge <ul style="list-style-type: none">I can match meanings with musical words/vocabI can listen with increased concentrationI can discuss pieces of music	
Significant music				

Music Unit of Work
Year 2 Summer

Unit	Prior learning (Retrieval)	Future learning	Prior Key Vocabulary	
Singing	Year 1 <ul style="list-style-type: none">To explore sounds created by a variety of different instruments and voice, describing their pitch and timbreTo play simple listening games, identifying and copying simple pitch patternsTo use a variety of tuned and untuned percussion instrumentsTo compose simple sound effects to accompany sections of a storyTo compose pitch patterns and represent them using simple graphic notationTo prepare songs for a class performance	Year 3 <ul style="list-style-type: none">To know how to play B A G on the recorderTo know the notes B A G on the staveTo compose my own music using notes B A GTo know the value of crotchet and minim beatsTo sing with mostly accurate pitch and expressionTo describe a piece of music using musical elementsTo perform for an audience	<ul style="list-style-type: none">PitchHigher/lowerTempo/speeddouble basscelestecornettubaflutebass drumglockenspiel sequencecopynotes C D E F G A B C	<ul style="list-style-type: none">patternmelodyordertuned percussionxylophonetromboneclarinetpatterngraphic scorestructurebeginningmiddleendperform
National Curriculum Subject Content:	<ul style="list-style-type: none">Use their voices expressively and creatively by singing songs and speaking chants and rhymesPlay un-tuned percussion musicallyListen with concentration and understanding to a range of high-quality 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 prepare for a performanceKnow what sols/duet/unison means when singingKnow how to sing songs with a stronger melodic lineKnow how to sing in roundsKnow how to improvise simple rhythm and pitch patternsKnow how to use simple graphic notation to compose instrumental accompaniment		Beat, rhythm, pitch, tempo, dynamics, melody, lyrics, tuned, untuned, loud / soft, call and response, solo, duet, unison, ostinato, round, claves, maracas (rhythm eggs), chime bars, drums, wood block, tambourine, triangle, cymbals	
Assessment Outcomes	<div>Procedural Knowledge</div> <ul style="list-style-type: none">I can perform to an audienceI can play a simple un-tuned percussion instrument with accuracy and rhythmic awarenessI can sing songs with confidence in solo, duet or unisonI can work collaboratively to create short pieces of music		<div>Declarative Knowledge</div> <ul style="list-style-type: none">I can match meanings with musical words/vocabI can listen with increased concentrationI can discuss pieces of musicI can learn about famous musicians.	
Significant music				