

Year 1



Year 1 - Explore Music

Thread	Singing	Playing	Composing
Learning Objectives	• Sing simple songs with increasing accuracy • Copy and echo short melodic phrases • Explore high and low voices • Sing songs using a steady pulse • Respond to changes in loud/quiet and fast/slow • Sing independently in short sections • Sing as a whole class, in small groups and individually • Develop clear diction and confident singing	• Explore a range of untuned percussion instruments • Hold and play instruments safely and appropriately • Keep a steady pulse with a group • Copy and perform short rhythmic patterns • Play repeated rhythmic patterns/ostinati • Respond to start/stop signals • Choose instruments to create different sounds • Begin to coordinate playing with singing	• Explore and choose sounds for a purpose • Create and repeat simple rhythmic patterns • Experiment with long/short, high/low and loud/quiet sounds • Create sound effects for stories, pictures and poems • Organise sounds into a beginning, middle and end • Create short pieces individually and collaboratively • Make choices about instruments, sounds and dynamics • Perform and explain their own compositions
Musical elements and vocabulary	Pulse, pitch, tempo, dynamics, rhythm, duration beat, steady, pattern, high, low, loud, quiet, fast, slow, long, short, start, stop	Pulse, rhythm, duration, dynamics, tempo, timbre Steady beat, long/short, loud/quiet, fast/slow, different instrument sounds	Timbre, pitch, duration, dynamics, tempo, structure Beginning/middle/end, repetition, contrast
Thread	Listening	Musicianship	Performing
Learning Objectives	• Recognise and respond to the pulse in a range of music • Identify changes in tempo and dynamics • Recognise high/low sounds and short/long sounds • Identify repeated rhythms and patterns • Recognise different instrument sounds and voices • Respond to music through movement, drawing and discussion • Describe how music makes them feel • Begin to explain what they hear using musical vocabulary • Listen to music from different cultures, traditions and times	• Understand and maintain a steady pulse • Distinguish between pulse and rhythm • Copy short rhythmic patterns using body percussion, voice and instruments • Copy short melodic patterns • Explore high/low pitch using voice and instruments • Respond accurately to changes in tempo and dynamics • Follow simple musical instructions and signals • Develop awareness of beat, rhythm and phrase • Use basic musical vocabulary when talking about music • Represent sounds using pictures, symbols and simple graphic notation	• Perform songs and simple pieces as a whole class • Start and stop together • Maintain a steady pulse when performing • Perform simple rhythmic and melodic patterns • Follow a conductor/teacher's cues • Perform with increasing confidence and focus • Perform in small groups and individually where appropriate • Show awareness of dynamics and tempo when performing • Perform their own compositions • Begin to evaluate their own and others' performances positively
Musical elements and vocabulary	Pulse, rhythm, pitch, tempo, dynamics, timbre, duration, texture, structure Same/different, repeated, high/low, loud/quiet, fast/slow	Pulse, rhythm, pitch, duration, tempo, dynamics, timbre, structure Beat, pattern, phrase, high/low, long/short, fast/slow, loud/quiet, start/stop	Pulse, rhythm, pitch, tempo, dynamics, duration, structure Start/stop, together, steady, loud/quiet, fast/slow, beginning/middle/end
Key Vocab	beat, steady, pattern, high, low, loud, quiet, fast, slow, long, short, start, stop		

YEAR 1 — MUSIC KNOWLEDGE

Substantive knowledge • Disciplinary knowledge and skills

SINGING

Substantive: Know that the voice can produce high/low, loud/quiet and long/short sounds. Know simple songs, chants and rhymes. Know the terms **pulse, beat, rhythm, pitch, loud, quiet, fast, slow**.

Disciplinary: Sing simple songs in unison. Sing with a steady pulse. Copy short melodic and rhythmic phrases. Use the voice expressively.

LISTENING

Substantive: Know that music can be described using musical vocabulary. Know contrasting examples of music from different cultures and traditions.

Disciplinary: Listen attentively. Identify pulse, tempo, dynamics and instruments. Respond physically or verbally to music. Say what they like/dislike and give a simple reason.

PLAYING

Substantive: Know names and families of common classroom instruments. Know how to safely hold and play instruments. Know that instruments can produce different timbres.

Disciplinary: Keep a steady beat on an instrument. Copy simple rhythms. Explore different sounds. Play simple repeated patterns. Start and stop with a leader.

MUSICIANSHIP

Substantive: Know pulse, rhythm and pitch as distinct concepts. Recognise simple rhythmic patterns. Begin to understand graphic notation.

Disciplinary: Keep and internalise a pulse. Copy and perform simple rhythms. Recognise high/low pitch. Develop aural memory. Follow simple graphic notation.

COMPOSING

Substantive: Know that music can be created by selecting and combining sounds. Know **repeat, pattern, pulse, rhythm, contrast**.

Disciplinary: Experiment with sounds. Create and perform simple rhythmic patterns. Choose sounds for a purpose. Create simple soundscapes. Use graphic symbols to represent ideas.

PERFORMANCE

Substantive: Know that a performance is prepared and shared with an audience. Know basic performance behaviours.

Disciplinary: Perform confidently in a group. Start/stop together. Maintain a pulse. Perform songs and simple instrumental parts for an audience.

YEAR 1 — MUSIC CAREERS – DISCOVER – What jobs can music help people to do?

I can recognise that people use music in different jobs and understand that my musical skills are useful beyond the classroom.

SINGING

Know that singers can perform in different places and for different purposes.

Explore careers such as **singer, choir leader, musical theatre performer and vocal teacher.**

Develop confidence, listening, teamwork and communication.

PLAYING

Know that people play instruments professionally and in community settings.

Meet or learn about **instrumentalists, session musicians and music teachers.**

Recognise that practising helps people develop expertise.

COMPOSING

Know that people write music for different purposes.

Explore **composer, songwriter and jingle writer.**

Understand that composers create music for films, games, performances and other media.

LISTENING

Know that people listen to and work with music in different ways.

Explore **radio presenter, DJ, music journalist and music reviewer.**

Develop the ability to talk about and describe music.

MUSIC TECHNOLOGY AND PRODUCTION

Begin to recognise that technology is used to **record, amplify and play music.**

Identify simple roles such as sound engineer and recording technician.

PERFORMANCE

Know that performances involve more than performers.

Identify **performers, conductors, stage crew and audiences.**

Develop confidence, teamwork and communication.

Year 1 • Unit Context, Progression & Inclusion

Music and Stories - How can we use music to tell a story?

PRIOR KNOWLEDGE - SPECIFIC RETRIEVAL

- Retrieve EYFS: sing familiar songs, keep/move to a steady beat and show high/low and loud/quiet with voice or percussion.
- Revisit using sound to represent a story or character; copy a short rhythm and choose an instrument for a purpose.
- Retrieval prompt: perform a steady beat, then change one element - tempo, dynamics or pitch.

WHY THIS? WHY NOW?

- It converts EYFS exploration into explicit musical concepts and shared vocabulary. This unit particularly develops rhythmic security, pitch/notation fluency, creative musical decision-making and deliberately revisits earlier vocabulary in a richer musical context.
- The sequence is positioned here so new repertoire and concepts build cumulatively rather than being taught as isolated musical activities.

SMSC LINKS

- Spiritual: respond personally and imaginatively to music; notice how sound can communicate mood, character, place and emotion.
- Cultural: broaden musical heritage through significant composers, styles, periods and instruments, making comparisons without ranking one tradition above another.
- Social: rehearse, listen, take turns, lead/follow, negotiate musical choices and contribute responsibly to an ensemble.
- Moral: respect performers' and peers' ideas, use instruments responsibly, give constructive feedback and understand that shared performance depends on everyone.

SUGGESTED SEND ADAPTATIONS

- Use picture/symbol cards for pulse, pitch, tempo and dynamics.
- Model first; use echo/copy-me responses before independent performance.
- Offer movement/body percussion before transferring patterns to instruments.
- Reduce choices to 2–3 instruments and use colour/shape cues for start/stop.
- Allow non-verbal responses: point, move, match or choose a picture.



Autumn 1



Unit: Music and Stories – How can we use music to tell a story?

Singing and Pulse	To sing simple songs with a small range, copy short phrases, sing clearly and to keep a steady beat.	Children take part in vocal warm-ups and practise Echo singing. They use Transport songs as a stimulus. They then have opportunities to Tap, clap or walk to the beat and explore Singing loudly/quietly.	Transport songs – the Runaway train and other linked songs	sing, voice, pulse, beat, loud, quiet
Rhythm and Playing	To copy simple rhythms and keep a steady pulse. To play simple rhythms on percussion instruments and perform a repeating rhythm pattern.	Children have the opportunity to clap the rhythm of the song used and develop their skills with body percussion. They have opportunity to transfer learnt rhythms to percussion instruments and create simple repeating patterns. They perform rhythms alongside the song.	Transport songs – the Runaway train and other linked songs	rhythm, pulse, beat, repeat, percussion
Musicianship	To explore, fast / slow- loud / quiet – and use these when singing, playing and moving	Children sing familiar songs that they know already and change the speed to fast and slow. They then sing loudly and quietly. Children then have the opportunity to move to fast and slow music. Add different percussion instruments to a song as an accompaniment.	Transport songs Include Morningtown ride Include known songs Sing Up – song bank	tempo, dynamics, fast, slow, loud, quiet, high, low
Listening	To listen attentively to Mozart. And to respond to the pulse of the music identifying any changes in tempo and dynamics and Recognise repeated musical ideas. To identify the piano.	Introduce fact file on Mozart – When listening to music ask; What can you hear? Is it fast or slow? Is it loud or quiet? What instrument is playing? Can you hear anything repeating? Can you move to the pulse? Practical activity Explore the piano and listen to a live performance if possible.	Mozart – Rondo Alla Turca 	composer, Mozart, piano, pulse, tempo, dynamics
Composing	Explore sounds using voices and instruments. Choose sounds to represent ideas. Create a short piece of music. Use fast/slow, loud/quiet and high/low. Explain what the music represents.	Revise Mozart and introduce Andrew Lloyd Webber Give children a character of a cat. For example: A cheeky cat → fast, short sounds A sleepy cat → slow, quiet sounds A scary cat → loud, low sounds Children work in small groups to create a short musical response.	Mozart Andrew Lloyd Webber CATS – musical 	compose, sound, character, mood, tempo, dynamics, pitch
Listening and composing	To listen to music from opera and musical theatre and identify similarities and differences. Perform a composition. and use musical elements to communicate a character or mood.	Listen to pieces of music from musicals and an opera – both tell a story. Use musical language to describe the music listened to. How does the speed or volume of the music add to the detail of the story. What is similar and different about musicals and opera. Create a story for your cat and act this out using instruments to support the composition	Mozart The Magic Flute The Marriage of Figaro Andrew Lloyd Webber Cats, Joseph and the Amazing Technicolor Dreamcoat 	Opera Musical character, mood, tempo, dynamics, pitch

Year 1 • Unit Context, Progression & Inclusion

Colonel Hathi's March - Christmas performance - How can we use the elements of music to create, perform and tell a story?

PRIOR KNOWLEDGE - SPECIFIC RETRIEVAL

- Retrieve Autumn 1: keep a steady pulse, copy/perform a rhythm and use tempo, dynamics and pitch to show story or character.
- Recall that instruments have different timbres and that music can have a clear beginning, middle and end.
- Connect to EYFS movement: move in time, then respond when the pulse or dynamics change.

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Autumn 2



Unit: Colonel Hathi's March – Christmas performance – How can we use the elements of music to create, perform and tell a story?

Listening	Keep in time with 'Colonel Hathi's march' and listen to it played on brass instruments recognising a steady beat.	Practise the standing up/ sitting down actions in <i>The grand old Duke of York</i> . Practise singing with the elephants in character. Watch the video of the trombone ensemble and discuss. March in time with Colonel Hathi's herd of elephants. Listen to and talk about how instruments can sound like animals. Sing along to the counting (and possibly the verse) at the same time as marching	'Colonel Hathi's march' from <i>The Jungle Book</i> by Richard M. Sherman and Robert B. Sherman. Nutcracker by Tchaik	Duration: march rhythm. Pitch: low and high Tempo: beat (pulse). Timbre: low instruments (tuba), high instruments (glockenspiel, flute/piccolo), drum, military band.
Composing	Explore instruments found in marching bands. Compose and play simple marching music	Understand that instruments can have different timbres (sounds different to each other). Describe the characteristics of march music. Compose some marching music and perform it.	Ballet Music 	
Listening and composing	Keep in time with a changing pulse, listen to a ballet march, and make up a dance in response to it.	Keep in time with different people's footsteps – Practise the 'Follow my feet' game and learn the <i>Feet, feet</i> chant. Listen to a piece of classical music from a ballet. Make up a dance in response to the 'March of the toy soldiers' from <i>The Nutcracker suite</i> by Tchaikovsky..		
Singing, playing and performing	Children will sing clearly and perform for others, they will pay attention to their diction and singing clearly. The children will perform showing an awareness to dynamics and tempo Children may have the opportunity to play rhythmic ostinato and respond to music adding actions and movement to songs to enhance performance.	Learn and internalise all Christmas songs for performance to parents Accompany songs with simple actions and simple ostinatos Learn words and sing clearly showing a love of singing Ensure that careers work is carried out within this unit 	Christmas songs and a theme decided within each year.	beat • pulse • rhythm • pattern • high • low • fast • slow • loud • quiet • long • short • start • stop • together • repeat • verse • chorus • perform • audience

Year 1 • Unit Context, Progression & Inclusion

Vivaldi's Seasons: Exploring Music Through Sound and Movement - How can we use music, movement and sound to describe winter?

PRIOR KNOWLEDGE - SPECIFIC RETRIEVAL

- Retrieve Autumn learning: identify pulse, fast/slow, loud/quiet and high/low; respond to changes through movement.
- Recall Tchaikovsky's Nutcracker from Autumn 2: ballet music can tell a story and movement can reflect musical changes.
- Practise a repeated rhythm/ostinato before using Vivaldi to explore seasonal sound.

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Spring 1

Unit: Vivaldi's Seasons: Exploring Music Through Sound and Movement – How can we use music, movement and sound to describe winter?



Singing	Use voices expressively and creatively by singing songs and speaking chants. Sing collectively and at the same pitch.	Begin with vocal warm-ups using sirens, echo patterns and pitch-matching games. Learn a spring-themed song through call and response , gradually increasing phrase length. Add actions to reinforce the lyrics and develop confidence. Explore high and low pitch using spring sounds such as birds singing and bees buzzing. Introduce a simple round when children are secure with the melody, focusing on listening carefully to others while maintaining their own part.	Spring-themed songs; backing tracks; visual lyric cards; percussion instruments.	Sing, pulse, pitch, high, low, call and response, round, voice
Listening & Responding	Listen with concentration and understanding to a range of high-quality live and recorded music. Listen to, review and evaluate music, beginning to use appropriate musical vocabulary.	Listen to Vivaldi's Spring and discuss what children think they can hear and imagine. Identify the pulse , changes in tempo , repeated patterns and contrasting sections. Move to the music using actions such as flying like birds, buzzing like bees, growing flowers and falling rain. Stop/freeze when the music changes. Listen specifically for the violins and discuss how Vivaldi creates the feeling of spring through fast/slow, loud/quiet and high/low sounds.	Vivaldi, <i>The Four Seasons</i> – <i>Spring</i> ; audio/video recording; movement space; visual listening prompts.	Composer, Vivaldi, listen, pulse, tempo, fast, slow, dynamics, loud, quiet, pitch, high, low, pattern
Composing & Exploring Sound	Improvise and compose music for a range of purposes using the interrelated dimensions of music. Experiment with, create, select and combine sounds.	Use <i>Spring</i> as inspiration to create a spring soundscape . Children explore sounds representing birds, bees, rain, wind, flowers growing and sunshine . Experiment with different instruments and playing techniques. Create short rhythmic or sound sequences using long/short sounds, fast/slow, loud/quiet and high/low . Combine children's ideas into a class spring soundscape with a clear beginning, middle and end. Record the finished composition where appropriate.	Classroom percussion; untuned instruments; natural sound-makers; rainmakers; shakers; recording/music technology.	Compose, improvise, soundscape, sequence, pattern, long, short, fast, slow, loud, quiet, high, low
Performing & Movement	Play tuned and untuned instruments musically, with increasing accuracy. Rehearse and perform with others. Use movement to respond to music.	Listen to the opening of <i>Spring</i> and identify musical ideas that could be represented through movement. Create a whole-class spring movement piece . Children explore movements such as birds flying, chicks hatching, bees buzzing, flowers growing and rain falling. In groups, children create short movement sequences and combine these into a class performance. Add simple percussion parts to represent different sections. Rehearse, perform and discuss what worked well.	Vivaldi, <i>Spring</i> ; movement space; scarves/ribbons; percussion instruments.	Perform, rehearse, pulse, movement, tempo, dynamics, rhythm, group, audience
Musical Knowledge	Understand how music is made through voices and instruments. Listen to and identify a range of instruments and begin to understand how composers use musical ideas.	Introduce Antonio Vivaldi as the composer of <i>The Four Seasons</i> . Explain that <i>Spring</i> is part of a set of four concertos inspired by the seasons. Introduce the violin and explore how the bow and strings produce sound. Listen carefully to <i>Spring</i> and identify the string instruments . Explore the string family: violin, viola, cello and double bass . Discuss how Vivaldi uses the violins to suggest birds and other springtime sounds.	Vivaldi resources; violin or demonstration video; instrument pictures; string-family sorting cards; listening extracts.	Vivaldi, composer, concerto, violin, bow, strings, orchestra, string family, violin, viola, cello, double bass
Notation & Musical Elements	Use and understand some of the basics of staff notation and begin to use and understand graphic notation. Play tuned and untuned instruments with increasing control.	Introduce simple graphic/dot notation to represent spring sounds. Children follow short patterns using dots, lines and symbols. Explore long and short sounds using percussion. Introduce simple symbols for fast/slow and loud/quiet . Children create their own short spring-inspired pattern and perform it from their notation. Where appropriate, introduce a simple repeated ostinato to accompany a song or class composition.	Graphic notation cards; dot/line notation; percussion instruments; symbol cards.	Notation, graphic notation, rhythm, pulse, long, short, fast, slow, loud, quiet, ostinato, pattern

Year 1 • Unit Context, Progression & Inclusion

Animals in Music - How can composers use music to describe animals and characters?

PRIOR KNOWLEDGE - SPECIFIC RETRIEVAL

- Retrieve Vivaldi: composers can use pitch, tempo, dynamics and instrumental sound to suggest images from nature.
- Recall how movement responded to Spring and how simple soundscapes used repeated patterns and contrasting sounds.
- Compare: which musical element would best suggest a large animal, a tiny animal or a bird?

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Spring 2

Unit: Animals in Music - How can composers use music to describe animals and characters?



Singing & Musicianship	To sing simple songs accurately and copy short phrases.	- Vocal warm-ups using animal sounds. - Sing simple animal-themed songs. - Echo short phrases sung by the teacher. - Sing at different pitches – high/low. - Keep a steady pulse through clapping, tapping or walking. - Introduce the idea that composers can use music to describe things.	Piano/keyboard Animal songs Animal picture cards 	sing, voice, pitch, high, low, pulse, beat, phrase, echo
Listening	To listen attentively and identify how instruments represent different characters.	- Introduce Sergei Prokofiev and <i>Peter and the Wolf</i>. - Listen to the character themes. - Match characters to instruments. - Explore the flute, oboe, clarinet, bassoon, French horn, strings and timpani. - Move when a particular character's music is heard. - Discuss why the composer may have chosen each instrument.	<i>Peter and the Wolf</i> recording/video Character cards Instrument pictures Audio examples	composer, instrument, character, sound, timbre, listen, Prokofiev
Musical Elements	To identify and respond to changes in tempo, dynamics, pitch and timbre.	- Revisit the character themes. - Compare the music for Peter, the bird, duck, cat, wolf and grandfather. - Identify fast/slow, loud/quiet, high/low. - Move like each character in response to the music. - Explore how different instruments create different sounds. - Create simple movements to accompany a character theme.	<i>Peter and the Wolf</i> extracts Character cards Tempo/dynamics cards Movement space 	tempo, dynamics, fast, slow, loud, quiet, pitch, high, low, timbre
Listening & Comparing	To listen and respond to music and identify how musical elements describe different animals.	- Introduce Camille Saint-Saëns. - Listen to selected movements from <i>Carnival of the Animals</i>. - Explore The Elephant, The Swan, Kangaroos, The Aquarium, The Cuckoo and The Lion. - Move like the animals in response to the music. - Discuss which instruments and musical elements represent each animal. - Compare <i>Peter and the Wolf</i> with <i>Carnival of the Animals</i>.	<i>Carnival of the Animals</i> recordings Animal pictures Composer pictures Instrument pictures 	composer, animal, instrument, tempo, dynamics, pitch, timbre, compare, listen
Composing	To select and combine sounds to create a short piece of music representing an animal.	- Choose an animal. - Decide how the animal should sound: fast/slow, loud/quiet, high/low. - Choose suitable instruments. - Create a short musical idea. - Develop a beginning and ending. - Rehearse the composition. - Encourage children to explain why they chose particular sounds.	Untuned percussion Tuned percussion Animal cards Simple composition template Tempo/dynamics cards	compose, create, select, combine, sound, instrument, tempo, dynamics, pitch, animal
Performance	To perform a short composition and explain how musical choices represent an animal.	- Rehearse compositions. - Perform to the class. - Audience identifies the animal being represented. - Children explain one musical choice they made. - Revisit <i>Peter and the Wolf</i> and <i>Carnival of the Animals</i>. - Discuss: How did the composers make us imagine the animals? - Finish with a whole-class animal song.	Children's compositions Instruments Selected listening extracts Animal picture cards 	perform, audience, composer, composition, tempo, dynamics, pitch, timbre

Year 1 • Unit Context, Progression & Inclusion

How can music make us feel like we are travelling through space? How can music make us move?

PRIOR KNOWLEDGE - SPECIFIC RETRIEVAL

- Retrieve Animals in Music: composers use timbre, pitch, tempo and dynamics to create character and movement.
- Recall Saint-Saëns and how contrasting sounds represented different animals; reuse careful listening and comparison.
- Practise keeping a pulse and copying a short rhythm before listening to Holst and movement-based repertoire.

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- Model first; use echo/copy-me responses before independent performance.
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- Reduce choices to 2–3 instruments and use colour/shape cues for start/stop.
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Summer 1

Unit: How can music make us feel like we are travelling through space? How can music make us move?



Listening and playing	To begin to describe how music makes them feel and feel the steady pulse/beat – copy and play rhythmic patterns	- Listen to <i>Mars</i> and describe how it sounds - Walk/move to the steady pulse - Explore the repeated rhythm using body percussion - Copy short rhythmic patterns - Create a simple "Mars" rhythm using percussion - Explore loud/quiet and fast/slow	Planet Suite by Gustav Holst	Pulse, rhythm, dynamics, tempo beat, steady, pattern, loud, quiet, fast, slow, repeat
Listening and playing	To listen to music and respond to how the music makes them feel and move/ explore different sounds using a range of instruments	- Listen to <i>Jupiter</i> and compare with <i>Mars</i> - Move freely to the music - Identify changes in tempo and dynamics - Explore high and low sounds with voices/instruments - Create a simple space soundscape - Choose sounds to represent different planets	Planet Suite by Gustav Holst untuned/ tuned percussion	Pitch, dynamics, tempo, timbre high, low, loud, quiet, fast, slow, sound, instrument
Composing	Describe and discuss the music listened to and begin to organise musical thoughts and rhythms and share with others.	- Revisit <i>Mars</i> and <i>Jupiter</i> - Compare the two pieces using simple vocabulary - Choose a planet and create a rhythm/sound pattern - Combine voice, movement and percussion - Organise music into a simple beginning, middle and end - Rehearse and perform to the class	Planet Suite by Gustav Holst Percussion instruments	Pulse, rhythm, pitch, dynamics, timbre, structure beginning, middle, end, repeat, together, start, stop, perform
Listening and musician ship	Explore Nautilus through movement and active listening.	Organise access to a large open space for movement work. Listen to and watch the various recordings of <i>Nautilus</i> , familiarising yourself with the piece. Practise the counting activity 'explore duration'. Learn the 'bossy signals' game. Learn about composer Anna Meredith. Explore the piece using movement. Feel the beat using whole body movements.	Nautilus – Anna Meredith	Futuristic, heavy beat, rising pitch patterns. pitch, beat, and duration. Compare, contrast
Listening and musician ship	Draw to music – engage imaginatively with the music.	Have a look at the graphic score examples, noting how they work. Use their bodies to demonstrate an internal sense of beat. Explore sounds as images. Draw pictures to the music.	Nautilus – Anna Meredith Paper and materials	Futuristic, heavy beat, rising pitch patterns. pitch, beat, and duration. Compare, contrast
Listening and musician ship	Compare interpretations of the piece.	- Compare different versions of the same piece of music. - Identify differences and similarities and how music can tell a story. - Talk about personal preferences.	Nautilus – Anna Meredith	Futuristic, heavy beat, rising pitch patterns. pitch, beat, and duration. Compare, contrast

Year 1 • Unit Context, Progression & Inclusion

Charanga Unit - Round and Round - What makes Latin music fun to listen to, sing and dance to and can we sing in this style?

PRIOR KNOWLEDGE - SPECIFIC RETRIEVAL

- Retrieve Summer 1: keep a steady beat while moving; copy rhythmic patterns and identify changes in tempo/dynamics.
- Recall that different styles use distinctive rhythms, instruments and movement; compare this with earlier orchestral music.
- Rehearse call-and-response and simple improvisation before applying these skills to Latin-style music.

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SMSC LINKS

- Spiritual: respond personally and imaginatively to music; notice how sound can communicate mood, character, place and emotion.
- Cultural: encounter music from different places and traditions respectfully; avoid stereotypes and value the cultural context in which music is made.
- Social: rehearse, listen, take turns, lead/follow, negotiate musical choices and contribute responsibly to an ensemble.
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- Offer movement/body percussion before transferring patterns to instruments.
- Reduce choices to 2–3 instruments and use colour/shape cues for start/stop.
- Allow non-verbal responses: point, move, match or choose a picture.



Summer 2



Unit: Charanga Unit - Round and Round - What makes Latin music fun to listen to, sing and dance to and can we sing in this style?

Listening and singing	To listen and respond to music by identifying and keeping a steady pulse, and to learn to sing the song <i>Round and Round</i> .	Round And Round (Bossa Nova) by Joanna Mangona a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song Round And Round	Charanga unit - Round and round	Bossa Nova, style, genre, verse, chorus, intro
Listening	To sing <i>Round and Round</i> accurately and confidently, maintaining the pulse, and to perform a simple rhythmic or instrumental part alongside others.	Livin' La Vida Loca (Latin/Pop) by Ricky Martin Round And Round a. Warm-up Games b. Flexible Games (optional) c. Sing the song Round And Round d. Play instrumental parts	Charanga unit - Round and round	Bossa Nova, style, genre, verse, chorus, intro, latin pop
Listening	To perform a simple instrumental part with a steady pulse and to explore and create short rhythmic patterns through improvisation.	The Imperial March, Darth Vader's Theme (March Of The Empire) (Film) by John Williams Round And Round a. Warm-up Games b. Flexible Games (optional) c. Sing the song Round And Round d. Play instrumental parts e. Improvise (optional extension activities for improvisation)	Charanga unit - Round and round	Bossa Nova, style, genre, verse, chorus, intro, film music, John Williams
Listening	To improvise short rhythmic or melodic ideas within the pulse of the music and perform them as part of an ensemble.	It Had Better Be Tonight (Latin/Big Band) by Michael Bublé Round And Round a. Warm-up Games b. Flexible Games (optional) c. Sing the song Round And Round d. Play instrumental parts e. Improvise option (optional extension activities for improvisation)	Charanga unit - Round and round	Bossa Nova, style, genre, verse, chorus, intro, Big band, Jazz, Jazz singer
Listening	To listen carefully to different musical sections and respond through singing, playing and improvising, keeping together with the ensemble.	Why Don't You by (Dance/Big Band) Gramophone Round And Round a. Warm-up Games b. Flexible Games (optional) c. Sing the song Round And Round d. Play instrumental parts e. Improvise option (optional extension activities for improvisation)	Charanga unit - Round and round	Bossa Nova, style, genre, verse, chorus, intro, house, funk, swing, DJ
Listening	To combine singing, instrumental playing and/or improvisation to perform <i>Round and Round</i> confidently as part of an ensemble	Oye Como Va (Latin/Jazz) by Santana Round And Round a. Warm-up Games b. Flexible Games (optional) c. Sing the song Round And Round d. Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Improvise option (optional extension activities for improvisation) Choose and play any of the options, then decide which one to practise for the end-of-unit performance	Charanga unit - Round and round	Bossa Nova, style, genre, verse, chorus, intro, rock, salsa.