



# Medium Term Unit Planning

|  |  |
|--|--|
| <b>Topic Name: Music</b>   |  |
| <b>Learning outcome:</b><br><i>Throughout Year 1, children will explore ways of using their voices expressively and develop skills of singing while performing actions and movements to accompany stories, songs and chants. They will develop a sense of steady beat and tempo through using movement, body percussion and instruments. The children will develop their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</i> |  |
| <b>Hook</b><br>Introduction to Music Express! Exploration of instruments and songs.  | <b>Topic Showcase (e.g. display, museum, performance, presentation)</b><br>Lots of performances to the other Year 1 class throughout the year.                           |
| <b>Oracy:</b> Children will share their thoughts and ideas on different songs and rhythms.   | <b>Key Vocabulary:</b><br>Pitch, dynamics, volume, voices, instruments, fast, slow, steady, high, low, expressive, listening, percussion, rhythm, song, singing, humming |
| <b>Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):</b><br>Under Review  |  |
| <b>Citizenship/Community Opportunities:</b><br>Performing in front of others and supporting one another.   |  |
| <b>Experiences/Visits/Visitors</b><br>N/A  |  |



# Medium Term Unit Planning

## Main Subjects covered:

### Music

- **Perform**  
This concept involves understanding that music is created to be performed.
- **Compose**  
This concept involves appreciating that music is created through a process which has a number of techniques.
- **Transcribe**  
This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.
- **Describe music**  
This concept involves appreciating the features and effectiveness of musical elements.

### Notes:

| Lesson title and learning Intention   | Threshold concepts (success criteria)   | Milestones (success criteria)  | Lesson structure/differentiation   |
|---|---|--|--|
| <b>Unit 1: Ourselves</b><br><br><b>a) Start with singing</b><br>LI: I can create and respond to vocal sounds. | <b>Perform</b> - This concept involves understanding that music is created to be performed. | <ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> </ul> | a) Children will explore making different pitches and sounds with their voices. They will sing a song which includes different lengths and dynamics. Children will use a |



# Medium Term Unit Planning

|   |  |  |  |
|---|--|--|--|
| <p><b>b) Glad to be me</b><br/>Ll: I can explore how to change sounds.</p> <p><b>c) A surprise meeting</b><br/>Ll: I can create vocal and body percussion sounds.</p> |  | <ul style="list-style-type: none"> <li>• Imitate changes in pitch.</li> </ul>  | <p>variety of pitches to create vocal sounds that represent pictures of playground activities.</p> <p>b) Children will perform a poem that demonstrates different ways of using the voice. They learn a song and add whole body actions and perform in groups.</p> <p>c) Children will learn a song and perform body percussion sounds that increase in number with each verse. They will add expressive vocal sounds and body percussion to accompany a story and think of different endings for the story.</p> |
| <p><b>Unit 2: Number</b></p> <p><b>a) Steady beat</b><br/>Ll: I can recognise and develop a steady</p>  | <p><b>Perform</b> - This concept involves understanding that music is created to be performed.</p> | <ul style="list-style-type: none"> <li>• Make and control long and short sounds, using voice and instruments.</li> </ul> | <p>a) Children will listen to music and copy silent actions along to a steady beat, and create their own actions. Children will learn to sing an</p>   |



# Medium Term Unit Planning

|  |   |  |  |
|--|---|--|--|
| <p>beat using voices and body percussion.</p> <p><b>b) Mister Macarella</b><br/>Ll: I can identify and perform a change in tempo and play percussion with control.</p> <p><b>c) More Macarella</b><br/>Ll: I can keep a steady beat using movement, body percussion and instruments.</p> | <p><b>Describe music</b> - This concept involves appreciating the features and effectiveness of musical elements.</p> | <ul style="list-style-type: none"><li>• Identify the beat of a tune.</li></ul> | <p>action song with movements to a steady beat and understand how this can be shown using a simple pictorial score. They will create a sequence of two movements and perform to the steady beat of 'Chinese dance'.</p> <p>b) Children will learn a chant which has three different speeds and march to the beat. They will read a graphic score as they play a steady beat on percussion instruments. They will identify changes in tempo in a piece of music as they tap along with a steady beat.</p> <p>c) Children will copy sequences of body percussion actions to a steady beat and accompany a song with a steady beat using percussion instruments. Children will create a class performance</p> |
|--|---|--|--|



# Medium Term Unit Planning

|  |   |  |  |
|--|---|--|--|
|  |   |  | using chants and songs from this unit.   |
| <p><b>Unit 3: Animals</b></p> <p><b>a) Animal Sounds</b><br/>LI: I can understand pitch, and make high and low vocal sounds.</p> <p><b>b) The crab and the egret</b><br/>LI: I can understand pitch by singing a song with contrasting high and low melodies.</p> <p><b>c) Where do you live?</b><br/>LI: I can explore pitch using my voice and body movements.</p> | <p><b>Perform</b> - This concept involves understanding that music is created to be performed.</p> <p><b>Compose</b><br/>This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p><b>Transcribe</b><br/>This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p><b>Describe music</b><br/>This concept involves appreciating the features and effectiveness of musical elements.</p> | <ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Imitate changes in pitch.</li> <li>• Choose sounds to create an effect.</li> <li>• Use symbols to represent a composition and use them to help with a performance.</li> <li>• Recognise changes in timbre, dynamics and pitch.</li> </ul> | <p>a) Children will discuss animal sounds and invent animal movements to fit a song. They will learn a chant with high and low pitches.</p> <p>b) Children will identify contrasting pitches in a Chinese song and learn a song using high- and low-pitched voices. They will think about how the instruments use pitch to depict the different creatures and create their own sounds to accompany the music.</p> <p>c) Children will listen to a rhyming song and discuss the animals that they have heard. They will perform the chant using different vocal pitches, and invent actions to represent animal movements described. They</p> |



# Medium Term Unit Planning

|   |   |   |   |
|---|---|---|---|
|   |   |   | will order animal picture cards to create and perform a sequence from a score.  |
| <p><b>Unit 4: Weather</b></p> <p><b>a) Mister Wind</b><br/>         LI: I can explore and control dynamics (volume), duration and timbre with voices, body percussion and instruments.</p> <p><b>b) Stormy music</b><br/>         LI: I can control duration and dynamics using voices, body percussion and instruments.</p> <p><b>c) Beethoven's storm</b><br/>         LI: I can identify a sequence of sounds in a piece of music and responding through movement.</p> | <p><b>Perform</b> - This concept involves understanding that music is created to be performed.</p> <p><b>Transcribe</b><br/>         This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> | <ul style="list-style-type: none"> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Use symbols to represent a composition and use them to help with a performance.</li> </ul> | <p>a) Children will learn to sing an action song about the wind and discuss the sounds of windy weather. They will use body percussion and voices to explore long descriptive sounds. Children will learn an echo chant and copy the dynamics (volume) and accompany the chant with body percussion and claps.</p> <p>b) Children will learn to sing a call and response song in two groups and learn a weather chant with actions and descriptive vocal sound effect. They will perform a chant in two groups using voices and instruments to expressively depict weather and storms.</p> <p>c) Children will learn a song about the weather and add</p> |



# Medium Term Unit Planning

|  |   |   |  |
|--|---|---|--|
|  |   |   | actions. They will respond to a graphic score by playing instrumental sounds which describe a storm.   |
| <p><b>Unit 5: Machines</b></p> <p><b>a) Professor Brain</b><br/>Ll: I can play a steady beat and sequence sounds.</p> <p><b>b) Robot beat</b><br/>Ll: I can play to a steady beat and at different speeds (tempi).</p> <p><b>c) A journey</b><br/>Ll: I can play to a steady beat and at different speeds (tempi).</p> | <p><b>Perform</b> - This concept involves understanding that music is created to be performed.</p> <p><b>Compose</b><br/>This concept involves appreciating that music is created through a process which has a number of techniques.</p> | <ul style="list-style-type: none"> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Create a sequence of long and short sounds.</li> </ul> | <p>a) Children will play a steady beat on body percussion as they listen to music and use a display of sound cards to perform a sequence of word rhythms. They will accompany a song by playing a steady beat on instruments and play the steady beat as they chant word rhythms.</p> <p>b) Children will listen to a song and recall the robot instructions they hear. They will move like robots in time with the steady beat, identifying and responding to changes in tempo.</p> <p>c) Children will describe the changes in tempo throughout a piece of music</p> |



# Medium Term Unit Planning

|   |   |  |  |
|---|---|--|--|
|   |   |  | and play a steady beat on percussion and alter the tempo (speed) as directed. They will take it in turns to lead the class in a conducting game.   |
| <p><b>Unit 6: Seasons</b></p> <p><b>a) Seasonal songs</b><br/>LI: I can identify changes in pitch and dynamics (volume), and respond with movement.</p> <p><b>b) Seeds and flowers</b><br/>LI: I can listen and respond to pitch changes with movement.</p> <p><b>c) The cuckoo</b><br/>LI: I can listen and respond to a falling pitch signal.</p> | <p><b>Describe music</b><br/>This concept involves appreciating the features and effectiveness of musical elements.</p> | <ul style="list-style-type: none"> <li>Recognise changes in timbre, dynamics and pitch.</li> </ul> | <p>a) Children will learn a chant and song, noticing the changes in dynamics and responding to these changes with high and low body movements. They will follow a movie to draw the pitch shapes of vocal sounds in the air.</p> <p>b) Children will learn a song as they perform movements to represent the changes in pitch of the melody.</p> <p>c) Children will play a listening game, walking to a steady beat and stopping when they hear the cuckoo call. They will learn a chant and mark the steady drum beat with body percussion. They</p> |





# Medium Term Unit Planning

|   |   |  |  |
|---|---|--|--|
|   |   |  | will listen to and describe a musical extract, identifying the instruments heard.  |
| <p><b>Unit 7: Our School</b></p> <p><b>a) Classroom taps</b><br/>Ll: I can explore different sound sources and materials.</p> <p><b>b) School sounds</b><br/>Ll: I can explore the dynamics and duration of sounds around the school.</p> <p><b>c) Compasses</b><br/>Ll: I can explore sounds and instruments. I can create a soundscape.</p> | <p><b>Perform</b> - This concept involves understanding that music is created to be performed.</p> <p><b>Compose</b><br/>This concept involves appreciating that music is created through a process which has a number of techniques.</p> | <ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Choose sounds to create an effect.</li> </ul> | <p>a) Children will listen to a piece of music, relating the sounds to a map of classroom sound sources. They will explore classroom sounds in pairs and add sounds to a sound map score, and play their sounds when instructed.</p> <p>b) Children listen to a piece of music following the route on a percussion map to identify the sounds. They will think about the sounds they hear in the school environment and record sounds from two contrasting locations in their school.</p> <p>c) Children will video the environment found at each of the four compass points of the school and the recorded sounds of each location.</p> |



# Medium Term Unit Planning

|   |  |   |  |
|---|--|---|--|
|   |  |   | They will plot the sounds on to a map of the school.   |
| <p><b>Unit 8: Pattern</b></p> <p><b>a) Creature beat</b><br/>LI: I can mark a steady beat with voices and body percussion.</p> <p><b>b) Strong beats</b><br/>LI: I can identify metre by recognising its pattern.</p> <p><b>c) Number snake</b><br/>LI: I can explore instrument sounds and different ways to vary the sound.</p> | <p><b>Compose</b><br/>This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p><b>Describe music</b><br/>This concept involves appreciating the features and effectiveness of musical elements.</p> | <ul style="list-style-type: none"> <li>• Create a sequence of long and short sounds.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Choose sounds to create an effect.</li> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> <li>• Identify the beat of a tune.</li> </ul> | <p>a) Children will learn a song as they tap the steady beat of animal sounds. They will follow a picture score as they sing or tap different groups of beats (metres).</p> <p>b) Children will play body percussion to emphasise the first beat in different metres. They will match body sound patterns to corresponding pictures and perform with actions and counting.</p> <p>c) Children will count in different metres, and understand how the patterns relate to the syllables of the words. They will listen to and identify patterns in different metres played on instruments and perform the patterns in two groups: instruments and chant/count.</p> |



# Medium Term Unit Planning

|   |  |   |   |
|---|--|---|---|
| <p><b>Unit 9: Storytime</b></p> <p><b>Three Little Pigs</b><br/>LI: I can understand how music can tell a story.</p> <p><b>The Magic Porridge Pot</b><br/>LI: I can create music that tells a story.</p> <p><b>Porridge music</b><br/>LI: I can learn new songs and chants and perform these with others.</p> | <p><b>Compose</b><br/>This concept involves appreciating that music is created through a process which has a number of techniques.</p> | <ul style="list-style-type: none"><li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li><li>• Choose sounds to create an effect.</li></ul> | <p>a) Children will listen to music and match it to a picture of a familiar fairy tale. They will learn rhythmic vocal sound effects from a story, using picture scores and perform a story rap.</p> <p>b) Children will explore the use of timbre, tempo and dynamics to describe story sentences using percussion instruments. They will create a storyboard by ordering pictures from the story and explore body movements to add to the story.</p> <p>c) Children will explore the use of dynamics and tempo to create descriptive ways of performing the phrases. They will learn a chant and three songs from a traditional story mini-musical and perform in small groups.</p> |
|---|--|---|---|



# Medium Term Unit Planning

|  |  |  |  |
|--|--|--|--|
| <p><b>Unit 10: Our Bodies</b></p> <p><b>a) Steady beats</b><br/>L1: I can perform a steady beat at two different speeds.</p> <p><b>b) The toe tap</b><br/>L1: I can combine a rhythm pattern and a steady beat.</p> <p><b>d) What's your beat?</b><br/><b>L1: I can</b> perform rhythm patterns on body percussion to a steady beat.</p> | <p><b>Compose</b><br/>This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p><b>Describe music</b><br/>This concept involves appreciating the features and effectiveness of musical elements.</p> | <ul style="list-style-type: none"> <li>• Clap rhythms.</li> <li>• Create short, rhythmic phrases.</li> <li>• Identify the beat of a tune.</li> </ul> | <p>a) Children will listen to a song and mark the steady beat with actions using alternate sides of the body. They will use body percussion to play a fast, steady beat to accompany the song and select instruments to play sounds during the fast section.</p> <p>b) Children will listen to the lyrics of a song and notice the repeating phrases. They will watch a music movie to recognise and identify the melody and accompany the song in two groups: one tapping the steady beat and the other clapping the rhythm patterns.</p> <p>c) Children will watch a movie to learn the actions which accompany word rhythms and listen to the instructions then perform the rhythm actions in the copy gap of the song.</p> |
| <p><b>Unit 11: Travel</b></p> <p><b>a) Shoes a-go-go</b></p>   | <p><b>Perform</b> - This concept involves understanding that music is created to be performed.</p>   | <ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> </ul>   | <p>a) Children will discuss the sounds and movements that the different footwear might</p>   |



# Medium Term Unit Planning

|   |   |   |   |
|---|---|---|---|
| <p>Ll: I can combine voices, movement and instruments to perform a chant and a song.</p> <p><b>b) Tuk-tuk</b><br/>Ll: I can keep a steady beat on instruments and perform word rhythms with movement.</p> <p><b>c) Travelling songs</b><br/>Ll: I can respond to music in movement.</p> | <p><b>Compose</b><br/>This concept involves appreciating that music is created through a process which has a number of techniques.</p>  | <ul style="list-style-type: none"> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Create a sequence of long and short sounds.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> </ul> | <p>make. They will step to a steady beat and vary the dynamics of the steps to reflect the lyrics.</p> <p>b) Children will learn to sing a song about four different types of transport from around the world. They will sing rhythmic word phrases which describe each type of transport.</p> <p>c) Children will learn to sing a cumulative transport song. They will invent simple actions for each form of transport and perform the song with their actions.</p> |
| <p><b>Unit 12: Water</b></p> <p><b>a) Waves</b><br/>Ll: I can create a picture in sound.</p> <p><b>b) The aquarium</b></p>  | <p><b>Perform</b><br/>This concept involves understanding that music is created to be performed.</p> <p><b>Compose</b><br/>This concept involves appreciating that music is created through a</p> | <ul style="list-style-type: none"> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Create a sequence of long and short sounds.</li> </ul>   | <p>a) Children will listen to a song and invent water sport actions to match each verse. They will accompany the wave movie with descriptive vocal sounds and glissandi (slides) on tuned percussion.</p>   |



# Medium Term Unit Planning

|   |   |   |  |
|---|---|---|--|
| <p>L1: I can understand musical structure by listening and responding.</p> <p><b>c) Water songs</b></p> <p>L1: I can perform a simple repeated pattern.</p> | <p>process which has a number of techniques.</p> <p><b>Describe music</b></p> <p>This concept involves appreciating the features and effectiveness of musical elements.</p> | <ul style="list-style-type: none"> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Choose sounds to create an effect.</li> <li>• Sequence sounds to create an overall effect.</li> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> </ul> <ul style="list-style-type: none"> <li>• Identify the beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch.</li> </ul> | <p>b) Children will follow and understand a pitch score to play a melody on tuned percussion. They will respond to the music through movement by inventing descriptive movements in two groups (fish and plants).</p> <p>c) Children will listen to a new version of a traditional song and compare the two pieces of music to identify similarities. They will match images to the verses and learn to sing the song.</p> |
|---|---|---|--|