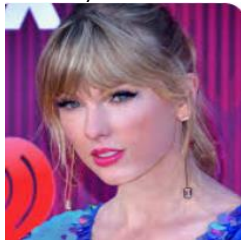




Music Year 1



Unit	Rhyming in Time	Lets start singing	Music inspired by the world around us	Exploring rhythm patterns	Sound and pictures	Highs and lows
National Curriculum	Aims The national curriculum for music aims to ensure that all pupils: - perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians - learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence - understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Key stage 1 - Pupils should be taught to: - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music.					
Unit Link	Rhyming In Time/Year 1/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Let's Start Singing/Year 1/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Music Inspired By The World Around Us/Year 1/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Exploring Rhythm Patterns/Year 1/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Sound And Pictures/Year 1/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Highs And Lows/Year 1/NEW: Creative Music Scheme/Home – Cornwall Music Hub
Style	Hip Hop  Hip Hop	Rock  Rock	Folk Music  Folk Music	Hip Hop  Hip Hop	Classical  classical	Pop  Pop Music

Musician	Pharrell Williams 	The Beatles 	Joni Mitchell 	Rizzle Kicks 	Mozart 	Taylor Swift 
Unit Outcome	1. Move in time with the beat/pulse, responding to different tempos (speeds). 2. Chant, rap, and sing using different voices following simple cues such as starting together	1. Enjoy learning to sing songs and know how to warm up their body and voice, ready to sing. 2. Create and follow the melodic shape of the songs they are singing	1. Listen attentively and with understanding to music from different historical periods. 2. Understand that music can tell a story	1. Understand that an ostinato is a recurring pattern. 2. Copy and compose simple rhythm patterns (Call and Response).	1. Match and create pictures/symbols to represent sound. 2. Capture, sequence and change sounds to make a musical story	1. Understand the difference between a rhythm and a pitch pattern. 2. Identify different pitches (highs and lows) in music and in sounds around the school.
Knowledge	Lesson 1 - I know what a rhythm grid is. (Rhythm Focus) Lesson 2 - I know the difference between singing and chanting using voice modulation (Charanga) Lesson 3 - I know when the music tempo changes (Charanga) Lesson 4 - I know musical concepts in	Lesson 1 - I know 2,4 is march time. (Rhythm Focus) Lesson 2 - I know how to express techniques in my performance. (Charanga) Lesson 3 - I know the connection between storytelling and music. (Charanga) Lesson 4 - I know the stories that are told in the songs. (Charanga)	Lesson 1 - I know 3,4 is waltz time. (Rhythm Focus) Lesson 2 - I know that music can tell a story through different sounds, movements, and contrasts. (Charanga) Lesson 3 - I know that different pieces of music can create different feelings and tell stories through their style, sounds, and	Lesson 1 - I know that 3,4 means 3 beats (crotchets) in a bar. (Rhythm Focus) Lesson 2 - I know an ostinato is a repeated rhythm that fits with the pulse. (Charanga) Lesson 3 - I know that rhythm, words, and melody work together to keep music in time. (Charanga)	Lesson 1 - I know 4,4 means 4 beats (crotchets) in a bar. (Rhythm Focus) Lesson 2 - I know that rhythm, pitch, and dynamics create different musical characters and expressions. (Charanga) Lesson 3 - I know that music and symbols can show stories in different ways. (Charanga)	Lesson 1 - I know 4,4 is common time and often used in pop music. (Rhythm Focus) Lesson 2 - I know that pitch is different from rhythm and that pitch patterns can show how a melody rises and falls. (Charanga) Lesson 3 - I know that pitch is different from rhythm and that pitch patterns can show how a

	a performance. (Charanga) Lesson 5 - I know the pitch of G is higher than E and I know they have their own line on a stave. (Rhythm and Pitch Focus)	Lesson 5 - I know how to use curwen hands for 'mi' and 'so' (E and G). (Rhythm and Pitch)	movements. (Charanga) Lesson 4 - I know that different pieces of music create different feelings and tell stories. (Charanga) Lesson 5 - I know that the pitch of A is higher than G and that A goes on a space above note G on the stave. (Rhythm and Pitch Focus)	Lesson 4 - I know that clear timing, posture, and presentation help make a strong rhythmic performance. (Charanga) Lesson 5 - I know how to use curwen hands for 'mi' and 'so' and 'la' (E and G and A). (Rhythm and Pitch Focus)	Lesson 4 - I know that good timing, posture, and clarity help make a strong rhythmic performance. (Charanga) Lesson 5 - I know that starting and then ending on the note A means we are in A minor scale. (Rhythm and Pitch Focus)	melody rises and falls. (Charanga) Lesson 4 - I know that graphic scores use symbols to show timing and sounds, helping us perform and compose music together. (Charanga) Lesson 5 - I know that silent beats have to be counted. (Rhythm and Pitch Focus)
Skills	Lesson 1 - I can play crotchets and silent beats in march time. (Rhythm Focus) Lesson 2 - I can move in time with the beat or pulse of the music. (Charanga) Lesson 3 - I can perform movements and chants synchronised with music. (Charanga) Lesson 4 - I can express ideas through music and	Lesson 1 - I can play quavers and crotchets in march time. (Rhythm Focus) Lesson 2 - I can personalise songs including my own names. (Charanga) Lesson 3 - I can develop my singing skills, showing melody and rhythm. (Charanga) Lesson 4 - I can perform my song and reflect on my	Lesson 1 - I can play quavers and crotchets in waltz time. (Rhythm Focus) Lesson 2 - I can listen carefully and respond to music by moving, singing, and creating sounds that match what I hear. (Charanga) Lesson 3 - I can sing expressively and work with others by listening carefully to keep in time and create a musical	Lesson 1 - I can play simple music notation. (Rhythm Focus) Lesson 2 - I can create and perform my own rhythmic ostinatos while keeping a steady beat. (Charanga) Lesson 3 - I can create and perform rhythms using words, percussion, and call-and-response. (Charanga)	Lesson 1 - I can read and play stick notation in 4/4 time. (Rhythm Focus) Lesson 2 - I can explore and use musical elements like pitch, tempo, dynamics, and articulation with my voice, body, and instruments. (Charanga) Lesson 3 - I can create and perform sound pictures and graphic scores using my voice,	Lesson 1 - I can read and play rests, quavers and crotchets in 4, 4 time. (Rhythm Focus) Lesson 2 - I can follow and sing pitch patterns that move up, down, or stay the same. (Charanga) Lesson 3 - I can follow and sing pitch patterns that move up, down, or stay the same. (Charanga)

	movement. (Charanga) Lesson 5 - I can improvise in 2,4 time using one or two notes (E and G). (Rhythm and Pitch Focus)	performance. (Charanga) Lesson 5 -I can improvise in 2,4 time using one or two notes (E and G) and reading quavers and crotchets. (Rhythm and Pitch Focus)	performance. (Charanga) Lesson 4 - I can create my own performance adding body and vocal sound effects. (Charanga) Lesson 5 - I can improvise in 3,4 time using one or two or three notes (E, G and A) (Rhythm and Pitch Focus)	Lesson 4- I can compose and perform my own rhythmic patterns using beats, silences, and call-and-response. (Charanga) Lesson 5 - I can improvise in 3,4 time using one or two or three notes (E and G and A) and reading quavers and crotchets. (Rhythm and Pitch Focus)	instruments, and body percussion. (Charanga) Lesson 4 - I can compose and perform my own rhythms using beats, silences, and call-and-response patterns. (Charanga) Lesson 5 - I can choose the pitch for my notes to create a melody and compose music. (Rhythm and Pitch Focus)	Lesson 4- I can create and refine body percussion patterns using symbols to show sounds and perform them confidently with my group. (Charanga) Lesson 5 - I can compose using rests, quavers and crotchets. (Rhythm and Pitch Focus)
Perform and Share	Consolidate and showcase learning through performance. Apply vocal and movement skills. Collaborate confidently and effectively. Reflect on musical choices and experiences to deepen understanding of rhythm, expression and creativity.	Final discussion about the songs and performances: Which songs will be performed for an audience? How will we show understanding of beat, tempo, melody, and dynamics	Let each group perform their improvisation for the class. Encourage attentive listening and constructive peer feedback. Prompt discussion questions like: "How did your sounds and movements tell a story?" "Which musical elements made the piece exciting or expressive?" "What would you change next time to	Celebrate creativity and collaboration. Reflect on progress: can the children perform ostinatos, respond musically, and compose their own patterns? Record the performances or display the compositions for the group to showcase. End the unit with a final sing-through of Hey You! - Sing from memory.	Combine sound pictures, graphic scores, and world music in a collaborative performance. Assign roles for vocals, instruments, and percussion; allow role rotation. Emphasise timing, expression, and ensemble awareness. Reflect on creative choices and how sounds tell a story;	Children rehearse their Percussion Writer pieces and the full song, with opportunities for solo or group performance. Warm-ups continue to reinforce pitch awareness. The unit concludes with a class performance or recording, followed by sharing their favourite moments, the challenges, and their creative achievements.

			improve the performance?"		optionally record or display work.	
Vocabulary	Beat. Pulse. Tempo. Vocalise. Movement. Rap. Melody. Perform. Scherzo.	Vocal warm up. Melody. Diction. Tempo. Dynamics. Expression. Chant. Lullaby. Beat. Chorus.	Narrative. Emotion. Movement. Interpret. Melody. Rhythm. Dynamics. Texture.	Pulse. Call and Response. Rapping. Ostinato. Body Percussion. Pitch. Backing Track. Pattern. Improvisation. Musical rest.	Pulse. Melody. Staccato. Tempo. Dynamics. Call and response. Timbre. Sitar. Tabla.	Pulse Pattern Melody Tempo Dynamics Rhythm
Career Links	Singer-Songwriter  Place: studio, stage Qualities: creative, resilient, expressive	Instrumentalist  Place: stage, rehearsal room Qualities: disciplined, careful, musical	Junior Conductor  Place: rehearsal room Qualities: leader, listener, clear	Performer/Actor  Place: stage Qualities: confident, collaborative, alert	Backing Vocalist  Place: studio, stage Qualities: blend, punctual, supportive	Busker  Place: public spaces Qualities: friendly, brave, adaptable
Year 1 Progression						
Singing	- Sing simple songs with a limited range, and chants and rhymes from memory. - Singing collectively at the same pitch, responding to simple visual directions. - Sing call-and-response songs to control and match vocal pitch. - Understand how to warm voices ready to sing.					
Playing Instruments	Play untuned percussion.					

Listening	• Listen attentively and with understanding to music from different historical periods.
Creating	• Improvise simple vocal chants using question-and-answer phrases. • Create musical sound effects in response to a stimulus. • Combine sequences of sounds to make a story. • Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, remember and perform rhythm and pitch patterns. • Recognise and create graphic notation to represent sounds.
Music Technology	• Use the Rhythm Grids tool to create and read simple rhythm patterns. • Use the Percussion Writer tool to write and read symbols that represent sounds. • Optional: use the Quickbeats tool to explore drum patterns.
Musicianship or Performing and Notation	• Walk, move or clap a steady pulse/beat with others, keeping in time as the tempo of the music changes. • Create and repeat rhythm patterns and ostinati using body and classroom percussion in time with the beat. • Move and dance to the pulse in recorded/live music. Listen for high and low sounds. • Sing familiar songs with different voices and talk about the difference in sound. • Explore percussion sounds to enhance storytelling. • Follow pictures and symbols to guide singing and playing.