

## Music KS1

EYFS					
Children learn and sing a range of nursery rhymes and songs throughout the year. They regularly perform songs, rhymes and stories with others and try to move along with the music. Children also follow the reception units of the Kapow music scheme.					
Y1/2 Cycle A			Cycle B		
Autumn 1	Spring 1	Summer 1	Autumn 1	Spring 1	Summer 1
Dynamics (Theme: Seaside)	Call and response (theme: animals)	Contrasting dynamics ( Theme: Space)	Keeping the pulse (Theme: My favourite thing)	Pitch ( Theme:Superheroes)	Singing (Theme: On this island)
In this new unit, children make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.	In this unit, the children use instruments to represent animals, copying rhythms and creating call and response rhythms.	This new unit helps children with developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.	In this unit, children explore keeping the pulse together through music and movement, by exploring their favourite things	This unit helps the children learn how to identify high and low notes and to compose a simple tune to represent a superhero.	In this unit, the children learn folk songs and create sounds to represent three contrasting landscapes: seaside, countryside and city.
1.To understand how music can be used to represent an environment. 2. To understand how music can represent changes in an environment. 3. To explore using instruments, body and voice to create a seaside soundscape. 4. To identify how dynamics can reflect environments. 5. To create and represent sounds using symbols.	1.To create short sounds with varied dynamics that represent an animal. 2. To copy a short sound pattern. 3. To explore call and response using instruments. 4. To create sound patterns based on call and response. 5. To perform different sound patterns with contrasting dynamics.	1. To create a simple soundscape using dynamic changes. 2. To listen to music and respond creatively, considering how dynamics can be represented. 3. To compare two pieces of music. 4. To create a short pitch pattern to represent a planet. 5. To perform a pitch pattern representing a planet, using vocal and instrumental sounds an	1.To demonstrate an understanding of pulse using parts of the body. 2. To keep a pulse and show a sound pattern using bodies and voices. 3. To explore using a thinking voice to show the pulse. 4. To play short rhythms in time with the pulse. 5. To demonstrate an understanding of pulse through performance.	1.To identify high- and low-pitched sounds. 2. To explore pitch by creating two-pitch patterns. 3. To demonstrate tempo changes. 4. To create a superhero theme tune with a variety in tempo and pitch. 5. To perform a piece of superhero music showing a change of pitch and tempo.	1.To learn to sing a British folk song. 2. To practise and perform a song relating to the countryside. 3. To practice and perform a song relating to the city. 4. To create symbols to represent sound. 5. To develop and create a musical composition.
dynamics instrument seaside soundscape symbol volume	call and response, dynamics, sound pattern	composer dynamics pitch pattern planet representation soundscape tempo	pulse singing voice speaking voice thinking voice	high low pattern performance pitch tempo	Composer Composition Dynamics Inspiration Pitch Tempo phrase

Autumn 2	Spring 2	Summer 2	Autumn 2	Spring 2	Summer 2
Sound pattern (fairytales)	Musical symbols (under the sea)	Structure theme: Myths and Legends.	Tempo (Theme: Snail and Mouse)	Instruments (Theme :Musical storytelling)	Pitch (Theme: Musical me)
This unit uses fairytales to introduce children to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.	In this unit, the children combine musical concepts for an underwater-themed performance incorporating instrumental, vocal and body sounds.	This new lesson helps the children develop an understanding of structure by exploring and ordering rhythms.	In this unit, children use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.	This unit helps the children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.	In this unit children are exploring the song 'once a man fell in a well', playing it using tuned percussion and reading simple symbols representing pitch
1.To explore and change dynamics using the voice. 2. To experiment with creating different sounds using a single instrument. 3. To read simple rhythmic patterns comprising of one beat sounds and one beat rests. 4. To play sound patterns in time with the pulse using a visual stimulus. 5. To show awareness of different roles when performing in a group performance.	1.To explore tempo changes through movement. 2. To explore how dynamics can be represented by different symbols. 3. To clap simple rhythmic patterns while keeping the pulse. 4. To interpret symbols to demonstrate a pitch pattern. 5. To perform as part of a group to demonstrate dynamics, pitch and rhythm.	1.To read and clap a rhythm based on a phrase from a story. 2. To hear, write and clap rhythms based on a phrase from a story. 3. To use a rhythm in different ways to demonstrate structure. 4. To create a structure using rhythmic patterns. 5. To perform a group composition.	1. To use voices and bodies expressively, while exploring tempo. 2. To practice a rhyme using fast and slow beats on instruments. 3. To use voices to perform a song with a fast and slow beat. 4. To use singing voices and an instrument to perform a song with a fast and slow beat. 5. To demonstrate fast and slow beats within the context of a story.	1.To explore listening and analysing a piece of music in relation to a story. 2. To explore how music and sound effects can tell a story. 3. To select appropriate sounds to match events, characters and feelings in a story. 4. To suggest appropriate sounds to represent parts of a story. 5. To perform a composition showing changes in tempo and dynamics.	1.To understand and practice reading different symbols to show Pitch. 2.To sing and draw pitch patterns. 3.To read and understand the notation for the song 'once a man fell in a well.' 4.To use a tuned percussion instrument to play a song. 5. To complete the notation for a short song using a three line stave.
character, voice, sound pattern	dynamics, pitch, rest, sound pattern tempo	one-beat notes composition paired half-beat notes legend myth notation pulse rest rhythm structure tempo thinking voice	beat fast singing voice slow speaking voice warm up	dynamics encore instrumental sound sound effect tempo	dot high low musical sentence notation phrase pitch

