

ACET Junior Academies'

Scheme of Work for music Year 1

- Whole class outcome
 - Challenge outcome
- **Previously taught objective**



Unit 1 - Animal Mad			
Enquiry	Musical Skill	Key Concept	Outcome
E1 - How can instruments sound like animals?	• Move appropriately to music. • Experiment with percussive instruments using the inter-related dimensions of music. • Explain selection of instruments. • Suggest ways to improve performance.	Movement Experiment Inter-related dimensions of music Untuned Percussion Instruments Performance	Listening • Listen to recorded performances and live music Musicianship Pulse • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes • Respond to pulse in recorded/live music through movement and dance Pitch • Explore percussion sounds to enhance storytelling ◦ Follow pictures and symbols to guide singing and playing
E2 - How to learn a song?	• To listen to and describe music. • Sing in time from memory, with some accuracy.	Listen Describe Chant Rhythm Sing Song Sections Dynamics	Singing • Singing simple songs, chants and rhythms from memory • Respond to simple visual directions and counting in. ◦ Sing collectively and at the same pitch Composing • Improvise simple vocal chants, using question and answer phrases

		Tempo	
E3 - What makes a good performance?	- To copy and repeat a simple rhythm. - To use dynamics in a piece of music to enhance the performance. - To suggest improvements for a performance.	Rhythm Syllables Clap Dynamics Choir Performance Percussion section Accompaniment	Musicianship Pulse - Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes - Respond to pulse in recorded/live music through movement and dance Rhythm - Perform short repeating rhythm patterns (ostinato) while keeping in time with a steady beat Pitch - Explore percussion sounds to enhance storytelling - Follow pictures and symbols to guide singing and playing
E4 - How can we create a class improvisation?	- To improvise and compose a piece of music using sounds to represent animals. - Use tempo and dynamics to enhance the piece of music. - To keep play together at the right tempo and dynamics.	Composing Untuned Percussion Instrument Tempo Dynamics	Listening - Listen to recorded performances and live music Composing - Create musical sound effects and short sequences of sound in response to a stimuli. Combine to make a story, choosing and playing classroom instruments or sound makers. - Recognise how graphic notation can represent created sounds. - Explore and invent own symbols Musicianship - Respond to pulse in recorded/live music through movement and dance Rhythm - Perform short repeating rhythm patterns (ostinato) while keeping in time with a steady beat Pitch - Explore percussion sounds to enhance storytelling - Follow pictures and symbols to guide singing and playing

E5 - How can we create a musical story?	• Listen and appraise how instruments are used. • Compose a piece of music to tell a story. • Perform the composition considering tempo, dynamics and sounds.	Composing Untuned Percussion Instruments Tempo Dynamics Sounds	Listening • Listen to recorded performances and live music Composing • Create musical sound effects and short sequences of sound in response to a stimuli. Combine to make a story, choosing and playing classroom instruments or sound makers. ◦ Recognise how graphic notation can represent created sounds. ◦ Explore and invent own symbols Musicianship • Respond to pulse in recorded/live music through movement and dance Rhythm • Perform short repeating rhythm patterns (ostinato) while keeping in time with a steady beat Pitch • Explore percussion sounds to enhance storytelling ◦ Follow pictures and symbols to guide singing and playing
Unit 2 - Toys			
E1 - What is pitch?	• Explain what pitch means. • Recognise high and low notes. • Perform high and low notes.	Listen Tuned percussion High Low Pitch Notes	Singing • Pupils sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy ◦ <i>Sing collectively and at the same pitch</i> • <i>Sing simple songs, chants and rhymes from memory</i> ◦ Sing familiar songs in low and high voices and talk about familiar sounds Listening • <i>Listen to recorded performances and live music</i> Pitch • Pitch patterns (invent, retain and recall pitch patterns) ◦ <i>Follow pictures and symbols to guide singings and playing</i> • Listen to sounds in school environment, comparing high and low sounds

			○ Sing familiar songs in both high and low voices and talk about the difference in sounds
E2 - What is pattern texture?	• Create a pattern using two pitches. • Sing or play the pitch pattern.	Pitch High Low Pattern Tuned percussion instruments Sing Play	Singing • Pupils sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy ○ <i>Sing collectively and at the same pitch</i> • <i>Sing simple songs, chants and rhymes from memory</i> ○ Sing familiar songs in low and high voices and talk about familiar sounds Musicianship Pulse/beat • <i>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</i> • Use body percussion and classroom percussion playing repeated rhythm patterns (Ostinato) to maintain a steady beat Rhythm • Play short copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. ○ Copycat patterns based on toys and toy names using untuned percussion Pitch • Pitch patterns (invent, retain and recall pitch patterns) ○ <i>Follow pictures and symbols to guide singings and playing</i> • Listen to sounds in school environment, comparing high and low sounds • Sing familiar songs in both high and low voices and talk about the difference in sounds
E3 - How does tempo make music more interesting?	• Listen to music and identify changes in tempo. • Create a musical pattern with	Fast Slow Tempo Tunes percussion instruments Pattern	Listening • <i>Listen to recorded performances and live music</i> Composing

	increased/decreased tempo. Perform a piece of music with changes in tempo.	Pitch Accelerando Rallentando	<i>Create musical sound effects and short sequences of sound in response to a stimulus. Combine to make a story, choosing and playing classroom instruments or sound makers.</i> - Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns. - Recognise how graphic notation can represent created sounds. Pupils explore and invent own symbols. Musicianship Pulse/beat - Use body percussion and classroom percussion playing repeated rhythm patterns (Ostinato) to maintain a steady beat Rhythm - Play short copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. - Copycat patterns based on toys and toy names using untuned percussion - Perform word-pattern chants; create, retain and perform their own repeated patterns.
E4 - How can we compose a 'toy' theme tune?	- Listen and interpret music. - Compose a piece of music in a group. - Perform music as part of a group.	Listening Tuned instruments Untuned percussion instruments Leader Sounds Pitch Tempo	Listening <i>Listen to recorded performances and live music</i> Composing <i>Create musical sound effects and short sequences of sound in response to a stimulus. Combine to make a story, choosing and playing classroom instruments or sound makers.</i> - Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns. - Understand the difference between creating a rhythm pattern and pitch pattern. - Recognise how graphic notation can represent created sounds. Pupils explore and invent own symbols. Musicianship Pulse/beat

			- Use body percussion and classroom percussion playing repeated rhythm patterns (Ostinato) to maintain a steady beat Rhythm - Play short copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. - Copycat patterns based on toys and toy names using untuned percussion - Perform word-pattern chants; create, retain and perform their own repeated patterns. Pitch - Pitch patterns (invent, retain and recall pitch patterns) <i>Follow pictures and symbols to guide singings and playing</i>
E5 - How can we improve our musical performance?	- Listen and interpret music. - Compose a piece of music in a group. - Perform music as part of a group. - Improve a composition by adding pitch and tempo.	Listening Tuned instruments Untuned percussion instruments Leader Sounds Compose Pitch Tempo	Composing <i>Create musical sound effects and short sequences of sound in response to a stimulus. Combine to make a story, choosing and playing classroom instruments or sound makers.</i> - Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns. - Understand the difference between creating a rhythm pattern and pitch pattern. - Recognise how graphic notation can represent created sounds. Pupils explore and invent own symbols. Musicianship Pulse/beat - Use body percussion and classroom percussion playing repeated rhythm patterns (Ostinato) to maintain a steady beat Rhythm - Play short copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. - Copycat patterns based on toys and toy names using untuned percussion

			○ Perform word-pattern chants; create, retain and perform their own repeated patterns. Pitch • Pitch patterns (invent, retain and recall pitch patterns) ○ <i>Follow pictures and symbols to guide singings and playing</i>
Unit 3 - By the Sea			
E1 - How can we make sounds of the sea?	• Move appropriately to music. • Articulate why they are moving in a certain way. • Identify sounds within the music. • Create sounds using voice or body.	Listen Movement Describe Body sounds	Listening • Listen to recorded/live music • Identify sounds within the music Composing • <i>Create musical sound effects and short sequences of sound in response to a stimulus. Combine to make a story, choosing and playing classroom instruments or sound makers.</i> • <i>Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.</i> Musicianship Pulse/beat • <i>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</i> ○ Articulate choices in movement relating to tempo Pitch • Listen to sounds in the local school environment, comparing high and low sounds.
E2 - How does mood affect a piece of music?	• Move appropriately to music. • Articulate why they are moving in a certain way. • Identify sounds within the music.	Listen Describe Movement Body sounds Dynamics Pitch Inter-related dimensions	Listening • Listen to recorded/live music • Identify sounds within the music Composing • <i>Create musical sound effects and short sequences of sound in response to a stimulus. Combine to make a story, choosing and playing classroom instruments or sound makers.</i>

	Adapt previously created sounds using voice or body.		<i>Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.</i> - Understand the difference between creating a rhythm pattern and pitch pattern. Musicianship Pulse/beat <i>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</i> - Articulate choices in movement relating to tempo Pitch Listen to sounds in the local school environment, comparing high and low sounds.
E3 - What ways can we use musical instruments to represent sounds of the seaside?	- Recognise the sounds of instruments. - Make sounds on a range of instruments to represent seaside sounds. - Perform using instrument, voices and body sounds.	Listen Sounds Range of Instruments Creating sounds	Listening - Listen to recorded performances and live music - Appreciate and understand a wide range of high-quality live and recorded music Composing <i>Create musical sound effects and short sequences of sound in response to a stimulus. Combine to make a story, choosing and playing classroom instruments or sound makers.</i> <i>Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.</i> - Understand the difference between creating a rhythm pattern and pitch pattern. - Use music technology, if available, to capture, change and combine sounds. Rhythm <i>Invent rhythms for others to copy on untuned percussion.</i> - Perform word-pattern chants; create, retain and perform their own repeated patterns. Pitch - Explore percussion sounds to enhance storytelling

			Listen to sounds in the local school environment, comparing high and low sounds.
E4 - How can we use dynamics and tempo to help tell a musical story?	- Create appropriate sounds on instruments or with voices. - Follow a leader during a performance. - Use dynamics and tempo in a performance. - Control instrument playing.	Listen Dynamics - louds/softs Tempo - fast/slow Instruments Sounds	Composing <i>Create musical sound effects and short sequences of sound in response to a stimulus. Combine to make a story, choosing and playing classroom instruments or sound makers.</i> <i>Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.</i> - Understand the difference between creating a rhythm pattern and pitch pattern. - Recognise how graphic notation can represent created sounds. Pupils explore and invent own symbols. - Use music technology, if available, to capture, change and combine sounds. Musicianship Pulse/beat <i>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</i> - Articulate choices in movement relating to tempo Rhythm <i>Play short copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</i> - Perform word-pattern chants; create, retain and perform their own repeated patterns. Pitch - Explore percussion sounds to enhance storytelling
E5 - How can we create and record a sea soundscape?	- Creating and playing own score. - Creating more than one sound on their instrument or voice.	Graphic score Sequencing symbols/pictures Sounds Sequence Dynamics	Composing <i>Create musical sound effects and short sequences of sound in response to a stimulus. Combine to make a story, choosing and playing classroom instruments or sound makers.</i> <i>Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.</i>

		Tempo Soundscape Composition	- Understand the difference between creating a rhythm pattern and pitch pattern. - Recognise how graphic notation can represent created sounds. Pupils explore and invent own symbols. - Use music technology, if available, to capture, change and combine sounds. Musicianship Pulse/beat <i>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</i> - Articulate choices in movement relating to tempo Rhythm <i>Play short copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</i> - Perform word-pattern chants; create, retain and perform their own repeated patterns. Pitch - Explore percussion sounds to enhance storytelling
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