

YEAR 1						
ADVENT 1: "Rhythm in the way we walk"						
Prior knowledge	<b>Pupils can:</b> Sing a range of well-known nursery rhymes and songs. Describe music as happy/sad. Match music to visual resources. Create a visual representation of sound. Make sounds using classroom instruments. Choose appropriate instruments to represent specific sounds. Repeat patterns of sound. Contribute to a class composition. Use classroom instruments to create long/short, high/low, fast/slow sounds. Perform on classroom instruments with others. Create rhythms on classroom instruments. Describe changes in music.					
New knowledge	<b>Pupils will:</b> Sing collectively at the same pitch. Respond to simple visual instructions. Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Perform short call and response patterns, keeping in time to the beat. Walk, move, and clap a steady beat. Compare high and low sounds through listening and singing. Follow pictures/symbols to guide playing.					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Medium term knowledge	Pupils will know how to move and clap to a steady beat through listening and singing. Pupils will know how to play along to a steady beat on classroom percussion.	Pupils will know how to clap rhythms along to a steady beat through listening, singing and repetition.	Pupils will know and understand pitch through listening.	Pupils will know how to apply sound to syllables through listening.	Pupils will know how to compose their own animal rhythms.	Pupils will know how to perform their composition from last lesson on classroom percussion to a steady drum track. Pupils will perform and record their work from this half term.
Vocabulary	Beat	Rhythm	Pitch	Notation	Compose	Assess

YEAR 1 ADVENT 2: "Hey you"						
Prior knowledge	<b>Pupils can:</b> Sing collectively at the same pitch. Respond to simple visual instructions. Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Perform short call and response patterns, keeping in time to the beat. Walk, move, and clap a steady beat. Compare high and low sounds through listening and singing. Follow pictures/symbols to guide playing.					
New knowledge	<b>Pupils will:</b> Begin to understand basic rhythm notation. Perform short, repeated patterns, keeping in time with a steady beat.					
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Medium term knowledge	Pupils will know how to perform a song by ear with their voices and clapping/body percussion through listening and repetition.	Pupils will know how to perform a song using call and response rhythms in the middle section through listening and repetition.	Pupils will know how to perform a song from simple rhythm notation using classroom instruments through listening and reading basic notation.	Pupils will know to improvise on untuned classroom instruments within the song through listening.	Pupils will know how to extend improvisation through listening using tuned classroom percussion. They will know how to create question and answer phrases.	Pupils will know how to rehearse and perform the piece, using call and response, improvisation, and reading simple rhythm notation.
Vocabulary	Beat	Rhythm	Notation	Improvise	Perform	Assess

YEAR 1 LENT 1: "In the groove blues"	
Prior knowledge	<b>Pupils can:</b> Sing collectively at the same pitch. Respond to simple visual instructions. Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Perform short call and response patterns, keeping in time to the beat. Walk, move, and clap a steady beat.

## Our Lady of Lourdes Music Service

	<p>Compare high and low sounds through listening and singing. Follow pictures/symbols to guide playing. Begin to understand basic rhythm notation. Perform short, repeated patterns, keeping in time with a steady beat.</p>					
<b>New knowledge.</b>	<p><b>Pupils will:</b> Perform together, following instructions that combine the musical elements. Improvise simple question and answer phrases.</p>					
<b>Medium term knowledge</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
	<p>Pupils will know the music style “Blues” through listening. Pupils will know how to clap in time to the beat and play the rhythms on un-tuned instruments to the new piece.</p>	<p>Pupils will know the music style “Baroque” through listening. Pupils will know how to clap the rhythms, reading from basic rhythm notation to the music of the new piece.</p>	<p>Pupils will know the music style “Latin” through listening. Pupils will know how to perform the piece, reading from simple rhythm notation using un-tuned classroom instruments through listening and reading notation.</p>	<p>Pupils will know the music style “Bhangra” through listening. Pupils will know to improvise on un-tuned classroom instruments within the piece through listening.</p>	<p>Pupils will know the music style “Funk” through listening. Pupils will know how to play the new piece on tuned percussion through reading simple rhythm notation, playing on a given note.</p>	<p>Pupils will know how to rehearse and perform the piece, using call and response, improvisation and reading simple rhythm notation on given note. Pupils will perform with musicianship.</p>
<b>Vocabulary</b>	<b>The Blues</b>	<b>Baroque</b>	<b>Latin</b>	<b>Bhangra</b>	<b>Funk</b>	<b>Assess</b>

## YEAR 1

### LENT 2: Round and round”

<b>Prior knowledge</b>	<p><b>Pupils can:</b> Sing collectively at the same pitch. Respond to simple visual instructions. Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Walk, move, and clap a steady beat. Follow pictures/symbols to guide playing.</p>
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## Our Lady of Lourdes Music Service

	<p>Begin to understand basic rhythm notation. Perform short, repeated patterns, keeping in time with a steady beat. Perform together, following instructions that combine the musical elements.</p>					
New knowledge.	<p><b>Pupils will:</b> Improvise simple question and answer phrases on tuned instruments.</p>					
	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>
Medium term knowledge	<p>Pupils will know the music style “Bossa Nova” through listening. Pupils will know how to perform in time to the beat and play the rhythms on un-tuned instruments reading from simple rhythm notation. Pupils will know how to sing the new song through listening.</p>	<p>Pupils will know how to perform their part on tuned percussion reading from letter notation.</p>	<p>Pupils will know how to play an <u>extended</u> part on tuned percussion reading from letter notation.</p>	<p>Pupils will know how to create question and answer phrases through listening. Pupils will know how to improvise question and answer phrases on tuned percussion through listening.</p>	<p>Pupils will know how to perform all parts of the piece through listening and reading simple rhythm notation. Pupils will know how to perform improvised question and answer phrases on tuned percussion.</p>	<p>Pupils will know how to rehearse and perform the piece, using call and response, improvisation and reading simple rhythm notation on given note. Pupils will perform with musicianship.</p>
Vocabulary	<b>Bossa Nova</b>	<b>Rhythm</b>	<b>Notation</b>	<b>Call and Response</b>	<b>Perform</b>	<b>Assess</b>

### Year 1 Pentecost 1: “Imagination”

Prior Knowledge	<p><b>Pupils can:</b> Sing collectively at the same pitch. Respond to simple visual instructions. Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Walk, move, and clap a steady beat. Follow pictures/symbols to guide playing. Begin to understand basic rhythm notation. Perform short, repeated patterns, keeping in time with a steady beat. Perform together, following instructions that combine the musical elements.</p>
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## Our Lady of Lourdes Music Service

New Knowledge	<b>Pupils will:</b> Compose music as a class and then perform that music (basic rhythms – not necessarily with notation).					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Medium term knowledge</b>	Pupils will know the style “Musical theatre” through <u>listening</u> . Pupils will know how to sing the new song through <u>listening</u> . Pupils will know how to <u>perform</u> in time to the beat on tuned percussion instruments reading from letter notation.	Pupils will know how to <u>perform</u> the extension parts, in time to the beat on tuned percussion through reading from letter notation.	Pupils will know how to <u>improvise</u> within the piece, in time to the beat, on tuned percussion.	Pupils will know how to <u>compose</u> an 8 beat melody and <u>perform</u> that in the Coda section of the piece.	Pupils will know how to <u>sing</u> and <u>perform</u> all sections of the piece through <u>listening</u> and reading simple stave notation.	Pupils will know how to rehearse and <u>perform</u> the piece, implementing their <u>compositions</u> and <u>improvisation</u> . Pupils will perform with <u>musicianship</u> .
<b>Vocabulary</b>	<b>Musical Theatre</b>	<b>Notation</b>	<b>Improvise</b>	<b>Compose</b>	<b>Perform</b>	<b>Assess</b>

## Year 1 Pentecost 2: “Hands, feet, heart”

<b>Prior Knowledge</b>	<b>Pupils can:</b> Sing collectively at the same pitch. Respond to simple visual instructions. Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Walk, move, and clap a steady beat. Follow pictures/symbols to guide playing. Begin to understand basic rhythm notation. Perform short, repeated patterns, keeping in time with a steady beat. Perform together, following instructions that combine the musical elements. Compose music as a class and then perform that music (basic rhythms – not necessarily with notation).					
<b>New Knowledge</b>	<b>Pupils will:</b> Begin to compose and play their own music.					
	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>

## Our Lady of Lourdes Music Service

<b>Medium term knowledge</b>	Pupils will know the sounds of South African music through <u>listening</u> . Pupils will know how to sing the new through <u>listening</u> . Pupils will know how to <u>perform</u> in time to the beat on tuned percussion instruments reading from letter notation.	Pupils will know how to <u>perform</u> the extension parts to the piece, in time to the beat on tuned percussion through reading from letter notation.	Pupils will know how to <u>perform</u> their part to the piece, in time to the beat, on tuned percussion instruments. Pupils will know how to <u>improvise</u> on tuned instruments through <u>listening</u> .	Pupils will know how to <u>compose</u> an 8 beat melody and <u>perform</u> that in the middle section of the piece.	Pupils will know how to <u>sing</u> and <u>perform</u> all sections of the piece through <u>listening</u> and reading simple stave notation.	Pupils will know how to <u>rehearse</u> and <u>perform</u> the piece, implementing their <u>compositions</u> and reading from simple stave notation. Pupils will perform with <u>musicianship</u> .
<b>Vocabulary</b>	<b>South African music</b>	<b>Notation</b>	<b>Improvisation</b>	<b>Composition</b>	<b>Perform</b>	<b>Assess</b>