

			YEAR 1 ADVENT 1: "Rhythm in th	o way wo walk"					
Prior	Pupils can:		ADVENTI. KIIYUIIIIIIIIIII	e way we walk					
knowledge	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 classr								
	•	uments to represent specific	c sounds.						
	Repeat patterns of sound								
	Contribute to a class com								
		ts to create long/short, high	/low, fast/slow sounds.						
	Perform on classroom ins	truments with others.							
	Create rhythms on classro	oom instruments.							
	Describe changes in music	С.							
New	Pupils will:								
knowledge	Sing collectively at the sar	me 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	Pupils will know how to	Pupils will know and	Pupils will know how to	Pupils will know how to	Pupils will know how to			
knowledge	move and clap to a	clap rhythms along to a	understand pitch	apply sound to syllables	compose their own	perform their			
	steady beat through	steady beat through	through listening.	through listening.	animal rhythms.	composition from last			
	listening and singing.	listening, singing and				lesson on classroom			
	Pupils will know how to	repetition.				percussion to a steady			
	play along to a steady					drum track.			
	beat on classroom					Pupils will perform and			
	percussion.					record their work from			
Vocabulary	Deet	Dhutha	Ditah	Netetice	Commono	this half term.			
vocabulary	Beat	Rhythm	Pitch	Notation	Compose	Assess			



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			YEAR 1				
			ADVENT 2: "Hey yo	ou"			
Prior knowledge	Pupils can: Sing collectively at the sa Respond to simple visual Listen, review, and evalua Perform short call and re Walk, move, and clap a st Compare high and low so Follow pictures/symbols						
New knowledge	Pupils will:   Begin to understand basic rhythm notation.   Perform short, repeated patterns, keeping in time with a steady beat.						
Medium term knowledge	Week 7 Pupils will know how to perform a song by ear with their voices and clapping/body percussion through listening and repetition.	Week 8 Pupils will know how to perform a song using call and response rhythms in the middle section through listening and repetition.	Week 9 Pupils will know how to perform a song from simple rhythm notation using classroom instruments through listening and reading basic notation.	Week 10 Pupils will know to improvise on untuned classroom instruments within the song though listening.	Week 11 Pupils will know how to extend improvisation through listening using tuned classroom percussion. They will know how to create question and answer phrases.	Week 12 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	Pupils can:
knowledge	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.									
	Begin to understand basic rhythm notation.									
	Perform short, repeated patterns, keeping in time with a steady beat.									
New	Pupils will:	Pupils will:								
knowledge.	Perform together, following instructions that combine the musical elements.									
	Improvise simple quest	tion and answer phrases.								
Medium term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6				
knowledge	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.	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.	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.	Pupils will know the music style "Bhangra" through listening. Pupils will know to improvise on un-tuned classroom instruments within the piece though listening.	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.	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.				
Vocabulary	The Blues	Baroque	Latin	Bhangra	Funk	Assess				

YEAR 1	
	LENT 2: Round and round"
Prior knowledge	Pupils can:
	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.



CATHOLIC MULTI-ACADEMY TRUST 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. New knowledge. Pupils will: Improvise simple guestion and answer phrases on tuned instruments. Week 12 Week 7 Week 8 Week 9 Week 10 Week 11 Medium term Pupils will know the Pupils will know how knowledge music style "Bossa to perform their part to play an extended to create question and to perform all parts of to rehearse and Nova" through on tuned percussion part on tuned answer phrases though the piece through perform the piece, listening. reading from letter percussion reading listening and reading using call and listening. Pupils will know how notation. from letter notation. Pupils will know how simple rhythm response, to perform in time to to improvise question notation. improvisation and Pupils will know how the beat and play the and answer phrases on reading simple rhythm rhythms on un-tuned tuned percussion to perform improvised notation on given note. instruments reading question and answer Pupils will perform through listening. from simple rhythm with musicianship. phrases on tuned notation. percussion. Pupils will know how to sing the new song through listening. Vocabularv Rhythm **Call and Response** Perform Bossa Nova Notation Assess

Year 1 Pentecost 1: "Imagination"						
Prior	Pupils can:					
Knowledge	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.					

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

	Year 1 Pentecost 2: "Hands, feet, heart"							
Prior	Pupils can:							
Knowledge	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).							
New	Pupils will:							
Knowledge	Begin to compose and p	Begin to compose and play their own music.						
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		





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