



MUSIC s. Year-1 s. Medium Term Plan  
Unit 1: Pulse and Rhythm



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: To use my voice and hands to make music.	<p>-Could the children clap the rhythm of their name, and do this 'in time' when it was their turn?</p> <p>-Could they clap in time to the music?</p> <p>-Could they sing the melody accurately?</p> <p>-Could they clap and sing at the same time?</p>	<p>I can say and clap a rhythm.</p> <p>I can clap in time to the music.</p> <p>I know what the pulse is.</p> <p>I can sing my favourite food.</p>	<p>-Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>-Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	Pulse Rhythm	<p>-Teacher skills video: Pulse and rhythm</p> <p>-Teacher video: My name game (recognising rhythm in a name)</p> <p>-Teacher video: Favourites song</p> <p>-percussion instruments</p>
Two: To clap and play in time to the music with different songs	To clap and play in time to the music	<ul style="list-style-type: none"> <li>- I can say and clap my name.</li> <li>- I can clap in time to the music.</li> <li>- I can sing (say) my friend's name.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Play untuned instruments musically.</li> <li>- Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>	Pulse Rhythm	<p>Untuned percussion</p> <p><i>You've Got a Friend in Me</i> video</p>
Three: To clap and play rhythms	To play simple rhythms on an instrument	- I can play the rhythm of my own name and my friend's name.	- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Pulse Rhythm Melody	<p>Untuned percussion</p> <p><i>Can't Stop the Feeling</i> video</p>

		<ul style="list-style-type: none"> <li>- I can clap in time to the music.</li> <li>- I can hold the pulse</li> </ul>	<ul style="list-style-type: none"> <li>- Play tuned and untuned instruments musically.</li> <li>- Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>- Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>		
<p>Four: To look at rhythmic patterns</p>	<p>To listen to and repeat short rhythmic patterns.</p>	<ul style="list-style-type: none"> <li>- I can hear rhythmic patterns.</li> <li>- I can repeat short rhythmic patterns.</li> <li>- I can play in time to the music</li> <li>- I can create a rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>- Play tuned and untuned instruments musically.</li> <li>- Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>Pulse Rhythm Melody</p>	<p>Presentations s. Name Game and Animal Rhythms</p> <p>Happy by Pharrel Williams</p> <p>Untuned instruments</p>
<p>Five: To create and play rhythms</p>	<p>To understand the difference between pulse and rhythm.</p>	<ul style="list-style-type: none"> <li>- I can play the pulse.</li> <li>- I can play a rhythm.</li> <li>- I can create a rhythm</li> </ul>	<ul style="list-style-type: none"> <li>- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>- Play tuned and untuned instruments musically.</li> <li>- Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>- Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>Pulse Rhythm Melody</p>	<p>Name Game presentation</p> <p>Instruments</p>

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Assessment:

- Do they know the difference between pulse and rhythm?
- Can they copy a short rhythm?
- Can they play with the pulse?

*Pupils with secure understanding indicated by: copying rhythms and play on the pulse.*

*Pupils working at greater depth indicated by: making up rhythms without a verbal stimulus (i.e. not based on words).*



MUSIC s Year 1 s Medium Term Plan  
Unit 2: Tempo

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Using bodies and voices to create music	To explore using voices and bodies expressively	<ul style="list-style-type: none"> <li>- I can move my body in different ways when music is played.</li> <li>- I can use my voice to start to reflect different music speeds.</li> <li>- I can use my body to start to reflect different music speeds</li> </ul>	<ul style="list-style-type: none"> <li>- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>- Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>	Beat Expressive Fast Slow	Snail and Mouse presentation  Audio tracks
Two: Exploring Rhymes	To practice a rhyme using fast and slow beats on instruments	<ul style="list-style-type: none"> <li>- I can use my voice to say a rhyme.</li> <li>- I can say "Ready, steady, off we go," using slow and fast beats.</li> <li>- I can use fast and slow beats when saying a rhyme.</li> <li>- I can use an instrument to demonstrate fast and slow beats</li> </ul>	<ul style="list-style-type: none"> <li>- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>- Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>	Beat Expressive Fast Slow	Presentations s Brain Dump and Snail and Mouse  Instruments
Three: To look at singing with beats and rhythm	To use voices to perform a song with a fast and slow beat	<ul style="list-style-type: none"> <li>- I can explore fast and slow beats.</li> <li>-</li> <li>- I can use a singing voice.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> </ul>	Singing voice Warm up	Audio tracks  Recording equipment

		<ul style="list-style-type: none"> <li>- I can perform a song showing fast and slow beats.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>		(mobile telephone)
<p>Four:</p> <p>To combine singing and instruments</p>	<p>To use singing voices and an instrument to perform a song with a fast and slow beat</p>	<ul style="list-style-type: none"> <li>- I can use my singing voice to sing fast and slow beats.</li> <li>- I can use my instrument and voice to perform a song with fast and slow beats.</li> </ul>	<ul style="list-style-type: none"> <li>- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>- Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>	<p>Beat</p> <p>Expressive</p> <p>Fast</p> <p>Slow</p> <p>Singing voice</p> <p>Warm up</p>	<p>Heart mat</p> <p>Audios</p> <p>Instruments</p>
<p>Five:</p> <p>To look at beats and how they can differ in speed</p>	<p>To demonstrate fast and slow beats within the context of a story</p>	<ul style="list-style-type: none"> <li>- I can use my singing voice to play fast and slow beats.</li> <li>- I can use my body to play fast and slow beats.</li> <li>- I can use my instrument to play fast and slow beats.</li> <li>- I can sing and play at the correct time in a story.</li> </ul>	<ul style="list-style-type: none"> <li>- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>- Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>	<p>Beat</p> <p>Expressive</p> <p>Fast</p> <p>Slow</p> <p>Singing voice</p> <p>Warm up</p>	<p>Presentations</p> <p>Audios</p> <p>Instruments</p>

Assessment:

*Pupils with secure understanding indicated by: demonstrating with a singing voice and instrument slow and fast beats in the appropriate place of a story.*

*Pupils working at greater depth indicated by: leading "Ready, steady, off we go," for the class at the correct speed, perform singing and playing without the support of the class.*



*MUSIC s. Year 1 s. Medium Term Plan  
Unit 3: Timbre and Rhythmic Patterns*

<i>Lesson</i>	<i>Learning Objective</i>	<i>Success Criteria</i>	<i>National Curriculum Links</i>	<i>Vocabulary</i>	<i>Resources</i>
<i>One: To use voices expressively to speak and chant</i>	<i>Recognising and understanding the difference between pulse and rhythm</i>	<ul style="list-style-type: none"> <li>- <i>I can join in with repeated phrases and patterns</i></li> <li>- <i>I can change my voice to represent different characters</i></li> <li>- <i>I can understand what timbre means</i></li> <li>-</li> </ul>	<i>Pupils to use their voices expressively and creatively by singing songs and speaking chants and rhymes'</i>	<i>Timbre</i>	<i>Character voices video Whiteboards Three Little Pigs story</i>
<i>Two: Playing instruments in a musical manner</i>	<i>To select suitable instrumental sounds to represent a character</i>	<ul style="list-style-type: none"> <li>- <i>To select suitable instrumental sounds to represent a character</i></li> <li>- <i>To respond to hand signals</i></li> <li>- <i>To use one instrument to create different sounds</i></li> <li>- <i>To choose one sound for a character from the 'Three Little Pigs'</i></li> <li>- <i>To explain why I have chosen that sound</i></li> </ul>	<i>Pupils to experiment with, create, select and combine sounds using the inter-related dimensions of music'</i>	<i>Timbre</i>	<i>Untuned instruments</i>
<i>Three: Playing with rhythm</i>	<i>To compose and play a rhythm</i>	<ul style="list-style-type: none"> <li>• <i>I can clap syllables in words</i></li> <li>• <i>I can clap the rhythmic patterns of spoken phrases</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>play tuned and untuned instruments musically</i></li> <li>- <i>experiment with, create, select and combine sounds using the inter-related dimensions of music'</i></li> </ul>	<i>Rhythm Syllables Timbre</i>	<i>Videos  Untuned instruments</i>

		<ul style="list-style-type: none"> <li>• I can think of my own phrases and clap the rhythm of these</li> <li>• I can work as a group to come up with a phrase for part of the story of 'The Three Little Pigs'</li> </ul> <p>- I can perform my rhythm whilst the story is being told using my voice and instruments</p>			
Four: Responding to Music	To recognise how timbre is used to represent characters in a piece of music	<ul style="list-style-type: none"> <li>- I can listen with concentration to a piece of music</li> <li>- I can notice when different timbres are used</li> <li>-</li> </ul>	To listen with concentration and understanding to a range of high-quality live and recorded music'	<p>Timbre</p> <p>Strings</p> <p>Timpani</p> <p>Oboe</p> <p>Clarinet</p> <p>Bassoon</p> <p>French horn</p> <p>Flute</p>	<p>Peter and the Wolf's story and video</p> <p>Character cut outs</p>
Five: Keeping the Pulse	To keep the pulse using untuned instruments	<ul style="list-style-type: none"> <li>- Listening and responding to other performers</li> <li>- Using my voice expressively to join in with repeated phrases</li> <li>- Using my instrument to represent a character from the story</li> <li>- Clapping/playing untuned percussion to the rhythm of the story</li> </ul>	<ul style="list-style-type: none"> <li>- use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>- play tuned and untuned instruments musically</li> <li>- experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<p>Pulse</p> <p>Rhythm</p>	<p>Keeping the Pulse video</p> <p>Percussion instruments</p> <p>Three Little Pigs story</p>

Assessment:

*Pupils with secure understanding indicated by: Chanting "I'll huff k" and by making changes to their voice to represent a character.*

*Pupils working at greater depth indicated by: Confidently demonstrating changes they have made to their voice for different characters.*