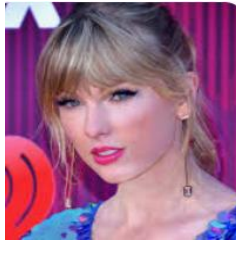




Music
Reception/Year 1



Unit	Rhyming in Time	Lets start singing	Music inspired by the world around us	Exploring rhythm patterns	Sound and pictures	Highs and lows
National Curriculum	Aims The national curriculum for music aims to ensure that all pupils: - perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians - learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence - understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Reception – Expressive Arts and Design Singing - Sing a range of well-known nursery rhymes and songs. Performance - Perform songs, rhymes, poems and stories with others. - When appropriate, try to move in time with music. Development Matters: Listening and Responding - Listen attentively, move to and talk about music, expressing their feelings and responses. Singing - Sing in a group or on their own, increasingly matching the pitch and following the melody Music Making - Explore and engage in music making and dance. - Perform solo or in groups Key stage 1 - Pupils should be taught to: - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music.					
Unit Link	Rhyming In Time/Year 1/NEW: Creative Music	Let's Start Singing/Year 1/NEW: Creative Music	Music Inspired By The World Around Us/Year 1/NEW:	Exploring Rhythm Patterns/Year 1/NEW: Creative	Sound And Pictures/Year 1/NEW: Creative	Highs And Lows/Year 1/NEW: Creative Music

	Scheme/Home – Cornwall Music Hub	Scheme/Home – Cornwall Music Hub	Creative Music Scheme/Home – Cornwall Music Hub	Music Scheme/Home – Cornwall Music Hub	Music Scheme/Home – Cornwall Music Hub	Scheme/Home – Cornwall Music Hub
Style	Hip Hop  Hip Hop	Rock  Rock	Folk Music  Folk Music	Hip Hop  Hip Hop	Classical  classical	Pop  Pop Music
Musician	Pharrell Williams 	The Beatles 	Joni Mitchell 	Rizzle Kicks 	Mozart 	Taylor Swift 
Unit Outcome	1. Move in time with the beat/pulse, responding to different tempos (speeds). 2. Chant, rap, and sing using different voices following simple cues such as starting together	1. Enjoy learning to sing songs and know how to warm up their body and voice, ready to sing. 2. Create and follow the melodic shape of the songs they are singing	1. Listen attentively and with understanding to music from different historical periods. 2. Understand that music can tell a story	1. To understand that music can have repeating patterns (ostinato) 2. Copy and compose simple rhythm patterns (Call and Response).	1. Match and create pictures/symbols to represent sound. 2. Capture, sequence and change sounds to make a musical story	1. Understand the difference between a rhythm and a pitch pattern. Reception: Copy simple rhythm patterns and understand high and low sounds. 2. Identify different pitches (highs and lows) in music and in sounds around the school.
Knowledge	Lesson 1 – Reception: I know that a rhythm grid helps us play musical patterns.	Lesson 1 – Reception: I know that some music is good for marching to.	Lesson 1 – Reception: I know how to move to waltz music.	Lesson 1 – Reception: I know that waltz music has 3 beats in its pattern.	Lesson 1 – Reception: I know that some music has a pattern of four beats.	Lesson 1 – Reception: I know that some music has a pattern of four beats.

	Year 1: I know what a rhythm grid is. (Rhythm Focus) Lesson 2 – Reception: I know that we can sing in different ways. Year 1: I know the difference between singing and chanting using voice modulation (Charanga) Lesson 3 – Reception: I know that music can be played fast and slow. Year 1: I know when the music tempo changes (Charanga) Lesson 4 – Reception: I know that you can use your voice and movement to create a performance. Year 1: I know musical concepts in a performance. (Charanga) Lesson 5 –	Year 1: I know 2,4 is march time. (Rhythm Focus) Lesson 2 – Reception: I know how to sing along with a melody Year 1: I know how to express techniques in my performance. (Charanga) Lesson 3 – I know the connection between storytelling and music. (Charanga) Lesson 4 – I know the stories that are told in the songs. (Charanga) Lesson 5 – Reception: I know that hand signs can show the pitch of a note. Year 1: I know how to use curwen hands for 'mi' and 'so' (E and G). (Rhythm and Pitch)	Year 1: I know 3,4 is waltz time. (Rhythm Focus) Lesson 2 – I know that music can tell a story through different sounds, movements, and contrasts. (Charanga) Lesson 3 – Reception and Year 1: I know that different pieces of music can create different feelings and tell stories through their style, sounds, and movements. (Charanga) Lesson 4 – Reception and Year 1: I know that different pieces of music create different feelings and tell stories. (Charanga) Lesson 5 – Reception: I know that some notes sound higher than others. Year 1: I know that the pitch of A is higher than G and that A goes on a space above note	Year 1: I know that 3,4 means 3 beats (crotchets) in a bar. (Rhythm Focus) Lesson 2 – Reception: I know that some music has a repeating pattern called an ostinato. Year 1: I know an ostinato is a repeated rhythm that fits with the pulse. (Charanga) Lesson 3 – Reception: I know how to keep in time with the music. Year 1: I know that rhythm, words, and melody work together to keep music in time. (Charanga) Lesson 4 – Reception: I know how to play a percussion instrument to a rhythm. Year 1: I know that clear timing, posture, and presentation help make a strong rhythmic performance. (Charanga)	Year 1: I know 4,4 means 4 beats (crotchets) in a bar. (Rhythm Focus) Lesson 2 – Reception: I know music can be high or low, fast or slow, loud or quiet. Year 1: I know that rhythm, pitch, and dynamics create different musical characters and expressions. (Charanga) Lesson 3 – Reception and Year 1: I know that music and symbols can show stories in different ways. (Charanga) Lesson 4 – Reception: I know that different countries have different types of music. Year 1: I know that good timing, posture, and clarity help make a strong rhythmic performance. (Charanga) Lesson 5 – Reception: I know	Year 1: I know 4,4 is common time and often used in pop music. (Rhythm Focus) Lesson 2 – Reception: I know that pitch is when music is played high or low. Year 1: I know that pitch is different from rhythm and that pitch patterns can show how a melody rises and falls. (Charanga) Lesson 3 – Reception: I know that different sounds around me can be high or low (pitch). Year 1: I know that pitch is different from rhythm and that pitch patterns can show how a melody rises and falls. (Charanga) Lesson 4 – Reception: I know that you can use symbols to write music. Year 1: I know that graphic scores use symbols to show timing and sounds, helping us perform
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	Reception: I can play high and low sounds. Year 1: I know the pitch of G is higher than E and I know they have their own line on a stave. (Rhythm and Pitch Focus)		G on the stave. (Rhythm and Pitch Focus)	Lesson 5 – Reception: I know that hand signs can show the pitch of a note. Year 1: I know how to use curwen hands for 'mi' and 'so' and 'la' (E and G and A). (Rhythm and Pitch Focus)	that music can have different moods. Year 1: I know that starting and then ending on the note A means we are in A minor scale. (Rhythm and Pitch Focus)	and compose music together. (Charanga) Lesson 5 - I know that silent beats have to be counted. (Rhythm and Pitch Focus)
Skills	Lesson 1 – Reception: I can clap a beat and stay silent for silent beats. Year 1: I can play crotchets and silent beats in march time. (Rhythm Focus) Lesson 2 – Reception and Year 1: I can move in time with the beat or pulse of the music. (Charanga) Lesson 3 – Reception: I can perform in time with the music. Year 1: I can perform movements and chants synchronised with music. (Charanga)	Lesson 1- Reception: I can play fast and slow rhythms in march time. Year 1: I can play quavers and crotchets in march time. (Rhythm Focus) Lesson 2 – Reception and Year 1: I can personalise songs including my own names. (Charanga) Lesson 3 – Reception: I can follow a melody when singing. Year 1: I can develop my singing skills, showing	Lesson 1 – Reception: I can copy a rhythm in waltz time. Year 1: I can play quavers and crotchets in waltz time. (Rhythm Focus) Lesson 2 – Reception: I can listen carefully and move to the music. Year 1: I can listen carefully and respond to music by moving, singing, and creating sounds that match what I hear. (Charanga) Lesson 3 – Reception: I can sing with others and	Lesson 1 – Reception and Year 1: I can play simple music notation. (Rhythm Focus) Lesson 2 – Reception: I can clap the syllables in a word to create a rhythm. Year 1: I can create and perform my own rhythmic ostinatos while keeping a steady beat. (Charanga) Lesson 3 – Reception: I can play a rhythm on a percussion instrument. Year 1: I can create and perform rhythms using words,	Lesson 1- Reception: I can copy and play rhythms using stick notation. Year 1: I can read and play stick notation in 4/4 time. (Rhythm Focus) Lesson 2 – Reception: I can use my voice to make high or low, fast or slow, loud or quiet sounds. Year 1: I can explore and use musical elements like pitch, tempo, dynamics, and articulation with my voice, body, and instruments. (Charanga) Lesson 3 - Reception: I can use	Lesson 1 – Reception: I can copy and play simple rhythms. Year 1: I can read and play rests, quavers and crotchets in 4, 4 time. (Rhythm Focus) Lesson 2 – Reception: I can recognise whether a sound is high or low. Year 1: I can follow and sing pitch patterns that move up, down, or stay the same. (Charanga) Lesson 3 – Reception: I can recognise whether

	Lesson 4 – Reception: I can express ideas through movement. Year 1: I can express ideas through music and movement. (Charanga) Lesson 5 – Reception: I can make up my own tune using 2 notes. Year 1: I can improvise in 2,4 time using one or two notes (E and G). (Rhythm and Pitch Focus)	melody and rhythm. (Charanga) Lesson 4 – Reception and Year 1: I can perform my song and reflect on my performance. (Charanga) Lesson 5 – Reception: I can make up my own music using one or two notes and simple rhythms Year 1: I can improvise in 2,4 time using one or two notes (E and G) and reading quavers and crotchets. (Rhythm and Pitch Focus)	move in time with a piece of music. Year 1: I can sing expressively and work with others by listening carefully to keep in time and create a musical performance. (Charanga) Lesson 4 – Reception: I can use my voice and body to create a piece of music. Year 1: I can create my own performance adding body and vocal sound effects. (Charanga) Lesson 5 – Reception: I can make up a tune using one, two or three notes. Year 1: I can improvise in 3,4 time using one or two or three notes (E, G and A) (Rhythm and Pitch Focus)	percussion, and call-and-response. (Charanga) Lesson 4- Reception: I can perform a rhythm using a percussion instrument. Year 1: I can compose and perform my own rhythmic patterns using beats, silences, and call-and-response. (Charanga) Lesson 5 - Reception: I can make up a tune using one, two or three notes. Year 1: I can improvise in 3,4 time using one or two or three notes (E and G and A) and reading quavers and crotchets. (Rhythm and Pitch Focus)	instruments, my voice and movement to create a sound picture. Year 1: I can create and perform sound pictures and graphic scores using my voice, instruments, and body percussion. (Charanga) Lesson 4 – Reception: I can use my voice, body and instruments to create a performance. Year 1: I can compose and perform my own rhythms using beats, silences, and call-and-response patterns. (Charanga) Lesson 5 – Reception: I can choose high or low notes to make a tune. Year 1: I can choose the pitch for my notes to create a melody and compose music. (Rhythm and Pitch Focus)	a sound is high or low. Year 1: I can follow and sing pitch patterns that move up, down, or stay the same. (Charanga) Lesson 4- Reception: I can use body percussion in a group performance. Year 1: I can create and refine body percussion patterns using symbols to show sounds and perform them confidently with my group. (Charanga) Lesson 5 – Reception: I can compose using silent beats, fast beats and slow beats. Year 1: I can compose using rests, quavers and crotchets. (Rhythm and Pitch Focus)
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Perform and Share	Consolidate and showcase learning through performance. Apply vocal and movement skills. Collaborate confidently and effectively. Reflect on musical choices and experiences to deepen understanding of rhythm, expression and creativity.	Final discussion about the songs and performances: Which songs will be performed for an audience? How will we show understanding of beat, tempo, melody, and dynamics?	Let each group perform their improvisation for the class. Encourage attentive listening and constructive peer feedback. Prompt discussion questions like: "How did your sounds and movements tell a story?" "Which musical elements made the piece exciting or expressive?" "What would you change next time to improve the performance?"	Celebrate creativity and collaboration. Reflect on progress: can the children perform ostinatos, respond musically, and compose their own patterns? Record the performances or display the compositions for the group to showcase. End the unit with a final sing-through of Hey You! - Sing from memory.	Combine sound pictures, graphic scores, and world music in a collaborative performance. Assign roles for vocals, instruments, and percussion; allow role rotation. Emphasise timing, expression, and ensemble awareness. Reflect on creative choices and how sounds tell a story; optionally record or display work.	Children rehearse their Percussion Writer pieces and the full song, with opportunities for solo or group performance. Warm-ups continue to reinforce pitch awareness. The unit concludes with a class performance or recording, followed by sharing their favourite moments, the challenges, and their creative achievements.
Vocabulary	Reception: beat pulse rhythm pitch (high and low sounds) tempo (fast and slow sounds) rap sing instrument melody perform Year 1: Beat. Pulse. Tempo.	Reception: beat pulse rhythm pitch (high and low sounds) tempo (fast and slow sounds) dynamics (loud or quiet) sing instrument (percussion) melody perform Year 1: Vocal warm up.	Reception: beat pulse rhythm pitch (high and low sounds) tempo (fast and slow sounds) dynamics (loud or quiet) sing instrument (percussion) melody perform Year 1: Narrative.	Reception: beat pulse rhythm pitch (high and low sounds) tempo (fast and slow sounds) dynamics (loud or quiet) sing instrument (percussion) melody perform Year 1: Pulse.	Reception: beat pulse rhythm pitch (high and low sounds) tempo (fast and slow sounds) dynamics (loud or quiet) sing instrument (percussion) melody perform Year 1: Pulse.	Reception: beat pulse rhythm pitch (high and low sounds) tempo (fast and slow sounds) dynamics (loud or quiet) sing instrument (percussion) melody perform Year 1: Pulse

	Vocalise. Movement. Rap. Melody. Perform. Scherzo.	Melody. Diction. Tempo. Dynamics. Expression. Chant. Lullaby. Beat. Chorus.	Emotion. Movement. Interpret. Melody. Rhythm. Dynamics. Texture.	Call and Response. Rapping. Ostinato. Body Percussion. Pitch. Backing Track. Pattern. Improvisation. Musical rest.	Melody. Staccato. Tempo. Dynamics. Call and response. Timbre. Sitar. Tabla.	Pattern Melody Tempo Dynamics Rhythm
Career Links	Singer-Songwriter  Place: studio, stage Qualities: creative, resilient, expressive	Instrumentalist  Place: stage, rehearsal room Qualities: disciplined, careful, musical	Junior Conductor  Place: rehearsal room Qualities: leader, listener, clear	Performer/Actor  Place: stage Qualities: confident, collaborative, alert	Backing Vocalist  Place: studio, stage Qualities: blend, punctual, supportive	Busker  Place: public spaces Qualities: friendly, brave, adaptable
Year 1 Progression						
Singing	• Sing simple songs with a limited range, and chants and rhymes from memory. • Singing collectively at the same pitch, responding to simple visual directions. • Sing call-and-response songs to control and match vocal pitch. • Understand how to warm voices ready to sing.					
Playing Instruments	• Play untuned percussion.					
Listening	• Listen attentively and with understanding to music from different historical periods.					
Creating	• Improvise simple vocal chants using question-and-answer phrases. • Create musical sound effects in response to a stimulus. • Combine sequences of sounds to make a story.					

	• Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, remember and perform rhythm and pitch patterns. • Recognise and create graphic notation to represent sounds.
Music Technology	• Use the Rhythm Grids tool to create and read simple rhythm patterns. • Use the Percussion Writer tool to write and read symbols that represent sounds. • Optional: use the Quickbeats tool to explore drum patterns.
Musicianship or Performing and Notation	• Walk, move or clap a steady pulse/beat with others, keeping in time as the tempo of the music changes. • Create and repeat rhythm patterns and ostinati using body and classroom percussion in time with the beat. • Move and dance to the pulse in recorded/live music. Listen for high and low sounds. • Sing familiar songs with different voices and talk about the difference in sound. • Explore percussion sounds to enhance storytelling. • Follow pictures and symbols to guide singing and playing.

EYFS Progression

Listen and respond	Listen attentively, move to and talk about music. Follow and respond to a leader.
Sing and Chant	Sing well-known songs in a group or on their own, increasingly matching the pitch and following the melody. Read words consistent with their phonic knowledge by sound-blending. Know that a chant uses speaking voices musically.
Play Instruments	Demonstrate coordination when playing untuned percussion.
Move and Dance	Move expressively and energetically. Negotiate space and obstacles safely. Choreograph their own dance moves.
Class Discussion	Hold conversations and participate in discussions offering explanations. Express ideas and feelings.

	Make comments and ask questions to support understanding.
Create and Compose	Write simple phrases and sentences that can be read by others. Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.
Perform	Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Make use of props and materials when role-playing characters in narratives and stories. Share their creations, explaining the process they have used.