

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?	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Listen to recorded performances and live music Musicianship Pulse <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Explore percussion sounds to enhance storytelling <ul style="list-style-type: none"> ○ Follow pictures and symbols to guide singing and playing
E2 - How to learn a song?	<ul style="list-style-type: none"> • To listen to and describe music. • Sing in time from memory, with some accuracy. 	Listen Describe Chant Rhythm Sing Song Sections Dynamics	Singing <ul style="list-style-type: none"> • Singing simple songs, chants and rhythms from memory • Respond to simple visual directions and counting in. <ul style="list-style-type: none"> ○ Sing collectively and at the same pitch Composing <ul style="list-style-type: none"> • Improvise simple vocal chants, using question and answer phrases

		Tempo	
E3 - What makes a good performance?	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Perform short repeating rhythm patterns (ostinato) while keeping in time with a steady beat Pitch <ul style="list-style-type: none"> Explore percussion sounds to enhance storytelling <ul style="list-style-type: none"> Follow pictures and symbols to guide singing and playing
E4 - How can we create a class improvisation?	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Listen to recorded performances and live music Composing <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Recognise how graphic notation can represent created sounds. Explore and invent own symbols Musicianship <ul style="list-style-type: none"> Respond to pulse in recorded/live music through movement and dance Rhythm <ul style="list-style-type: none"> Perform short repeating rhythm patterns (ostinato) while keeping in time with a steady beat Pitch <ul style="list-style-type: none"> Explore percussion sounds to enhance storytelling <ul style="list-style-type: none"> Follow pictures and symbols to guide singing and playing

<p>E5 - How can we create a musical story?</p>	<ul style="list-style-type: none"> • Listen and appraise how instruments are used. • Compose a piece of music to tell a story. • Perform the composition considering tempo, dynamics and sounds. 	<p>Composing Untuned Percussion Instruments Tempo Dynamics Sounds</p>	<p>Listening</p> <ul style="list-style-type: none"> • Listen to recorded performances and live music <p>Composing</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ Recognise how graphic notation can represent created sounds. ○ Explore and invent own symbols <p>Musicianship</p> <ul style="list-style-type: none"> • Respond to pulse in recorded/live music through movement and dance <p>Rhythm</p> <ul style="list-style-type: none"> • Perform short repeating rhythm patterns (ostinato) while keeping in time with a steady beat <p>Pitch</p> <ul style="list-style-type: none"> • Explore percussion sounds to enhance storytelling <ul style="list-style-type: none"> ○ Follow pictures and symbols to guide singing and playing
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<p>Unit 2 - Toys</p>			
<p>E1 - What is pitch?</p>	<ul style="list-style-type: none"> • Explain what pitch means. • Recognise high and low notes. • Perform high and low notes. 	<p>Listen Tuned percussion High Low Pitch Notes</p>	<p>Singing</p> <ul style="list-style-type: none"> • Pupils sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy <ul style="list-style-type: none"> ○ <i>Sing collectively and at the same pitch</i> • <i>Sing simple songs, chants and rhymes from memory</i> <ul style="list-style-type: none"> ○ Sing familiar songs in low and high voices and talk about familiar sounds <p>Listening</p> <ul style="list-style-type: none"> • <i>Listen to recorded performances and live music</i> <p>Pitch</p> <ul style="list-style-type: none"> • Pitch patterns (invent, retain and recall pitch patterns) <ul style="list-style-type: none"> ○ <i>Follow pictures and symbols to guide singings and playing</i> • Listen to sounds in school environment, comparing high and low sounds

			<ul style="list-style-type: none"> ○ Sing familiar songs in both high and low voices and talk about the difference in sounds
E2 - What is pattern texture?	<ul style="list-style-type: none"> • Create a pattern using two pitches. • Sing or play the pitch pattern. 	Pitch High Low Pattern Tuned percussion instruments Sing Play	<p>Singing</p> <ul style="list-style-type: none"> • Pupils sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy <ul style="list-style-type: none"> ○ <i>Sing collectively and at the same pitch</i> • <i>Sing simple songs, chants and rhymes from memory</i> <ul style="list-style-type: none"> ○ Sing familiar songs in low and high voices and talk about familiar sounds <p>Musicianship</p> <p>Pulse/beat</p> <ul style="list-style-type: none"> • <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 <p>Rhythm</p> <ul style="list-style-type: none"> • Play short copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. <ul style="list-style-type: none"> ○ Copycat patterns based on toys and toy names using untuned percussion <p>Pitch</p> <ul style="list-style-type: none"> • Pitch patterns (invent, retain and recall pitch patterns) <ul style="list-style-type: none"> ○ <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?	<ul style="list-style-type: none"> • Listen to music and identify changes in tempo. • Create a musical pattern with 	Fast Slow Tempo Tunes percussion instruments Pattern	<p>Listening</p> <ul style="list-style-type: none"> • <i>Listen to recorded performances and live music</i> <p>Composing</p>

	<p>increased/decreased tempo.</p> <ul style="list-style-type: none"> • Perform a piece of music with changes in tempo. 	<p>Pitch Accelerando Rallentando</p>	<ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> ○ Recognise how graphic notation can represent created sounds. Pupils explore and invent own symbols. <p>Musicianship Pulse/beat</p> <ul style="list-style-type: none"> • Use body percussion and classroom percussion playing repeated rhythm patterns (Ostinato) to maintain a steady beat <p>Rhythm</p> <ul style="list-style-type: none"> • Play short copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. <ul style="list-style-type: none"> ○ Copycat patterns based on toys and toy names using untuned percussion ○ Perform word-pattern chants; create, retain and perform their own repeated patterns.
<p>E4 - How can we compose a 'toy' theme tune?</p>	<ul style="list-style-type: none"> • Listen and interpret music. • Compose a piece of music in a group. • Perform music as part of a group. 	<p>Listening Tuned instruments Untuned percussion instruments Leader Sounds Pitch Tempo</p>	<p>Listening</p> <ul style="list-style-type: none"> • <i>Listen to recorded performances and live music</i> <p>Composing</p> <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> ○ 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. <p>Musicianship Pulse/beat</p>

			<ul style="list-style-type: none"> • Use body percussion and classroom percussion playing repeated rhythm patterns (Ostinato) to maintain a steady beat <p>Rhythm</p> <ul style="list-style-type: none"> • Play short copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. <ul style="list-style-type: none"> ○ Copycat patterns based on toys and toy names using untuned percussion ○ Perform word-pattern chants; create, retain and perform their own repeated patterns. <p>Pitch</p> <ul style="list-style-type: none"> • Pitch patterns (invent, retain and recall pitch patterns) <ul style="list-style-type: none"> ○ <i>Follow pictures and symbols to guide singings and playing</i>
<p>E5 - How can we improve our musical performance?</p>	<ul style="list-style-type: none"> • 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. 	<p>Listening Tuned instruments Untuned percussion instruments Leader Sounds Compose Pitch Tempo</p>	<p>Composing</p> <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> ○ 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. <p>Musicianship</p> <p>Pulse/beat</p> <ul style="list-style-type: none"> • Use body percussion and classroom percussion playing repeated rhythm patterns (Ostinato) to maintain a steady beat <p>Rhythm</p> <ul style="list-style-type: none"> • Play short copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. <ul style="list-style-type: none"> ○ Copycat patterns based on toys and toy names using untuned percussion

			<ul style="list-style-type: none"> ○ Perform word-pattern chants; create, retain and perform their own repeated patterns. <p>Pitch</p> <ul style="list-style-type: none"> • Pitch patterns (invent, retain and recall pitch patterns) <ul style="list-style-type: none"> ○ <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?	<ul style="list-style-type: none"> • 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	<p>Listening</p> <ul style="list-style-type: none"> • Listen to recorded/live music • Identify sounds within the music <p>Composing</p> <ul style="list-style-type: none"> • <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> <p>Musicianship</p> <p>Pulse/beat</p> <ul style="list-style-type: none"> • <i>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</i> <ul style="list-style-type: none"> ○ Articulate choices in movement relating to tempo <p>Pitch</p> <ul style="list-style-type: none"> • Listen to sounds in the local school environment, comparing high and low sounds.
E2 - How does mood affect a piece of music?	<ul style="list-style-type: none"> • 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	<p>Listening</p> <ul style="list-style-type: none"> • Listen to recorded/live music • Identify sounds within the music <p>Composing</p> <ul style="list-style-type: none"> • <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>

	<ul style="list-style-type: none"> • Adapt previously created sounds using voice or body. 		<ul style="list-style-type: none"> • <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. <p>Musicianship</p> <p>Pulse/beat</p> <ul style="list-style-type: none"> • <i>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</i> <ul style="list-style-type: none"> ○ Articulate choices in movement relating to tempo <p>Pitch</p> <p>Listen to sounds in the local school environment, comparing high and low sounds.</p>
<p>E3 - What ways can we use musical instruments to represent sounds of the seaside?</p>	<ul style="list-style-type: none"> • Recognise the sounds of instruments. • Make sounds on a range of instruments to represent seaside sounds. • Perform using instrument, voices and body sounds. 	<p>Listen Sounds Range of Instruments Creating sounds</p>	<p>Listening</p> <ul style="list-style-type: none"> • Listen to recorded performances and live music • Appreciate and understand a wide range of high-quality live and recorded music <p>Composing</p> <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> ○ Use music technology, if available, to capture, change and combine sounds. <p>Rhythm</p> <ul style="list-style-type: none"> • <i>Invent rhythms for others to copy on untuned percussion.</i> • Perform word-pattern chants; create, retain and perform their own repeated patterns. <p>Pitch</p> <ul style="list-style-type: none"> • Explore percussion sounds to enhance storytelling

			<ul style="list-style-type: none"> 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?	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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. 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. <ul style="list-style-type: none"> Use music technology, if available, to capture, change and combine sounds. Musicianship Pulse/beat <ul style="list-style-type: none"> Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes <ul style="list-style-type: none"> Articulate choices in movement relating to tempo Rhythm <ul style="list-style-type: none"> Play short copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Perform word-pattern chants; create, retain and perform their own repeated patterns. Pitch <ul style="list-style-type: none"> Explore percussion sounds to enhance storytelling
E5 - How can we create and record a sea soundscape?	<ul style="list-style-type: none"> Creating and playing own score. Creating more than one sound on their instrument or voice. 	Graphic score Sequencing symbols/pictures Sounds Sequence Dynamics	Composing <ul style="list-style-type: none"> 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. Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.

		<p>Tempo Soundscape Composition</p>	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ Use music technology, if available, to capture, change and combine sounds. <p>Musicianship</p> <p>Pulse/beat</p> <ul style="list-style-type: none"> • <i>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</i> <ul style="list-style-type: none"> ○ Articulate choices in movement relating to tempo <p>Rhythm</p> <ul style="list-style-type: none"> • <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. <p>Pitch</p> <ul style="list-style-type: none"> • Explore percussion sounds to enhance storytelling
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