

Year 1	Unit 1: Hey you	Unit 2: Rhythm in the way we walk and in the Banana rap	Unit 3: In the Groove	Unit 4: Round and Round	Unit 5: Your Imagination	Unit 6: Reflect, Rewind & Replay
<b>Style of main song</b>	Old School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
<b>Unit themes</b>	How do pulse, rhythm and pitch work together?	Pulse, rhythm and pitch, rapping, dancing and singing. <b>(Separate Christmas performance)</b>	How to be in the groove with different styles of music. <i>Build knowledge and understanding about the interrelated dimensions of music.</i>	Pulse, rhythm and pitch in different styles of music.	Using your imagination	The history of music.
<b>Disciplinary Knowledge</b>	<p><b>Disciplinary Knowledge</b></p> <p><u>1.Listening</u> -to understand that pulse is the heartbeat of the music</p> <p><u>2.Musical Activities</u> - to understand that rhythm is long and short sounds or patterns that happen over the pulse -to understand what a glockenspiel is -to know how to play a glockenspiel correctly -to understand that improvisation is to make up a tune on the spot</p>	<p><b>Disciplinary Knowledge</b></p> <p><u>1.Listening</u> - to understand that pulse is the heartbeat of the music</p> <p><u>2.Musical Activities</u> - to understand that rhythm is long and short sounds or patterns that happen over the pulse -to understand that rap is a vocal technique in which a performer speaks rhythmically against a steady beat -to understand that pitch is high and low sounds</p>	<p><b>Disciplinary Knowledge</b></p> <p><u>1. Listening</u> - to understand that pulse is the heartbeat of the music -to know five different musical styles : Blues, Baroque, Latin, Irish Folk, Funk</p> <p><u>2.Musical Activities</u> - to understand that rhythm is long and short sounds or patterns that happen over the pulse -to understand what a glockenspiel is -to know how to play a glockenspiel correctly -to understand that improvisation is to</p>	<p><b>Disciplinary Knowledge</b></p> <p><u>1.Listening</u> - to understand that pulse is the heartbeat of the music -to know two different instruments they hear: singers, keyboard, bass, guitar, percussion, trumpets, and saxophone</p> <p><u>2.Musical Activities</u> - to understand that rhythm is long and short sounds or patterns that happen over the pulse -to understand what a glockenspiel is -to know how to play a glockenspiel correctly</p>	<p><b>Disciplinary Knowledge</b></p> <p><u>1.Listening</u> - to understand that pulse is the heartbeat of the music -to know two different instruments they hear: keyboard, drums, bass, a female singer</p> <p><u>2.Musical Activities</u> - to understand that rhythm is long and short sounds or patterns that happen over the pulse -to know that unison is when everyone plays or sings at the same time to the same music</p>	<p><b>Disciplinary Knowledge</b></p> <p>Consolidation and revision</p>



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## Medium Term Overview for Music

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	-to understand that melody is another name for the tune - to understand that composing is creating and developing musical ideas		make up a tune on the spot -to understand that melody is another name for the tune - to understand that composing is creating and developing musical ideas	-to understand that improvisation is to make up a tune on the spot -to understand that melody is another name for the tune - to understand that composing is creating and developing musical ideas	-to know that harmony is different notes sung or played at the same time to produce chords -to understand what a glockenspiel is -to know how to play a glockenspiel correctly	
<b>Instrumental parts</b>	C  <u>Challenge</u> C+G		C  <u>Challenge</u> C +D	D, F + C	C C & G	
<b>Note Value Knowledge</b>	Easy – crotchets  Medium – crotchets  <u>Challenge</u> Melody – semi-quavers, quavers and crotchet		Easy – crotchets  Medium – crotchets  <u>Challenge</u> Melody – quavers and crotchets	Easy – semi-breves  Medium – crotchets and minims  <u>Challenge</u> Melody – crotchets, minims and quavers	Easy – semi-breves  Medium – crotchets, minims and semi-breves  <u>Challenge</u> Melody – crotchets, quavers, minims ad semibreves	
<b>Vocabulary</b>	Pulse, rhythm, pitch, rap, improvise, compose, melody, drums, bass guitar, perform	Pulse, rhythm, pitch, Tempo, dynamics,	Blues, Baroque, Latin, Bhangra, Folk, Funk, pulse, rhythm, pitch, music dimensions, tempo, groove, orchestra	Key board, bass, percussion, audience, improvise, compose, big band, guitar, vocal, tempo, harmony	Keyboard, drums, pulse, perform, imagination, banjo, emotion, rhythm, unison	



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<p><b>Procedural Knowledge</b></p>	<p><b>Procedural Knowledge</b></p> <p><u>1.Listening</u> -find the pulse as they are listening to the main unit song – Hey You!</p> <p><u>2.Musical Activities</u> -march in time with the pulse -be an animal in time with the pulse -copy back rhythms they hear -clap the rhythm of their name over the track -rap and sing in time to the music -play accurately and in time as part of the performance -play C -improvise as part of the performance -use C to improvise -compose a simple melody using simple rhythms -Use C + D</p>	<p><b>Procedural Knowledge</b></p> <p><u>1.Listening</u> -find the pulse as they are listening to the main unit of the song -recognise two instruments they hear : singers, keyboard, bass, guitar, percussion, trumpets, saxophone</p> <p><u>2.Musical Activities</u> -march in time with the pulse -copy back rhythms -be and animal and keep the pulse -copy and clap back rhythms -clap the rhythm of their name - rap and sing in time to the music</p>	<p><b>Procedural Knowledge</b></p> <p><u>1.Listening</u> -find the pulse as they are listening to the main unit song – In The Groove -name five different musical styles -dance to each style or move to the pulse</p> <p><u>2.Musical Activities</u> -march in time with the pulse -copy the actions -choose an animal and keep the pulse -copy back the rhythms they hear -clap the rhythm of their name and favourite food -sing together in time -improvise in lessons and as part of a performance -use C</p>	<p><b>Procedural Knowledge</b></p> <p><u>1.Listening</u> -find the pulse as they are listening to the main unit song –Round and Round -recognise two instruments they hear : singers, keyboard, bass, guitar, percussion, trumpets, saxophone</p> <p><u>2.Musical Activities</u> -march in time with the pulse -copy the actions -use their imagination to find the pulse -copy back the rhythms they hear -clap the rhythm of their name and the name of their favourite animal -sing together with actions -play accurately and in time as part of the performance -play D, F + C -improvise in lessons and as part of a performance -use D</p>	<p><b>Procedural Knowledge</b></p> <p><u>1.Listening</u> -find the pulse as they are listening to the main unit song –Your Imagination -recognise two instruments they hear : keyboard, drums, bass, a female singer</p> <p><u>2.Musical Activities</u> -to be a pop star and to use their imagination finding the pulse -copy back the rhythms they hear -clap the rhythm of their name, the name of their favourite animal and favourite colour -sing in unison and two parts -play accurately and in time as part of the performance -play C</p>	
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### National Curriculum

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	<p>Key stage 1 Pupils should be taught to:</p> <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><b>Challenge</b></p>	<p><i>-Find the pulse in other unit songs. -recognise two or more instruments they hear -create own rhythms for others to copy -Lead groups when singing or rapping -Play using C+G</i></p>	<p><i>-Find the pulse in other unit songs. -recognise two or more instruments they hear -clap rhythms of your favourite colour -Make up your own rhythm.</i></p>	<p><i>-Find the pulse in other unit songs. -Make up your own rhythms. -Play C + D -Compose using C, D + E.</i></p>	<p><i>-Find the pulse in other unit songs. -Make up your own rhythms. -Improvise using D+E</i></p>	<p><i>-Find the pulse in other unit songs. -Make up your own rhythms. -Play C + D</i></p>	
<p><b>Coherence &amp; Supporting knowledge</b></p>						
<p><b>Assessment Formative/Summative</b></p>	<p><b>-Knowledge assessment outcome.</b> <u>3.Perform and share</u> Group performance of Hey You!  Criteria below: -find and march to the pulse -Copy rhythms -Clap a rhythm -Rap and sing in time with music -Play C accurately and in time</p>	<p><b>-Knowledge assessment outcome</b> <u>3.Perform and share</u> Individual and/or group performance of Rhythm in the way we walk and/or Banana Rap  Criteria below: -find, march and move to the pulse -recognise two instruments</p>	<p><b>-Knowledge assessment outcome</b> <u>3.Perform and share</u> Group performance of In the Groove  Criteria below: -find, march and move to the pulse -name five different styles of music -Sing together, in time, in a range of styles -Play C accurately and in time</p>	<p><b>-Knowledge assessment outcome</b> <u>3.Perform and share</u> Group performance of Round and Round  Criteria below: -find, march and move to the pulse -recognise two instruments -sing together with actions -Play D, F, + C accurately and in time</p>	<p><b>-Knowledge assessment outcome</b> <u>3.Perform and share</u> Group performance of Your Imagination  Criteria below: -find, march and move to the pulse -recognise two instruments -sing together in unison and two parts -Play C accurately and in time</p>	<p><b>-Knowledge assessment outcome</b></p>



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	-Compose a simple melody (C & D)	-copy and clap back rhythms -clap rhythm of name -rap and sing in time	-Compose a simple melody using simple rhythms and use as part of a performance (C+D)	-Improvise using D		
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