Overview for the year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Harvest Songs Understanding percussion	Christmas Songs Understanding percussion and tune	Exploring Sounds	Music and Movement	Transport	Big Band
Year 1	Harvest Songs Developing percussion	Christmas Songs Developing percussion and pitch	Keeping the pulse (Theme: My favourite things)	Sound patterns (Theme: Fairlytales)	Pitch (Theme: Superheroes)	Music symbols (Theme: Under the sea)
Year 2	Harvest Songs Using instruments for percussion	Christmas Songs Using instruments for percussion and pitch Historical Musicians	Call and response (Theme: Animals)	Instruments (Theme: Musical storytelling)	Structure (Theme: Myths and legends)	Pitch (Theme: Musical me)

Lesson by lesson

EYFS - Unit 1 - Exploring sounds (Spring 1)			
Disciplinary concepts: Children will develop their listening skills by exploring, experimenting with and responding to a wide range of sounds. They will use their voices, bodies and instruments to imitate and create sounds, make choices about how sounds are made, and begin to talk about what they hear using simple musical language.		Substantive concepts: Children will learn that sounds can be made in different ways and can vary in pitch, tempo and volume. They will explore high and low sounds, fast and slow tempos, loud and quiet dynamics, silence, and recognise that voices, bodies, instruments and the environment all produce different types of sound.	
Lesson objectives	Lesson Suggestions	Key Vocabulary	Key Outcomes:
Vocal Sounds LO1: To explore using voices to make a variety of sounds.	Exploring using voices to make a variety of sounds, with relevant symbols.	Voice, sound, whisper, speaking, high, low, higher, lower	ELG: Listening, Attention and Understanding Communication and Language
Body Sounds LO2: To explore how to use our bodies to make sounds.	Exploring using body parts to make a variety of sounds.	Body sounds, sound, rhythm, beat, stomp	ELG: Listening, Attention and Understanding
Instrumental Sounds LO3: To explore the sounds of different instruments.	Exploring using instruments to make a variety of sounds.	instrumental sounds, tempo, fast, slow, drum, triangle, shaker, tambourine	ELG: Listening, Attention and Understanding
Environmental Sounds LO4: To identify sounds in the environment and differentiate between them.	Exploring sounds within the environment.	Fast, slow, low, high, creaking, whoosh, whistling, rustling	ELG: Listening, Attention and Understanding
Natural Sounds LO5: To use voices to imitate nature sounds.	Listening to sounds in nature and recreating them.	nature sounds, low, pitch, high, loud, quiet, soft, silence	ELG: Listening, Attention and Understanding
Sticky knowledge	To understand how to listen carefully and talk about what I hear. To know that sounds can be copied by my voice, body percussion and instruments. To understand that instruments can be played loudly or softly.		
Adaptations	Ear defenders, movement breaks when required, fidgets available, prewarn loud noises		

EYFS - Unit 2 - Music and Movement (Spring 2)			
Disciplinary concepts: Children will explore music through singing, movement and dance, learning to respond physically to beat, tempo and pitch. They will practise performing together, copying actions and movements, expressing feelings through music, and gaining confidence when performing to others. Children will also begin to communicate meaning through actions and simple sign language.		Substantive concepts: Children will learn that music can have a steady beat and different tempos, and that pitch can be high or low. They will explore how music can be expressed through actions, movement and dance, understand that songs can include actions and signs, and recognise that music can be performed to an audience to share enjoyment.	
Lesson objectives	Lesson Suggestions	Key Vocabulary	Key Outcomes:
Action Songs LO1:To understand why songs have actions To learn some simple Makaton signs to accompany a song	Singing together and create actions	Actions, Action songs, Sign language, Makaton, Deaf	ELG: Personal, social and emotional development ELG: Expressive arts and design ELG: Characteristics of Effective Learning
Finding the beat LO2: To explore beat through body movement To express feelings and emotions through movement to music	To learn about beat and tempo.	Steady, repeat, constant, drum, beat, music, heartbeat, pulse	ELG: Expressive arts and design ELG: Characteristics of Effective Learning
Exploring tempo LO3: To explore beat through body movement To express feelings and emotions through movement to music	To learn and explore tempo further and understand how to move to a beat.	Music, piece, composer, tempo, fast, moderate, medium, slow	ELG: Expressive arts and design ELG: Characteristics of Effective Learning
Explore tempo and pitch through dance LO4: To explore pitch and tempo through scarf dancing and body movement To express feelings and emotions through movement to music	To move to tempo and pitch through dancing.	Pitch, high, low, triangle, siren, cello, whistle, music	ELG: Expressive arts and design ELG: Characteristics of Effective Learning
Music and movement performance LO5: To perform action songs to a small audience	To perform to another class. The children perform their two music and movement songs. They could also perform 'Row, row row your boat' and encourage the audience to join in.	Music, dance, performance, audience, actions	ELG: Expressive arts and design ELG: Characteristics of Effective Learning

Sticky Knowledge	To know that the beat is the steady pulse of a song. To recognise music that is 'fast' or 'slow.' To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.
Adaptations	Ear defenders, movement breaks when required, fidgets available, prewarn loud noises

EYFS - Unit 3 - Transport (Summer 1)			
Disciplinary concepts: Children explore music by listening carefully to transport sounds and responding through movement, voice and instruments. They experiment with making and copying sounds, working both individually and with others. They begin to perform simple patterns and follow basic picture scores. Children also share ideas and talk about what they hear and perform.		Substantive concepts: Children learn that sounds can represent different types of transport such as cars, boats and trains. They explore how sounds can change in speed (fast and slow) and pitch (high and low). They begin to understand that music can follow a sequence or pattern using simple scores. Children also learn that music can tell a story or represent a journey.	
Lesson objectives	Lesson Suggestions	Key Vocabulary	Key Outcomes:
LO1: To explore creating sound effects.	Children will listen to and identify transport sounds, then sing a song and create matching sounds and actions for each type of transport.	Car, boat, train	ELG: Listening, Attention and Understanding ELG: Being Imaginative and Expressive
LO2: To explore making sounds at different speeds.	Children will listen to train music, discuss what they hear, and move like a train to match changes in speed and pulse.	Train, fast, slow	ELG: Listening, Attention and Understanding ELG: Being Imaginative and Expressive ELG: Self-Regulation
LO3: To explore moving to different tempos.	Children will listen to boat sounds, create matching actions, and move to music to show changes in speed during a boat journey.	Boat, speed, cruise, rowing, water, beat	ELG: Listening, Attention and Understanding ELG: Being Imaginative and Expressive
LO4: To interpret symbols to show a change in speed.	Children will listen to car sounds and sing a song while changing their speed using traffic light signals to show fast, slow and stop.	Car, symbols, slow, slower, stopping	ELG: Listening, Attention and Understanding ELG: Being Imaginative and Expressive ELG: Managing Self

LO5: To interpret a simple score to show tempo changes.	Children will listen to transport sounds and follow a picture score to create and perform sounds with changes in speed.	Car, boat, train, journey, score, slower, faster	ELG: Listening, Attention and Understanding ELG: Being Imaginative and Expressive ELG: Self-Regulation
Sticky Knowledge	To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles). To know that the beat is the steady pulse of a song. To recognise music that is 'fast' or 'slow.'		
Adaptations	Ear defenders, movement breaks when required, fidgets available, prewarn loud noises, explain different transport noises that will be happening. Have awareness of children who may have negative experiences with certain transport journeys.		

EYFS - Unit 4 - Big Bands (Summer 2)			
Disciplinary concepts: Children develop musical skills by listening carefully and responding to sounds, songs and rhythms through singing, movement and instrument play. They explore how to create and change sounds using voices, body percussion, everyday objects and instruments, while beginning to follow a beat and perform simple musical pieces for others. Through experimenting, imitating and performing, children learn how music can be used to express ideas, feelings and experiences and begin to build confidence in sharing music with an audience.		Substantive concepts: Children learn that music can be made in many different ways using voices, instruments and objects, and that different sounds can create different moods and meanings. They understand that an orchestra is a large group of people playing a variety of instruments together and that music often includes more than one instrument playing at the same time. Children also learn that performing means presenting a finished piece of music to an audience and that music can be used to represent stories, events and the world around them.	
Lesson objectives	Lesson Suggestions	Key Vocabulary	Key Outcomes:
LO: To discuss what makes a musical instrument LO: To use recyclable materials to create a simple representation of a musical instrument	Children discuss what makes a musical instrument and use recyclable materials to create their own simple instrument. They then explore playing their instruments along to music together.	Music, Musical instrument, Band, Sound, Shake, Tap, Bang, Strum, Jingle, Pitch	ELG: Listening, Attention and Understanding ELG: Being Imaginative and Expressive
LO: To learn what an orchestra is LO: To learn about the four different groups of musical instruments	Children learn what an orchestra is and explore the four instrument families: string, woodwind, brass and percussion. They listen to	Orchestra, Sound, Tempo, Dynamic, Beat, Conductor, Percussion, Rhythm	ELG: Listening, Attention and Understanding ELG: Active Learning

	orchestral music and identify different instruments and sounds.		
LO: To copy and follow a beat LO To follow a beat using an untuned instrument	Children explore and copy simple beats using clapping, body percussion and instruments. They learn that a beat stays steady and practise keeping in time while playing together.	Music, Instrument, beat,	ELG: Listening, Attention and Understanding ELG: Being Imaginative and Expressive
LO: To experiment with playing tuned and untuned instruments LO: To play in time to a familiar song	Children explore tuned and untuned instruments and play along to familiar songs while keeping to the beat.	Music, Instrument, beat,	ELG: Listening, Attention and Understanding ELG: Being Imaginative and Expressive
LO: To choose appropriate instruments to represent different parts of the song LO: To perform to a small audience	Children sing and play instruments together in groups, following a conductor and keeping to the beat. They perform familiar songs as a class band for an audience.	Sound, Tempo, Dynamic, Rhythm, Beat, Conductor, Wind, Strings	ELG: Listening, Attention and Understanding ELG: Being Imaginative and Expressive
Sticky Knowledge	To know that an orchestra is a big group of people playing a variety of instruments together. To know that music often has more than one instrument being played at a time. To understand that performing means playing a finished piece of music for an audience.		
Adaptations	Ear defenders, movement breaks when required, fidgets available, prewarn loud noises		

Year 1 - Unit 1 - Keeping the pulse (Spring 1)			
Disciplinary concepts: Pupils will use their voices and bodies to develop and play untuned percussion instruments musically, listening with concentration and attention. They will practise keeping a steady pulse, copying and performing simple rhythms, and working together to rehearse and perform. Pupils will begin to read and interpret simple sound patterns and control their voices, including using a thinking voice, to show understanding of pulse independently.		Substantive concepts: Pupils will develop their understanding of pulse as the steady beat in music and recognise how rhythms and sound patterns fit within it. They will learn that pulse can be shown through movement, voice and instruments, understand the difference between pulse and rhythm, and begin to perform simple rhythmic patterns accurately in time.	
Lesson objectives	Lesson Suggestions	Key Vocabulary	Key Outcomes:

Finding the pulse LO1: To demonstrate an understanding of pulse using parts of the body.	To sway to the pulse, tap the pulse and clap a sound pattern.	Pulse, tap, singing, sway	Children will be able to clap the rhythm of their name in time on their turn; swaying, nodding or tapping in time to show the pulse.
Singing a sound pattern LO2: To keep a pulse and show a sound pattern using bodies and voices.	To keep the pulse with their body. sing a sound pattern while keeping a steady pulse. keep the pulse without using any voice.	Pulse, singing voice, speaking voice,	Children will be able to keep the pulse using their body; singing the rhythm while keeping the pulse; keeping the pulse without using their voice.
Using a thinking voice LO3: To explore using a thinking voice to show the pulse.	To point to the pulse while speaking a sound pattern. To be able to show children can use a thinking voice by not speaking while keeping the pulse.	Pulse, thinking voice, sound, pattern	Children will be able to say their name in a rhythm in time with the pulse.
Reading sound patterns LO4: To play short rhythms in time with the pulse.	To read and interpret simple sound patterns. use a percussion instrument to play simple sound patterns and keep to the pulse.	Pulse patterns, sound, pattern, tap, singing,	Children will be able to read and copy rhythms based on word patterns using an instrument; keeping the pulse while playing a rhythm.
Practice makes perfect LO5: To demonstrate an understanding of pulse through performance.	In pairs children will be able to use their body to show the pulse. Can use an instrument to play a pattern.	Pulse patterns, sound, pattern, tap, singing,	Children will be able to show the pulse with their body; using an instrument to copy a rhythm; keeping the pulse accurately without vocalising this; following instructions during a performance.
Sticky Knowledge	Notation is read from left to right. Pictorial representations of rhythm show sounds and rests.		
Adaptations	Ear defenders, movement breaks when required, fidgets available, prewarn loud noises		

Year 1 - Unit 2 - Sound patterns (Theme: Fairlytales) (Spring 2)			
Disciplinary concepts: In this unit, Pupils develop disciplinary musical understanding by exploring sound patterns and rhythm through familiar fairytales. They learn to keep a steady pulse, clap and copy simple rhythmic patterns, and use spoken language to create rhythms linked to story phrases. Through listening, performing and creating together, pupils begin to think and work like young musicians while developing coordination, listening skills and collaborative performance.		Substantive concepts:In this unit, pupils learn key musical knowledge linked to sound patterns, including pulse, rhythm, repetition and pattern. They explore how sounds can be created using body percussion and spoken words, and understand how rhythm can represent characters and events in familiar fairytales. These concepts help children develop their musical vocabulary and understanding of how music is organised.	
Lesson objectives	Lesson Suggestions	Key Vocabulary	Key Outcomes:

Character Voice LO1: To explore and change dynamics using the voice.	To join in time with repeated phrases and patterns. Children should change their voice to represent different characters, for example, by changing the volume.	Character, Voice	Children will be able to experiment with sounds that can be made on one instrument; making changes to the dynamics (volume) of their voice to represent a character.
Starting with instruments LO2: To experiment with creating different sounds using a single instrument.	To respond to hand gestures. To use one instrument to create different sounds. To choose a relevant sound to accompany a part of the story.	Voice, Sound patterns.	Children will be able to respond to hand signals when playing an instrument; choosing a suitable sound to represent a point in the story.
Sound Patterns LO3: To read simple rhythmic patterns comprising of one beat sounds and one beat rests.	To clap syllables in spoken words or phrases.To play a sound pattern using an instrument. To read a sound pattern with one beat and one rest.	Character, Voice, Sound patterns.	Children will be able to read a simple rhythmic pattern comprising one beat and one rest; clapping or playing a rhythmic pattern along with spoken words; playing a rhythm on an instrument.
Responding to Music LO4: To play sound patterns in time with the pulse using a visual stimulus.	To recognise different sound patterns and represent them with symbols.To read symbols and clap different sound patterns.To play different sound patterns using instruments.	Character, Voice, Sound patterns, Pitch.	Children will be able to play given sound patterns in time with the pulse.
Fairytale performance LO5: To show awareness of different roles when performing in a group performance.	To use my voice expressively to join in with repeated phrases.To use my instrument to play a sound pattern.To sway or march to keep the pulse.	Character, Voice, Sound patterns, Pitch.	Children will be able to follow instructions during a performance; joining in with repeated phrases using a character voice; using an instrument to play a rhythm; keeping the pulse
Sticky Knowledge	Sections of music can be described as loud, quiet or silent and the meaning of these terms.		
Adaptations	Ear defenders, movement breaks when required, fidgets available, prewarn loud noises,		

Year 1 - Unit 3 - Pitch (Theme: Superheroes) (Summer 1)			
Disciplinary concepts: In this Year 1 music unit focus on how pupils engage with and develop their musical skills. Pupils learn to listen and appraise by concentrating on short pieces of music, identifying whether sounds are high or low and whether the tempo is fast or slow, and beginning to express how the music makes them feel. Through performing, they use their voices and simple instruments to demonstrate contrasts in pitch and tempo, following instructions and working both individually and as part of a group. In composing, pupils create simple musical ideas, such as two-note and three-note patterns, exploring how sounds can be organised. They also begin to evaluate by talking about their own and others' performances, using basic musical vocabulary and sharing what they enjoyed.		Substantive concepts: In this unit focus on the key knowledge pupils develop about music. Pupils learn about pitch, understanding that sounds can be described as high or low and that this can be represented visually, with higher sounds shown higher on the page. They explore tempo, recognising that music can be fast or slow and that speed can change within a piece. Pupils are introduced to pattern, learning that music can be built from repeated sequences of sounds. They also develop an understanding of performance, recognising that music can be practised and presented to others. Alongside this, pupils begin to understand musical expression, learning that music can create different moods and feelings.	
Lesson objectives	Lesson Suggestions	Key Vocabulary	Key Outcomes:
LO1: To identify high- and low-pitched sounds.	Seat the children in a horseshoe and introduce them to the word *pitch*. Show the presentation and explain that pitch means high and low sounds.	High, low, pitch	Children will be able to identify which notes are high and low and Perform high and low notes.
LO2: To explore pitch by creating two-pitch patterns	Ask children to imagine a superhero moving to higher buildings as the pitch rises. Play the audio and have them move their hand upwards to show the pitch change.	Pattern pitch	Children will be able to create and perform a two-pitch pattern representing a superhero and create a pattern using more than two pitches.
LO3: To demonstrate tempo changes.	Children create a three-note high and low pattern using their superhero name, starting slowly and gradually getting faster. Encourage them to practise with a partner, singing and playing together on tuned instruments.	tempo	Children will be able to identify changes in tempo and use varying tempos in their superhero patterns. Create and perform a three-note musical pattern that uses different pitches and represents a superhero.

LO4: To create a superhero theme tune with a variety in tempo and pitch.	Put children into small groups with one instrument each. Ask them to choose a phrase, practise it together using high and low sounds, and gradually increase the speed while listening to each other.	Performance	Children will be able to Contribute ideas and cooperate within their group to create a piece that incorporates the discussed musical features. Prepare and perform their piece, demonstrating an understanding of their chosen tempo and pitch.
LO5: To perform a piece of superhero music showing a change of pitch and tempo.	Put children back into their groups and choose a leader to give start and stop signals. Ask them to practise and perform their superhero theme, using high and low sounds and changing from slow to fast together.	High, low, pitch, Pattern pitch, tempo, Performance	Children will be able to Participate in discussions about pitch and tempo and how these elements create a superhero theme. Contribute ideas and cooperate within their group. Offer feedback to groups on their performance; follow instructions during a performance.
Sticky Knowledge	Sounds within music can be described as high or low sounds and the meaning of these terms. In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.		
Adaptations	Ear defenders, movement breaks when required, fidgets available, prewarn loud noises		

Year 1 - Unit 4 - Music symbols (Theme: Under the sea) (Summer 2)			
Disciplinary concepts: Children develop musical understanding by listening carefully to music, responding to tempo, dynamics and pitch, and sharing their thoughts about what they hear and perform. They explore creating and performing music through singing, playing instruments, improvising sounds and following simple notation, while learning to work together, coordinate movements and give positive feedback to others.		Substantive concepts: Children learn that music can change in tempo, dynamics and pitch and that these features affect how music sounds and feels. They understand that instruments can be played in different ways to create different sounds and that music can represent ideas, characters and places. Children also learn that notation helps musicians follow music from left to right and that performances require musicians to listen, watch and respond to a leader together.	
Lesson objectives	Lesson Suggestions	Key Vocabulary	Key Outcomes:

LO: To explore tempo changes through movement.	Children explore tempo through movement and sound, using music and role-play to show fast and slow actions inspired by an under-the-sea story.	tempo	Children will be able to move and create sounds to reflect a character. Children will be able to move at a speed that reflects the tempo of the audio.
LO: To explore how dynamics can be represented by different symbols.	Children explore dynamics by creating loud and soft sounds with instruments and using symbols and images to represent different volumes in music.	dynamics	Children will be able to respond to dynamic changes without prompting.
LO: To clap simple rhythmic patterns while keeping the pulse.	Children explore rhythm by clapping simple sound patterns, reading symbols from left to right and keeping a steady pulse.	Rest, sound pattern	Children will be able to demonstrate the sound pattern correctly to a pulse.
LO: To interpret symbols to demonstrate a pitch pattern.	Children explore pitch by using their voices, bodies and instruments to create and follow high and low sound patterns from symbols.	pitch	Children will be able to sing, show and play high and low sounds. Children wil be able to read high and low symbols correctly.
LO: To perform as part of a group to demonstrate dynamics, pitch and rhythm.	Children perform in groups using instruments, rhythm and symbols to demonstrate pitch, dynamics and rhythm while following a leader.	Tempo, dynamics, rest, sound pattern, pitch	Children will be able to demonstrate an awareness of pitch, rhythm and dynamics within the performance and recognise the symbols that represent them.
Sticky Knowledge	Notation is read from left to right.		
Adaptations	Ear defenders, movement breaks when required, fidgets available, prewarn loud noises		

Year 2 - Unit 1 - Call and response (Theme: Animals) (Spring 1)			
Disciplinary concepts: Pupils will use their voices and play untuned percussion instruments musically, listening with concentration and attention. They will experiment with, create, select and combine sounds using simple structures such as call and response. Pupils will practise rehearsing and performing together, following instructions and responding to musical cues with increasing control and confidence.		Substantive concepts: Pupils will develop their understanding of musical elements including dynamics, rhythm and structure. They will learn that sound patterns can be organised into calls and responses, that music can include contrasting dynamics, and that rhythms should be played in time. Pupils will apply this knowledge when creating and performing short animal-themed compositions.	
Lesson objectives	Lesson Suggestions	Key Vocabulary	Key Outcomes:
Animal sounds LO1: To create short sounds with varied dynamics that represent an animal.	To change the volume of my sound. Create different dynamics using the same instrument. Work as part of a group to create a short section of sounds that represents an animal.	Dynamics, volume, sounds,	Children will be able to use dynamics in their piece; playing in time with a group; experimenting with different sounds on the same instrument.
Sound pattern safari LO2: To copy a short sound pattern.	To describe ideas about a piece of music. To accurately copy a sound pattern by clapping. To clap a sound pattern in time with the music.	Sound patterns, clapping, music, timing	Children will be able to clap the animal sound patterns mostly accurately; clapping the sound patterns in time with the pulse of the backing track.
Call and respond LO3: To explore call and response using instruments.	To demonstrate what call and response is in music. Can copy a sound pattern using an instrument.	Pattern, call and respond, copy,	Children will be able to demonstrate both a call and response; copying a sound pattern using an instrument.
Instrumental response LO4: To create sound patterns based on call and response.	To work with a partner to think of a question (call) and a short answer (response) about animals. use a simple pattern on an untuned percussion instrument	Dynamics, volume, sounds, call and respond, Sound patterns, timing	Children will be able to play either a call and/or response role in time with another pupil.
Dynamics performance LO5: To perform different sound patterns with contrasting dynamics.	To play using a simple pattern on an instrument.	Dynamics, volume, sounds, call and respond, Sound patterns, timing	Children will be able to perform their composition, staying in time with their group and showing a change in dynamics.
Sticky Knowledge	Dynamics can change the effect a sound has on the audience Recognising simple patterns and repetition in rhythm.		

	Can explain why the music has a certain effect on them,
Adaptations	Ear defenders, movement breaks when required, fidgets available, prewarn loud noises, show instruments prior.

Year 2 - Unit 2 - Instruments (Theme: Musical storytelling) (Spring 2)			
Disciplinary concepts: In this unit, pupils develop their musical understanding by exploring how tempo, dynamics and pitch can represent events and feelings in stories. Building on earlier rhythm work, they listen to and identify changes in music, make purposeful musical choices, and justify how sounds match characters or actions. Through rehearsing and performing together, pupils work collaboratively and begin to think and perform like young musicians.		Substantive concepts: In this unit, pupils learn key musical concepts including tempo, dynamics and pitch, and how these elements can change to represent actions, characters and feelings in a story. They develop understanding of musical vocabulary such as fast and slow, loud and quiet, and learn how music can be organised and used to communicate meaning.	
Lesson objectives	Lesson Suggestions	Key Vocabulary	Key Outcomes:
Listening for dynamics and tempo LO1: To explore listening and analysing a piece of music in relation to a story.	Children listen to music, identifying changes in tempo and dynamics, and describe them using terms like fast, slow, soft, and loud.	Dynamics, encore, tempo	Children will be able to identify sections of the music where the tempo changes and correctly describe these sections as fast or slow
Sound effect and dynamics LO2: To explore how music and sound effects can tell a story.	Children explore how music supports a story and use musical vocabulary to describe what they hear.	instrumental sound, sound effect	Children will be able to provide clear and specific examples of how music supports the story; describing how the music changes in volume.
Creating a sound scape LO3: To select appropriate sounds to match events, characters and feelings in a story.	Children choose tempo and dynamics to represent events and emotions in a story.	Dynamics, encore, instrumental sound, sound effect, tempo	Children will be able to justify tempo and dynamic choices made to represent a character, event or feeling.
Using sounds to represent events LO4: To suggest appropriate sounds to represent parts of a story.	Children decide whether sounds should be loud or soft, suggest changes to tempo and dynamics, and explain their choices.	Dynamics, encore, instrumental sound, sound effect, tempo	Children will be able
Musical story performance LO5: To perform a composition showing changes in tempo and dynamics.	Children work together to rehearse and perform a story, performing confidently and clearly while showing contrasts in tempo and dynamics.	Dynamics, encore, instrumental sound, sound effect, tempo	Children will be able

Sticky Knowledge	To know sections of music can be described as fast or slow and the meaning of these terms. To know sections of music can be described as loud, quiet or silent and the meaning of these terms.
Adaptations	Ear defenders, movement breaks when required, fidgets available, prewarn loud noises

Year 2 - Unit 3 - Structure (Theme: Myths and legends) (Summer 1)			
Disciplinary concepts: Pupils develop their musical skills by listening carefully and keeping a steady beat while recognising and clapping rhythms. They build on earlier learning by reading and following simple notation from left to right and performing rhythms accurately. Pupils compose by creating and organising rhythmic patterns into a clear structure, working collaboratively and respecting others' ideas. They also evaluate performances, describing what they hear and suggesting improvements using musical vocabulary.		Substantive concepts: Pupils learn that rhythm is made up of different note lengths, including one-beat notes, paired half-beats and rests. They develop an understanding of structure by organising rhythms into a beginning, middle and end. Building on prior knowledge of tempo and pitch, they focus on how rhythms can be arranged and represented using simple notation. Pupils also learn that music can be structured and composed to tell a story or represent ideas, such as myths and legends.	
Lesson objectives	Lesson Suggestions	Key Vocabulary	Key Outcomes:
LO1: To read and clap a rhythm based on a phrase from a story.	Children will read and clap simple rhythms based on the story of St George and the Dragon, including recognising beats and rests.	Beat, legend, myth, pulse, rest, rhythm	Children will be able to read simple rhythms and clap one-beat notes. Children will be able to show an understanding of rest beats using their body.
LO2: To hear, write and clap rhythms based on a phrase from a story.	Children will listen to, write and clap rhythms based on story phrases, including one-beat notes, rests and paired half-beats.	Beat, paired half beats, notation	Children will be able to recognise and write one-beat notes. Recognise and demonstrate paired half beats. Show a rest beat using a silent movement.
LO3: To use a rhythm in different ways to demonstrate structure.	Children will explore and perform rhythms in different ways, using instruments and voices to follow a structured musical piece with a clear beginning, middle and end.	Structure, tempo	Children will be able to read and play rhythms using one beat and paired half beats. Show a rest using their body. Follow a structure to play a piece of music.

LO4: To create a structure using rhythmic patterns.	Children will work in groups to create a structured musical piece using familiar rhythmic patterns, organising them into a beginning, middle and end.	Composition, structure, thinking voice	Children will be able to follow the given structure for their composition. Add rhythms to a structure to create a beginning, middle and end.
LO5: To perform a group composition.	Children will rehearse and perform their group composition using a structured rhythmic score, working together to keep a steady beat and follow the correct order from left to right.	Beat, legend, myth, pulse, rest, rhythm, paired half beats, notation, structure, tempo, composition, structure, thinking voice	Children will be able to work well as part of a group, listen to others and respect their ideas. Read and follow a given structure from left to right. Maintain a steady beat. Use a thinking voice when needed. Clap and play rests and beats correctly.
Sticky Knowledge	To know that rhythms are organised into patterns that fit within a steady pulse and can be repeated or changed. To know that a rest is a moment of silence in music and is just as important as sound in creating a rhythm. To know pictorial representations of rhythm show sounds and rests.		
Adaptations	Ear defenders, movement breaks when required, fidgets available, prewarn loud noises		

Year 2 - Unit 4 - Pitch (Theme: Musical me) (Summer 2)			
Disciplinary concepts: Children develop musical skills by listening carefully, recognising patterns in pitch, and describing music using terms such as high and low. They create and perform music through singing, playing instruments, and following a teacher's model, while also beginning to read simple notation and give feedback on performances.		Substantive concepts: Children learn that pitch describes how high or low a sound is and that music can follow repeating patterns and simple structures. They understand that notation represents music using symbols on a stave and that songs can be sung, played and performed using voices and instruments to communicate musical ideas.	
Lesson objectives	Lesson Suggestions	Key Vocabulary	Key Outcomes:
LO: To understand and practice reading different symbols to show pitch.	Children explore pitch patterns by reading symbols from left to right and using their voices and instruments to play high and low sounds.	Dot, high, low, pitch, pitch pattern	Children will be able to move eyes from left to right to read pitch patterns. Will sing and show high and low notes and play a pattern of high and low notes on an instrument.

LO: To sing and draw pitch patterns.	Children sing simple pitch patterns and represent high and low sounds by drawing symbols in different positions on the page.	Dot, pitch, pitch pattern	Children will be able to read notation from left to right; sing high and low sounds. Children will be able to draw high and low sounds with dots at the top and bottom on their whiteboard, respectively.
LO: To read and understand the notation for the song 'Once a Man Fell in a Well.'	Children read and sing simple notation for 'Once a Man Fell in a Well', identifying when notes move higher, lower or stay the same.	musical sentence, notation, phrase, stave	Children will be able to Sing a range of notes to show high to low and the steps in between and recognise when notes stay the same.
LO: To use a tuned percussion instrument to play a song.	Children use tuned percussion instruments to play simple pitch patterns and perform a song by reading notation from left to right.	Phrase, pitch, stave	Children will be able to play a pitch pattern using letter notation in the right order.Will be able to read notation from left to right.
LO: To complete the notation for a short song using a three-line stave.	Children complete and perform the notation for 'Once a Man Fell in a Well' on a three-line stave by reading, identifying and writing missing notes.	Notation, stave	Children will be able to recognise missing notes on a stave and draw notes on a stave. Will be able to read and play notes from a stave.
Sticky Knowledge	Notation is read from left to right. In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. Sounds within music can be described as high or low sounds and the meaning of these terms.		
Adaptations	Ear defenders, movement breaks when required, fidgets available, prewarn loud noises		