

Music Year 1							
Learning Theme: - Music Appreciation and Vocal Expression							
Music discipline: Listening and Performing							
Term 2	Learning Question & NC Link	Substantive Knowledge To know that...	Disciplinary Knowledge I can...	Vocabulary	Evidence & Assessment opportunity	Equipment & resources	Lesson ideas
Session 1 Emotional response to music	Can they tell the difference between a fast and slow tempo? <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i>	To know how to respond to different moods in music. To know how to say whether I like or dislike a piece of music and why.	To be able to use my voice to speak, sing and chant.	Tempo - the speed at which music is played.	Short video of pupil voice expressing how they music makes them feel. Can they describe what tempo means.	Songs on YouTube/Spotify	Sing – Let’s go fly a kite – on Sing Up Listen – Wouldn’t be nice by the beach boys
Session 2 Identify differences in pitch and tempo	Can they tell the difference between high and low sounds? <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i>	To know how to listen with concentration and identify changes in beat, pitch and tempo.	To be able to use my voice to speak, sing and chant.	Pitch – How high or low a note is. Tempo - the speed at which music is played.	Short video of singing the song at the start of the lesson.	Songs on YouTube/Spotify	Sing – Let’s go fly a kite – on Sing Up Listen - Grieg - In the Hall of the Mountain King
Session 3 Performance	Can they perform a simple song? <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	To know how to follow instructions about when to sing.	To be able make different sounds with my voice.	Vocal balance - Maintaining appropriately even dynamics and accurate pitching between groups of singers when performing.	N/A	Songs on YouTube/Spotify	Sing & Listen – Sunshine of my heart – Sing Up
Session 4 Technical knowledge	Do they know that the chorus keeps being repeated? <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	To know how to follow instructions about when to sing.	To be able to sing and perform as part of ensemble.	Verse and chorus - Music composed in a set pattern of sections, often Verse-Chorus-Verse-Chorus-	N/A	Songs on YouTube/Spotify	Sing – Let’s go fly a kite – on Sing Up Listen – Let’s go fly a kite – original version
Session 5 Final Performance	Can they perform as part of ensemble in unison? <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	To know how to follow instructions about when to sing.	To be able to sing and perform as part of ensemble.	Unison - Playing or singing the same notes together, at the same pitch Ensemble - group of musicians who perform together as a whole rather than individuals.	Short video of pupils singing the song at the start of the lesson to show progression and use for assessment.	Songs on YouTube/Spotify	Sing – Let’s go fly a kite – on Sing Up Listen – Let’s go fly a kite – Boston Gay Men’s Quire
Notes	All lessons to follow structure– 1. Sing, 2. Listen, 3. Teach, 4. Practice/Perform.						