

Year 1/2 Music Unit Planning

Autumn 2 Term 2025: Based on Autumn Y1 Charanga Unit: 'Dance, Sing and Play' (See charanga for additional resources)

Prior learning:

Year 2 children – Year 1 Charanga Units

Autumn term 1 2024 – Year 2 Charanga Unit: 'Pulse, Rhythm and Pitch'

Autumn term 2 2024 – Year 2 Charanga Unit: 'Playing in an orchestra'

Spring term 1 2025 – Year 2 Charanga Unit: 'Inventing a musical story'

Spring term 2 2025 – Year 2 Charanga Unit: 'Recognising different sounds'

Summer term 1 2025 – Year 2 Charanga Unit: 'Exploring improvisation'

Summer term 2 2025 – Year 2 Charanga Unit: 'Our Big Concert'

Autumn 1 2025 – 'My Musical Heartbeat'

Instrument Used: Diatonic Glockenspiels

Key Vocabulary

Pulse/Beat

Rhythm

Pitch

Tempo

Compose

Rap

Hip Hop

Glockenspiel

Waltz

Graphic Score

Dynamics (forte and piano)

Tuba

Orchestra

Brass

Strings

Woodwind

Percussion

Soundscape

Statutory Requirement in National curriculum

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.

Key musicianship elements within every lesson:

- Find and move to the **beat/pulse** of a piece of music
- Copy **rhythms** and use visual representations of short and long sounds
- Create **rhythms**
- Vocal warm ups including singing high and low **pitch**
- Listening and responding to music stimuli using some of the interrelated dimensions of music.

Lesson 1

Based on Steps 1 and 5 '**Dance, Sing and Play**':

- Perform body percussion to a piece of pop music.
- Follow visual cues to know when to play the boomwhackers and when to stop.
- Recognise 'Charlie Crotchet' and 'Miss Minim' in stave notation of 'Twinkle, Twinkle'
- Perform 'Twinkle, Twinkle little star' as a class using boomwhackers.

Lesson 2

Based on Step 2 '**Dance, Sing and Play**':

- Listen and respond to 'The Orchestra'
 - Understand which instruments form the different families within the orchestra.
 - Learn to sing the chorus of the song 'The orchestra'
- I can recognise and count the 3 beats in a bar.

	<ul style="list-style-type: none"> - I can follow the screen to know which movement to perform and how fast or slow to do this movement. - When performing body percussion, I can keep in time with the beat of the music - I can recognise 'Charlie crotchet' in the staff notation and know that crotchets are worth 1 beat. - I can recognise 'Miss Minim' in the staff notation and know that minims are worth 2 beats. - I can follow hand signals to know when to play and stop. - I can hold and play a boomwhacker correctly. - I can follow the score and play my boomwhacker when it is my colour/note's turn. 	<ul style="list-style-type: none"> - I know that this is an example of a waltz. - I can sort instruments into the correct instrument families of the orchestra. - I can sing the chorus with increasing accuracy of pitch and timing.
	<p>Lesson 3</p> <p>Based on Step 3 'Dance, Sing and Play':</p> <ul style="list-style-type: none"> • Listen and respond to the song 'Daisy, Daisy'. • Learn to sing the song 'Daisy, Daisy' • As a class, create a soundscape for percussion instruments using a picture stimulus. <ul style="list-style-type: none"> - I can recognise and count the 3 beats in a bar. - I can sing 'Daisy, Daisy' with increasing accuracy of pitch. - I can thought shower the type of sounds you would expect to hear based on the image. - I can select an instrument from those provided that would replicate the sound I thought of e.g. Footsteps could be played on a wood block. - I can contribute to a class discussion to create a soundscape. 	<p>Lesson 4</p> <p>Based on Step 4 'Dance, Sing and Play':</p> <ul style="list-style-type: none"> • Listen and respond to 'Dancing Dinosaurs'. • Identify the tuba playing in the music and understand how a tuba is played. • Learn to sing 'Dancing Dinosaurs' • Improvise and then follow a score to play a melody on the glockenspiel. <ul style="list-style-type: none"> - I can move to the beat of 'Dancing dinosaurs' - I can recall the songs learned this half term and find similarities and differences between them. - I can sing 'Dancing dinosaurs' - I can locate the notes C, D, E on the glockenspiel. - I can use the staff notation to play a short melody on the glockenspiel to accompany the music.

Lesson Schedule		
	1 st session	2 nd session




Knowledge Organiser - Year 1 Unit 2



Musical Spotlight: Dance, Sing and Play!

Social Question: How Does Music Tell Stories About the Past?

Name:

Class:

Understanding Music	Improvise Together	Listen and Respond
Let's find and keep a steady beat.	Keep a steady beat when improvising.	Listen carefully and copy back the actions.
Play or clap simple rhythmic patterns using long and short sounds.	Clap four-beat rhythms, creating long and short sounds.	Respond to the questions, thinking about the music.
Respond to different high and low pitches. 	Improvise using one, two or three notes, using C, D and E.  C D E How many notes did you improvise with?	Enjoy some 'Did You Know?' facts about the song. 

SONG 1 Twinkle, Twinkle, Little Star Style: Reggae	SONG 2 In The Orchestra Style: 20th and 21st Century Orchestral	SONG 3 Daisy Bell (Bicycle Built For Two) Style: 20th and 21st Century Orchestral	SONG 4 Dancing Dinosaurs Style: Pop
Vocal Sing a melody that travels up and down (ascending and descending) by step. Instrumental Which part did you play?  Part 1: D, E, F# Part 2: D, F# Improvise Which notes or symbols did you improvise with?	Vocal Sing clearly and rhythmically with the Orchestral backing track. Did you think of some actions to go with the song? What were they?	Vocal Sing a melody that has long and short rhythms, and high and low sounds. Compose Which notes or symbols did you compose with?	Vocal Sing a melody that makes you want to dance to the beat. Instrumental Which part did you play?  Part 1: C, D, E Part 2: C, D Improvise Which notes or symbols did you improvise with?