



Prior Learning	
EYFS OBJECTIVES COVERED	
Key vocabulary for this unit	
<p>Autumn 1 – Pulse and Rhythm (Theme: All About Me) body percussion, chant, clap, copy, drum, instrument, in time, shaker, percussion instrument, perform, play, pulse, rhythm, sing, syllables</p>	<p>Autumn 2 – Classical Music, Dynamics and Tempo (Theme: Animals) accuracy, actions, choir, composing, composition, confidence, dynamics, fast, instruments, in time, loud, melody percussion, performance, perform, quiet, repeat, represent, rhythm, sections, silence, sing, slow</p>
Learning Sequence	
<p>AUTUMN 1 Lesson 1: Pulse and rhythm: My favourite things</p>	<ul style="list-style-type: none"> • To use my voice and hands to make music.
<p>Lesson 2: Pulse and rhythm: You've got a friend</p>	<ul style="list-style-type: none"> • To clap and play in time to the music

Lesson 3: Pulse and rhythm: Dance, dance, dance	<ul style="list-style-type: none"> • To play simple rhythms on an instrument
Lesson 4: Pulse and rhythm: Happy	<ul style="list-style-type: none"> • To listen to and repeat short rhythmic patterns
Lesson 5: Pulse and rhythm: Practice makes perfect	<ul style="list-style-type: none"> • To understand the difference between pulse and rhythm
AUTUMN 2 Lesson 1: Classical music, dynamics and tempo: Percussive animals	<ul style="list-style-type: none"> • To use percussion and my body expressively in response to music
Lesson 2: Classical music, dynamics and	<ul style="list-style-type: none"> • To sing a song in sections

tempo: Singing animals		
Lesson 3: Classical music, dynamics and tempo: Performing animals	<ul style="list-style-type: none"> • To perform a song 	
Lesson 4: Classical music, dynamics and tempo: Composing animals	<ul style="list-style-type: none"> • To use instruments to create different sounds 	
Lesson 5: Classical music, dynamics and tempo: The story of the lion	<ul style="list-style-type: none"> • To create and choose sounds 	
Assessment milestones		
<ul style="list-style-type: none"> • Clap the rhythm of their name. • Clap in time to music. • Sing the overall shape of a melody. 	<ul style="list-style-type: none"> • Observe others and try to play appropriately. • Sing in time from memory, with some accuracy. 	

- Play in time to music.
- Copy and create rhythms based on word patterns.
- Play on the pulse.

- Play either a call and/or a response role in time with another pupil.
- Keep a steady pulse.
- Improvise, using their instrument, to a given stimulus.