

Unit Progression : Year 1

Unit 1: Rhyming In Time (featuring Find The Beat & Dancing Dinosaurs)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Move in time with the beat/pulse, responding to the different tempo (speeds). 2. Chant, rap and sing using different voices (eg elephants and snakes) following simple cues such as starting together.	I can move in time with the beat if the music speeds up, I speed up; if it slows down, I slow down. I feel confident when I chant, rap or sing, and can make my voice sound just like the music. I know that tempo means the speed of the music. I can listen carefully to music that was written recently or a long time ago, and think about how it makes me feel.	Can children keep a steady beat, sing, follow rhythm patterns and move to music? Use guided questions to explore how musical styles and tempo affect movement and feelings. Provide individual feedback on timing and movement skills and check the children understand musical vocabulary Talk about learning with the children and encourage peer feedback about performances. Use informal feedback, such as thumbs-up/thumbs-down and formative observation to gauge confidence, participation, and understanding.	★ Focused Listening	Connection & Reaction Evaluation & Analysis
			★ Musical Elements	★ Pulse, Rhythm, Pitch Dynamics, Timbre, Texture, ★ Tempo, Structure
			Singing	Singing / Chanting ★ Rapping
			Instrumental Practice	Handheld percussion Glockenspiel Recorder
			Improvise	Rhythmic Melodic
			Compose	Music Explorer Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			● Performance Opportunities	

★ A clear, focused part of this unit, explored in depth. ● Introduced or revisited briefly, giving pupils opportunities to develop the skill at a lighter level.

Unit 2: Let's Start Singing (featuring Name Song, Babushka & Little Angel Gets Her Wings)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Enjoy learning to sing songs and know how to warm up their body and voice, ready to sing. 2. Create and follow the melodic shape of the songs they are singing.	I can warm up my body and voice before singing.	Are the children engaged and enjoying the session?	● Focused Listening	Connection & Reaction ● Evaluation & Analysis
	I can enjoy learning and performing songs.	Watch and listen for their breath control, diction, pitch accuracy, rhythm and ability to follow steady beat and melody during warm-ups and singing.	● Musical Elements	Pulse, Rhythm, ● Pitch, ● Dynamics, Timbre, Texture, ● Tempo, Structure
	I can follow and create the melodic shape of a song.	Assess their level of participation, confidence, collaboration, listening skills, and expressive dynamics.	★ Singing	★ Singing / Chanting Rapping
	I can listen carefully and respond to music.	Monitor songs such as “Name Song” activities checking they understand the lyrics and the melodic shape.	Instrumental Practice	Handheld percussion Glockenspiel Recorder
	I can articulate words clearly while singing.	Evaluate children’s performance skills, including diction, expression, tempo, and phrasing.	Improvise	Rhythmic Melodic
	I can perform confidently with my classmates.	Use informal feedback and talking to gauge musical understanding and emotional expression.	Compose	Music Explore Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			★ Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

Unit 3: Music Inspired By The World Around Us (featuring In The Sea)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Listen attentively and with understanding to music from different historical periods. 2. Understand that music can tell a story.	I can listen to music and tell you if it sounds happy, sad, or exciting, and what story it might be telling.	How well do the children participate?	★ Focused Listening	★ Connection & Reaction ★ Evaluation & Analysis
	I can dance, sing along, or make sounds that go with a song's words and tune.	How well do they know the instruments and play them properly?	★ Musical Elements	Pulse, Rhythm, Pitch ★ Dynamics, ★ Timbre, Texture, ★ Tempo, ★ Structure
	I can get ideas for making music from the world around me, like the sound of rain or a busy street.	Assess the children's ability to articulate ideas about the lyrics and stories.	● Singing	● Singing Rapping
	I can make music using my voice, my body (like clapping!), or the instruments in our classroom.	Encourage everyone to feedback after performances, highlighting what was heard and what they learnt	★ Instrumental Practice	Handheld percussion Body Percussion Glockenspiel Recorder
	I can be brave and share my music with other people.		Improvise	Rhythmic Melodic
	I can talk about how music makes me feel and describe the sounds that I hear.		★ Compose	Music Explorer Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			★ Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

Unit 4: Exploring Rhythm Patterns (featuring Hey You! and Rhythm Grids)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Understand that an ostinato is a repeated pattern. 2. Copy and create simple rhythm patterns (Call and Response).	I can find patterns in music that happen again and again, and join in by clapping, singing, or playing. I know repeated patterns are called ostinatos. I can make up my own beat patterns using long sounds, short sounds, and quiet bits. I can listen to a musical question and give a musical answer. I can put singing, rapping, and clapping together to perform a little piece of music. I can read rhythms made from symbols or blobs, and I can write my own rhythms down too.	Can the children keep a steady pulse individually and in groups? Listen for rhythmic accuracy in call-and-response tasks, focusing on contrast rather than copying. Do they recognise key concepts—pulse, rhythm, and ostinato—through explanation and demonstration of repeating patterns? Collect short paired performances as formative evidence. Use quick self-assessment signals (thumbs up/side/down) to gauge confidence in keeping a beat, creating rhythms, and explaining ostinato. Record class ostinato performances for later reflection and progress comparison.	● Focused Listening	Connection & Reaction Evaluation & Analysis
			★ Musical Elements	★ Pulse, ★ Rhythm, ★ Pitch ★ Dynamics, Timbre, ● Texture, Tempo, ★ Structure
			★ Singing	Singing ★ Rapping
			● Instrumental Practice	Handheld percussion ● Body Percussion Glockenspiel Recorder
			★ Improvise	Rhythmic Melodic
			★ Compose	Music Explorer ★ Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			● Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

Unit 5: Sound And Pictures (featuring RSNO's Yoyo and the Little Auk)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Match and create pictures/symbols to represent sound. 2. Capture, sequence and change sounds to make a musical story.	I can show if music is high or low (pitch), fast or slow (tempo), and loud (forte) or quiet (piano) (dynamics) by using my voice and my body.	Can the children move in time with the pulse, copy rhythms, recognise long/short sounds, identify high/low pitch, and maintain a steady beat.	★ Focused Listening	★ Connection & Reaction Evaluation & Analysis
	I can use my voice to play copycat games and perform a short, rhythmic rap with my friends.	Evaluate use of graphic scores, symbols, sequencing, and musical intention.	★ Musical Elements	● Pulse, ● Rhythm, ★ Pitch ★ Dynamics, ★ Timbre, Texture, ★ Tempo, ★ Structure
	I can choose sounds from my voice, body, and instruments to create a sound picture that tells a story.	Encourage children to describe music using simple vocabulary.	● Singing	● Singing Rapping
	I can invent my own symbols for sounds and create a 'musical map' (a graphic score) for my friends to follow.	Record audio/video performances, collect graphic scores, and link individual observations and "I can" statements to learning objectives in My Workspace.	● Instrumental Practice	Handheld percussion Body Percussion Glockenspiel Recorder
	I can go on a 'musical adventure' to listen to songs from around the world and talk about how they sound and make me feel.		Improvise	Rhythmic Melodic
			★ Compose	Music Explore ★ Rhythm Grids YuStudio Percussion Writer ★ Graphic Score Music Notepad
			★ Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

Unit 6: Highs And Lows (featuring Friendship Song)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Understand the difference between a rhythm and pitch pattern. 2. Identify different pitches (highs and lows) in music and in sounds around the school.	I can listen to a song and play a game with arrows (↑ ↓ →) to show if the notes go up, down, or stay the same. I can tell the difference between rhythm and pitch, and I can draw the shape of the tune in the air. I can be a 'sound detective' and listen for high, low, and middle sounds all around me. I can create my own body percussion pattern with stomps and claps, and use symbols like circles and triangles to write it down. I can be a star performer, sing my song and play my percussion piece for an audience, and talk about my favourite musical moments.	Who understands the difference between pitch and rhythm? Reinforce the difference throughout the lesson through repetition and actions. Celebrate and share the activities of anyone who can keep a good, steady beat in time with the music and who enjoys moving their body in time with it. Who challenges themselves? Who performs with confidence and enjoyment?	★ Focused Listening	Connection & Reaction ★ Evaluation & Analysis
			★ Musical Elements	Pulse, Rhythm, Pitch Dynamics, Timbre, Texture, Tempo, Structure
			★ Singing	★ Singing Rapping
			★ Instrumental Practice	Handheld percussion ★ Body Percussion Glockenspiel Recorder
			★ Improvise	★ Rhythmic Melodic
			★ Compose	Music Explore Rhythm Grids YuStudio ★ Percussion Writer Graphic Score Music Notepad
			★ Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.