



<p><b>SAS Key Learning Objectives:</b></p> <p><b>Performing</b>  <b>Performing</b>          I can keep a steady pulse with some accuracy.          I can confidently copy given rhythms and am beginning to understand the differences between pulse and rhythm.          I can perform as part of a group.          I can follow and with support, create simple musical direction for faster, slower, stopping and starting.          I can follow and lead a small group by counting in.          I can recognise and am beginning to control the interrelated dimensions of music when singing and playing instruments with some independence.          I can sing and play with a good sense of pulse and respond to visual and aural cues.          I can demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing and singing.          I am beginning to recognise and demonstrate the relationship between shape and sound.          I can perform as part of a group maintaining a steady pulse and a good sense of rhythm.          I can accurately follow and create performance instructions including starting and stopping.          I can lead a small group by counting in to start and signaling the end of a performance.          I can recognise and control the interrelated dimensions of music when singing and playing instruments with increasing independence.</p> <p><b>Composing</b>          I can begin to play rhythmic patterns found in speech and demonstrate a growing understanding of the differences between pulse and rhythm through physical movement, playing and singing.          With support, I can recognise and represent higher and lower sounds and simple rhythms using graphic notation.          With support, I can recognise and represent higher and lower sounds and simple rhythms using graphic notation.          With support I can create and follow simple performance instructions for faster, slower, stopping and starting.          I can begin to create rhythmic patterns found in speech and demonstrate a growing understanding of the differences between pulse and rhythm when writing rhythms.          With support, I can recognise and represent higher and lower sounds and simple rhythms using graphic notation.          I can create and follow performance instructions for faster, slower, starting and stopping.</p> <p><b>Appraising</b>          I can respond appropriately to music by using body movements.          I can listen to ideas from others and use them to help improve my work and comment and respond to recordings of my own and other's compositions using year group specific vocabulary.          I can demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing and singing.          I can listen to a performance and offer feedback and suggestions on how to make improvements to compositions and accept suggestions of ways to improve my work from others using year group specific vocabulary.</p>	<p><b>Cultural Capital:</b>  <b>Active curiosity-</b> Composition/ exploring musical ideas  <b>Creativity-</b> Composition  <b>Individuality-</b> Discussing opinions/ preferences  <b>Enjoyment-</b> Singing/ making music for pleasure  <b>Life-long learning-</b> Physical movement, musical knowledge, leadership skills, team work. Year on year progressive learning, listening skills  <b>Ambitious leaders-</b> Learning to lead groups  <b>Transferrable skills-</b> Playing games, decision making, turn taking, team work, listening skills  <b>Inquiring mind-</b> Exploring ideas  <b>Knowledge-</b> Musical skills/ vocabulary  <b>Culture-</b>  <b>The world around us-</b> Space  <b>Decision making-</b> Group work  <b>Freedom to express-</b> Moving freely to music, action songs, evaluation</p>	<p><b>British Values:</b>  <b>Democracy-</b> Evaluating, working in a group  <b>Rule of law-</b> Evaluating, working in a group, rules of performance, following written notation  <b>Tolerance-</b> Evaluating, working in a group  <b>Individuality-</b> Sharing ideas, creating music  <b>Mutual respect-</b> Evaluating, working in a group, leading a group  <b>Community-</b> Working together</p>
<p><b>Cross Curricular Links:</b>  <b>Science-</b> Space</p>	<p><b>Reading:</b></p>	<p><b>Resources:</b> Lesson 2 flashcards,  <b>Songs:</b> Variety of nursery rhymes</p>



		<b>Music:</b> Audio clips for lesson 1, 2, <b>Music Technology:</b> Recording device <b>Instruments:</b> Un tuned instruments
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SAS Key Learning Objective (Outcomes)	Lesson Objective	Retrieval Task	Teaching Input and Activities	Challenge	Vocabulary
<p><b>Performing</b>            I can keep a steady pulse with some accuracy.            I can confidently copy given rhythms and am beginning to understand the differences between pulse and rhythm.            I can sing and play with a good sense of pulse and respond to visual and aural cues.            I can demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing and singing.            I am beginning to recognise and demonstrate the relationship between shape and sound.</p> <p><b>Composing</b>            I can begin to play rhythmic patterns found in speech and demonstrate a growing understanding of the differences between pulse and rhythm through physical movement, playing and singing.            I can begin to create rhythmic patterns found in speech and demonstrate a growing understanding of the differences between pulse and rhythm when writing rhythms.</p> <p><b>Appraising</b>            I can respond appropriately to music by using body movements.            I can demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing and singing.</p>	<p><b>Lesson 1</b>            I can respond appropriately to music by using body movements.</p>	<p>Sing the 'Hello song' (Call and response-emphasis on pulse with children tapping it out)</p>	<p>Children are introduced to the idea of long and short sounds and learn the word Staccato. They listen to a range of instrumental clips which demonstrate long and short sounds. They use their bodies to respond to these sounds.</p>	<p>Can the children identify movements that match long/ short sounds?            Can they suggest other ways of moving and explain why they think they might be better?</p>	<p><b>Pulse</b>  <b>Long</b>  <b>Short</b>  <b>Staccato</b></p>
<p><b>Performing</b>            I can keep a steady pulse with some accuracy.            I can sing and play with a good sense of pulse and respond to visual and aural cues.</p> <p><b>Composing</b></p>	<p><b>Lesson 2</b>            I can explore and play long and short sounds.</p>	<p>Sing the 'Hello song' (Call and response-emphasis</p>	<p>Children build on their prior learning by creatively exploring how instruments can be used to perform a</p>	<p>Can children think of creative ways to play long/ short sounds on</p>	<p><b>Pulse</b>  <b>Long</b>  <b>Short</b>  <b>Staccato</b></p>



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**Year 1**

**Music**

**Unit 1- Pulse**

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