



MUSIC COMPOSITE KNOWLEDGE COVERAGE KEY STAGE 1

Intent: To instil in our students a love of music and a wide range of genres. To modernise the music curriculum to bring it in line with advancements in musical tastes, technology and potential future careers to provide creative, contemporary and engaging musical opportunities for our students. To provide musical performance opportunities that showcase the talents our outstanding students possess, promote Applebee Wood in the wider community and develop confidence and self-esteem within our students.

		CYCLE A - 2025-2026	CYCLE B - 2026-2027	Running throughout each cycle each half term
Autumn	1	<p style="text-align: center;">Skill Focus – Beat / Pulse Theme - Myself, My Senses</p> <p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i> *National Curriculum coverage to be taught at differentiated Developmental steps.*</p>	<p style="text-align: center;">Skill Focus – Beat / Pulse Theme - My Family and Where I live</p> <p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i> *National Curriculum coverage to be taught at differentiated Developmental steps.*</p>	<p>The following are the inter-related dimensions of music which should be taught and revisited / interwoven throughout the cycles:</p> <ul style="list-style-type: none"> - Rhythm - A combination of long and short sounds. - Beat - The steady pulse that runs throughout a piece of music. - Texture - The layers of sound in a piece of music and the relationship between them. - Duration - The length of time that a note is held or played for. - Dynamics - The variation in volume of the sounds or notes in a piece of music. - Pitch - How high or low a note is. - Tempo - The speed of a piece of music.
	2	<p style="text-align: center;">Skill Focus – Pitch Theme – Celebrations</p> <p><i>To use their voices expressively and creatively by singing songs / speaking chants / speaking rhymes.</i> *National Curriculum coverage to be taught at differentiated Developmental steps.*</p>	<p style="text-align: center;">Skill Focus – Pitch Theme – Festivals</p> <p><i>To use their voices expressively and creatively by singing songs / speaking chants / speaking rhymes.</i> *National Curriculum coverage to be taught at differentiated Developmental steps.*</p>	
Spring	1	<p style="text-align: center;">Skill Focus – Tempo Theme- My Community</p> <p><i>To play tuned and untuned instruments musically, including body percussion.</i> *National Curriculum coverage to be taught at differentiated Developmental steps.*</p>	<p style="text-align: center;">Skill Focus – Tempo Theme- People Who Help Us</p> <p><i>To play tuned and untuned instruments musically, including body percussion.</i> *National Curriculum coverage to be taught at differentiated Developmental steps.*</p>	<p>The following are musical skills (national curriculum) which should be taught and revisited / interwoven throughout the cycles:</p> <ul style="list-style-type: none"> - Individual Performance - Group Performance - Improvisation - Appraisal and Evaluation - Listening - Singing - Composing

Summer	2	<p>Skill Focus – Dynamics Theme - Animals in my Community (My Pets/Farm)</p> <p>Listen with concentration and understanding to a range of high – quality live and recorded music. <i>*National Curriculum coverage to be taught at differentiated Developmental steps.*</i></p>	<p>Skill Focus – Dynamics Theme - Animals in the Wild</p> <p>Listen with concentration and understanding to a range of high – quality live and recorded music. <i>*National Curriculum coverage to be taught at differentiated Developmental steps.*</i></p>	- Playing Instruments
	1	<p>Skill Focus – Rhythm Theme - Lifecycles</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music. <i>*National Curriculum coverage to be taught at differentiated Developmental steps.*</i></p>	<p>Skill Focus - Rhythm Theme - Growing Plants</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music. <i>*National Curriculum coverage to be taught at differentiated Developmental steps.*</i></p>	
	2	<p>Skill Focus – Rhythm Theme – Moving</p> <p>To play tuned and untuned instruments musically, including body percussion. <i>*National Curriculum coverage to be taught at differentiated Developmental steps.*</i></p>	<p>Skill Focus - Rhythm Theme - Transport</p> <p>To play tuned and untuned instruments musically, including body percussion. <i>*National Curriculum coverage to be taught at differentiated Developmental steps.*</i></p>	

Thematic curriculum to be delivered at 3 differentiated developmental levels to include all pupils in class group.

	Key Stage 1 Mapping CYCLE A (2025-2026)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASPIRATION FOR LIFE <i>Preparation for Adulthood (PfA) (WHY?)</i>	Develop the building blocks of music: Maintaining a steady beat.	Develop the building blocks of music: Pitch – high and low.	Develop the building blocks of music: Tempo – fast and slow.	Develop the building blocks of music: Dynamics – loud and quiet.	Develop the building blocks of music: Rhythm	Develop the building blocks of music: Rhythm
LEARNING FOR LIFE <i>Composite & Component Knowledge Focus / Objective (WHAT?)</i>	Myself, My Senses <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	Celebrations <i>To use their voices expressively and creatively by singing songs / speaking chants.</i>	My Community <i>To play tuned and untuned instruments musically, including body percussion.</i>	Animals in my Community (My Pets/Farm) <i>Listen with concentration and understanding to a range of high – quality live and recorded music.</i>	Lifecycles <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	Moving <i>To play tuned and untuned instruments musically, including body percussion.</i>

		Key Stage 1 Mapping CYCLE A (2025-2026)					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IMPLEMENTATION <i>Weekly focus & sequenced learning (WHAT & WHEN?)</i>	1	Maintaining a steady beat.	Vocal warm-up activities and games.	Introduction to tempo.	Introduction to dynamics.	Recap beat/pulse.	Recap beat/pulse.
	2	Body percussion to the beat (clapping, tapping, stomping etc).	Karaoke – singing expressively to chosen songs.	Control tempo using instruments – fast and slow.	Control dynamics using instruments – loud and quiet.	Introduction to rhythm – pattern of sounds of different length.	Introduction to rhythm – pattern of sounds of different length.
	3	Body percussion games.	Introduction to pitch.	Conductor games – control the class using fast and slow.	Conductor games – control the class using loud and quiet.	Copying simple rhythms (body percussion).	Copying simple rhythms (body percussion).
	4	Copy a beat using instruments.	High and low sounds.	Conductor games – control the class using fast and slow.	Conductor games – control the class using loud and quiet.	Copying simple rhythms (instruments).	Copying simple rhythms (instruments).
	5	Compose a beat using instruments.	High- and low-pitched sounds in our environment.	Explore untuned instruments.	Exploring animal sounds using a microphone.	Creating a rhythm using food - “fish and chips and mushy peas.”	Creating a rhythm using food - “fish and chips and mushy peas.”
	6	Compose a beat using technology.	Singing along to songs with varying pitch levels.	Explore tuned instruments.	Exploring animal sounds using a microphone.	Creating rhythms using technology.	Creating rhythms using technology.
	IMPLEMENTATION <i>Models and Scaffolds (strategies and resources to support learning) (HOW?)</i>		<ul style="list-style-type: none"> - Charanga programme. - Technology (iPads), e.g. launchpad, beat makers, Incredibox, skoog, Garageband etc. - Tuned instruments/ untuned instruments. 	<ul style="list-style-type: none"> - Use of microphone. - Understanding pitch in our environment – identifying high and low sounds, e.g. birds tweeting, police siren. - Vocal warmups, silly sounds, 	<ul style="list-style-type: none"> - High level of modelling from class teacher – listening and repeating – repetitive practice. - Tuned instruments. - Untuned instruments. - Conductor games – use of symbols 	<ul style="list-style-type: none"> - High level of modelling from class teacher – listening and repeating – repetitive practice. - Tuned instruments. - Untuned instruments. - Use of microphone. 	<ul style="list-style-type: none"> - High level of modelling from class teacher – listening and repeating – repetitive practice. - Tuned instruments. - Untuned instruments. - Drumming circles.

Key Stage 1 Mapping CYCLE A (2025-2026)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> - Listening activities. - High level of modelling from class teacher – listening and repeating – repetitive practice. 	<ul style="list-style-type: none"> tongue twisters, breathing exercises, animal noises. - Switches for non-verbal students. - Loop Pedal – Record sounds & voices, creating a loop effect. 	<ul style="list-style-type: none"> (fast, slow, go, stop). - Looking at real life examples of fast/slow for comparison - e.g. turtle, cheetah. 	<ul style="list-style-type: none"> - Conductor games – use of symbols (loud, quiet, go, stop). - Looking at real life examples of loud/quiet for comparison. - Educational visits – farm. - Listening activities. 	<ul style="list-style-type: none"> - Rhythms using food. - Technology (iPads), e.g. launchpad, beat makers, Incredibox, skoog, Garageband etc. 	<ul style="list-style-type: none"> - Rhythms using food. - Technology (iPads), e.g. launchpad, beat makers, Incredibox, skoog, Garageband etc.
LANGUAGE FOR LIFE <i>Vocabulary, Signs & Symbols</i> <i>(WHAT VOCABULARY?)</i>	Beat, pulse, steady, body percussion.	Pitch, high, low, voice, singing, expressive, vocal, warm-up.	Tempo, fast, slow, quicker, slower, conductor, tuned, untuned.	Dynamics, loud, quiet, louder, quieter, conductor, listening.	Rhythm, beat, pulse, pattern, create, combine.	Rhythm, beat, pulse, pattern, create, combine.
IMPACT <i>How will we assess progress?</i> <i>(HOW DO WE KNOW?)</i>	Small Steps to Success Data collection / Analysis Evidence for Learning Learner Voice Recordings (Sound or Video) Whole School Performances / Productions Faculty & Subject Lead / Governor Monitoring					

		Key Stage 1 Mapping CYCLE B (2026-2027)					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASPIRATION FOR LIFE <i>Preparation for Adulthood (PFA) (WHY?)</i>		Develop the building blocks of music: Maintaining a steady beat.	Develop the building blocks of music: Pitch – high and low.	Develop the building blocks of music: Tempo – fast and slow.	Develop the building blocks of music: Dynamics – loud and quiet.	Develop the building blocks of music: Rhythm	Develop the building blocks of music: Rhythm
LEARNING FOR LIFE <i>Composite & Component Knowledge Focus / Objective (WHAT?)</i>		My Family and Where I Live <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	Festivals <i>To use their voices expressively and creatively by singing songs / speaking chants.</i>	People Who Help Us <i>To play tuned and untuned instruments musically, including body percussion.</i>	Animals in my Wild <i>Listen with concentration and understanding to a range of high – quality live and recorded music.</i>	Growing Plants <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	Transport <i>To play tuned and untuned instruments musically, including body percussion.</i>
IMPLEMENTATION 1 <i>Weekly focus & sequenced learning (WHAT & WHEN?)</i>		Warm-up: Begin with a simple body percussion activity (e.g., clapping, tapping knees) to introduce the concept of a steady beat. Main Activity: Play a familiar song about family (e.g., "Finger Family") and encourage students to clap along to the beat.	Warm-up: Begin with vocal exercises, exploring high and low sounds by imitating simple animal sounds or vocal glides (e.g., a siren going up and down). Main Activity: Introduce the concept of pitch using festival-themed sounds (e.g., fireworks for high pitch, drums for low pitch). Play recorded sounds and ask students to identify whether they are high or low. Creative Task: Use boom whackers or xylophones to explore different pitches. Let students experiment with playing high and low notes, imitating the sounds of a festival parade.	Warm-up: Begin with a simple body percussion activity (e.g., clapping, tapping knees) at different speeds. Demonstrate fast and slow tempos by saying, "We're moving like a firefighter – fast!" Main Activity: Introduce the idea of tempo by talking about different people who help us and how they might move fast or slow. Use a drum or tambourine to play a fast tempo for helpers who need to be quick (e.g., paramedics). Creative Task: Let students explore instruments like shakers or drums, playing along at different tempos to represent various helpers. Encourage them to switch between fast and slow.	Warm-Up: Vocal warm-up using animal sounds (e.g., lion roar, bird chirp). Activity: Listen to recordings of various animal sounds (elephants, lions, birds, etc.). Discuss which animals make loud sounds and which make soft sounds. Reflection: How do animals use loud and soft sounds? When is it important to be quiet or loud?	Warm-Up: Simple body percussion exercises (clap, tap, stomp) to introduce the idea of a steady beat. Encourage students to feel the beat in their bodies. Activity: March or walk in a circle to the beat of a drum or metronome. Let students explore different speeds (slow and fast) while maintaining the steady pulse. Game: "Freeze on the Beat" – play a steady beat and have students move around. When the beat stops, they freeze.	Activity: Play sound recordings of various modes of transport (e.g., trains, cars, airplanes). Discuss the different sounds and rhythms they make. Let students imitate the sounds vocally (e.g., "chugga-chugga" for trains, "vroom" for cars). Game: "Guess the Transport" – the teacher makes a transport sound, and students guess what it is, then create rhythmic patterns to match the sound. Reflection: Which transport sound was the loudest? Which was the fastest? Talk about how transport sounds can be musical.

2	<p>Warm Up: Explore the idea of pulse by feeling their own heartbeat, followed by a discussion of how everyone's heartbeat is different but steady like a musical pulse.</p> <p>Main Activity: Use a drum or tambourine to keep a steady pulse while singing a song about family members</p> <p>Creative Task: Let each student "be the heartbeat" by taking turns keeping the pulse for the group as others sing along.</p>	<p>Warm-up: Use hand movements to represent high and low pitches. Students can raise their hands for high notes and lower them for low notes while singing a simple scale.</p> <p>Main Activity: Focus on high and low sounds in fireworks displays. Play music that has high-pitched fireworks (e.g., whistles) and low-pitched booming sounds (e.g., bass drums), encouraging students to respond with movements.</p> <p>Creative Task: Let students play instruments to represent fireworks. Encourage them to play high notes for bursts of fireworks and low notes for booms, creating their own "fireworks show."</p>	<p>Warm-up: Lead a body percussion warm-up by imitating the fast movements of firefighters using quick claps, stomps, and taps.</p> <p>Main Activity: Use a drum or other percussion instruments to imitate the sounds associated with firefighters (e.g., the pounding of feet as they run, the rhythm of a siren). Let students play along, experimenting with different volumes and tempos.</p> <p>Creative Task: Have students use instruments like drums and tambourines to create their own "firefighter sounds," incorporating body percussion into their performance.</p>	<p>Activity: Listen to "Carnival of the Animals" by Saint-Saëns. Focus on the dynamic differences between movements (e.g., the loudness of the lion, the softness of the swan)</p> <p>https://www.youtube.com/watch?v=UmoZNL-LBKA</p> <p>Discussion: How did the music make you feel? When did the music get louder or softer?</p> <p>Creative Task: Encourage students to move like animals in response to dynamic changes in the music.</p>	<p>Warm-Up: Clap along with a simple nursery rhyme or song to reinforce pulse.</p> <p>Activity: Introduce percussion instruments (shakers, tambourines, drums). Have students play along with a steady beat, then layer simple rhythmic patterns on top. For example, clap a rhythm while maintaining the beat with the drum.</p> <p>Game: "Echo the Rhythm" – teacher plays a rhythmic pattern, and students repeat it using body percussion or instruments.</p> <p>Reflection: Discuss how rhythm and beat work together. What was easy or hard about playing along?</p>	<p>Activity: Assign percussion instruments (drums, shakers, tambourines) to different modes of transport. For example, use drums for a train's steady beat and shakers for a car's faster rhythm. Let students experiment with creating transport sounds on instruments.</p> <p>Game: "Transport Orchestra" – each student plays a different instrument to represent a form of transport. Work together to create a transport soundscape.</p> <p>Reflection: How did the instruments help you make transport sounds? Which was your favourite sound?</p>
3	<p>Warm-up: Explore the sounds of the local environment (city sounds, countryside sounds) using recorded sound clips.</p> <p>Main Activity: Discuss the sounds that students hear where they live, and how those sounds have a beat or pulse (e.g., traffic, birds). Encourage students to mimic the beat of these sounds using body percussion.</p>	<p>Main Activity: Introduce a festival or carnival song that highlights pitch changes (e.g., "La Bamba" or "Oye Como Va"). Focus on how the melody goes up and down. Encourage students to sing or hum along, paying attention to pitch movement.</p> <p>Creative Task: Use a variety of pitched instruments like bells or chimes to create a "carnival soundscape,"</p>	<p>Warm-up: Start with a slow, steady body percussion rhythm to represent a heartbeat. Clap gently to mimic the pulse of the heart.</p> <p>Main Activity: Introduce instruments like triangles, bells, or soft-sounding shakers. These instruments can be calm. Encourage students to play gently, keeping a slow, even rhythm.</p> <p>Creative Task: Use instruments and body</p>	<p>Warm-Up: Introduce percussion instruments (e.g., drums, shakers, triangles) to represent loud and soft animal movements.</p> <p>Activity: Create a soundscape of a jungle. Assign students different animals and let them choose how to play their instruments loud or soft to represent their animal.</p> <p>Reflection: Which animal was the loudest? Which was the quietest?</p>	<p>Activity: Introduce different rhythmic patterns (slow, fast, short, long) using body percussion (clapping, stomping, patting). Encourage students to come up with their own rhythmic patterns while keeping a steady beat.</p> <p>Game: "Rhythm Relay" – each student claps a part of the rhythm, and it continues around the circle.</p> <p>Reflection: How does rhythm change when</p>	<p>Warm-Up: March or move to a steady beat, like a train, adjusting movements to the speed of the music.</p> <p>Activity: Have students move like different forms of transport while listening to transport-themed music. For example, stomp slowly like a train, run in place like a car, and fly like an airplane. Vary the tempo to challenge students to move faster or slower.</p>

	<p>Creative Task: Create a “sound walk” where students take turns making sounds or playing instruments in a steady beat to represent different parts of their neighbourhood.</p>	<p>where students play high and low pitches to mimic the sounds they might hear at a carnival.</p>	<p>percussion to create a “healing soundscape.”</p>		<p>different parts are played together? Did everyone stay on the same beat?</p>	<p>Game: “Follow the Leader” – one student leads the group in transport-themed movements (e.g., driving, flying) while others follow along, changing the speed to match the rhythm.</p>
4	<p>Listening Activity: Play pre-recorded sounds from the city (traffic, sirens, people talking) and countryside (birds chirping, wind, water flowing). Ask students to listen carefully and describe what they hear. Discussion: What sounds are loud or quiet? How do city sounds feel different from countryside sounds? Reflection: Which place do you think you would hear more noise?</p>	<p>Warm-up: Sing a simple folk song that incorporates both high and low pitches (e.g., “She’ll Be Coming ‘Round the Mountain”). Have students sing along, moving their hands up and down with the pitch. Main Activity: Explore the pitch differences in folk instruments (e.g., violin for high pitch, double bass for low pitch). Play recordings of different folk instruments and encourage students to move or gesture to represent high and low sounds.</p>	<p>Main Activity: Discuss how police officers sometimes have to move quickly to help people and other times they work more slowly and carefully. Play a piece of music that alternates between fast and slow tempos, encouraging students to respond with their instruments or body percussion. Creative Task: Let students explore instruments like maracas, drums, and cymbals. Assign fast tempos to situations where police officers need to act quickly and slow tempos to situations where they’re carefully solving problems/’clues.’</p>	<p>Activity: Play a recording of wild animal environments (e.g., savanna, jungle). Ask students to move quietly when they hear soft sounds and more energetically when they hear loud sounds. Instrument Exploration: Add instruments to represent animals moving through their environments (loud stomps for elephants, quiet steps for a rabbit). Reflection: Discuss how listening helped guide their movement and dynamics.</p>	<p>Activity: Sing a song with a strong, steady beat (e.g., “The Wheels on the Bus”). Have students tap the beat while singing, then switch to clapping or tapping out a rhythm while others maintain the pulse. Instrument Exploration: Use percussion instruments to play along with the song, focusing on keeping a steady beat while others explore rhythmic patterns. Reflection: How did it feel to sing and play the beat or rhythm at the same time?</p>	<p>Activity: Create a class soundscape that represents a journey using different types of transport. For example, start with a slow train rhythm, then move into a fast car rhythm, and finish with the soaring sound of an airplane. Students play instruments or use body percussion to create each part of the journey. Game: “Sound Journey” – the teacher leads students through different stages of the journey, and they respond with the appropriate sound and rhythm. Reflection: What part of the journey was the most exciting to play? How did the rhythms change during the journey?</p>
5	<p>Warm-up: Echo clapping and vocal exercises imitating city sounds (e.g., honking, sirens). Listening Activity: Play a recording of different</p>	<p>Warm-up: Play short musical phrases from different world festivals (e.g., Chinese New Year, Diwali, Mardi Gras) and have students respond to the</p>	<p>Main Activity: Rehearse a short musical performance where students use body percussion and instruments to represent the actions of people</p>	<p>Activity: As a class, create a short story about animals in the wild. Decide where the story gets loud and soft and use percussion instruments or body percussion to add sound to the story.</p>	<p>Warm-Up: Marching and stepping to the beat of a drum or music. Change the tempo and let students adjust their movements to match.</p>	<p>Warm-Up: Practice clapping along to the beat of a drum or metronome. Activity: Create a class soundscape that represents a journey</p>

	<p>city sounds. Ask students to identify specific sounds like buses, construction, or footsteps.</p> <p>Playing: Use percussion instruments (drums for cars, bells for sirens) to recreate the sounds of the city.</p> <p>Reflection: Which city sound was the loudest? Which was the quietest?</p>	<p>changing pitch by using hand gestures (up for high, down for low).</p> <p>Main Activity: Focus on music from a specific world festival (e.g., Rio Carnival). Play a piece of music and talk about how the pitch changes throughout the song. Students can use scarves or ribbons to show the pitch rising and falling as the music plays.</p> <p>Creative Task: Let students create their own festival music by playing with pitch on simple instruments like keyboards or glockenspiels. Encourage them to think about how high and low sounds can represent different parts of the festival.</p>	<p>who help us. Each group of students can be assigned a specific helper, creating unique sounds for each one.</p> <p>Creative Task: Allow students to perform their “helper sounds” by combining body percussion and instruments. Encourage them to experiment with both loud and soft sounds, fast and slow tempos, to match the actions of the helpers they are representing.</p>	<p>Performance: Perform the story with dynamic changes, emphasizing listening to each other to adjust the dynamics.</p> <p>Discussion: How did the dynamics make the story more exciting or interesting?</p>	<p>Activity: Play music with different tempos (slow, fast) and have students move to the beat. Encourage them to make large, slow movements for slower beats and small, quick movements for faster beats.</p> <p>Game: "Follow the Leader" – one student leads the group in a movement pattern that matches the beat, while others follow.</p>	<p>using different types of transport. For example, start with a slow train rhythm, then move into a fast car rhythm, and finish with the soaring sound of an airplane. Students play instruments or use body percussion to create each part of the journey.</p> <p>Game: "Sound Journey" – the teacher leads students through different stages of the journey, and they respond with the appropriate sound and rhythm.</p> <p>Reflection: What part of the journey was the most exciting to play? How did the rhythms change during the journey?</p>
6	<p>Listening Activity: Play countryside sounds (birds singing, rivers flowing, animals). Encourage students to close their eyes and imagine they are in the countryside.</p> <p>Playing: Use soft instruments (chimes, shakers) to recreate the peaceful countryside atmosphere. Students can also use their voices to imitate animal sounds (e.g., sheep, cows).</p>	<p>Main Activity: Prepare for a short festival-themed performance. Rehearse a simple song or musical piece where students can demonstrate their understanding of pitch, alternating between high and low parts.</p> <p>Creative Task: Each student or group can perform their own "festival sound" piece, using high and low pitches to represent elements of a festival</p>	<p>Main Activity: Rehearse a short musical performance where students use body percussion and instruments to represent the actions of people who help us. Each group of students can be assigned a specific helper, creating unique sounds for each one.</p> <p>Creative Task: Allow students to perform their “helper sounds” by combining body percussion and instruments. Encourage</p>	<p>Activity: As a class, create a short story about animals in the wild. Decide where the story gets loud and soft and use percussion instruments or body percussion to add sound to the story.</p> <p>Performance: Perform the story with dynamic changes, emphasizing listening to each other to adjust the dynamics.</p> <p>Discussion: How did the dynamics make the story more exciting or interesting?</p>	<p>Activity: Split students into groups to create a simple rhythmic performance. One group keeps the steady beat using instruments or body percussion, while another group adds a rhythmic pattern on top.</p> <p>Performance: Put the groups together for a short rhythm-based performance. Encourage listening and staying in time with each other.</p>	<p>Warm-Up: Practice clapping along to the beat of a drum or metronome.</p> <p>Activity: Create a class soundscape that represents a journey using different types of transport. For example, start with a slow train rhythm, then move into a fast car rhythm, and finish with the soaring sound of an airplane. Students play instruments or use body percussion to create each part of the journey.</p>

	Reflection: How did the countryside sounds make you feel? Were they fast or slow?	(e.g., fireworks, parades, drums).	them to experiment with both loud and soft sounds, fast and slow tempos, to match the actions of the helpers they are representing.		Reflection: How did it feel to play in a group? Did everyone stay on the same beat and rhythm?	Game: "Sound Journey" – the teacher leads students through different stages of the journey, and they respond with the appropriate sound and rhythm. Reflection: What part of the journey was the most exciting to play? How did the rhythms change during the journey?
IMPLEMENTATION <i>Models and Scaffolds (strategies and resources to support learning) (HOW?)</i>	High level of modelling from class teacher – listening and repeating – repetitive practice. High-quality recordings. Microphone.	High level of modelling from class teacher – listening and repeating – repetitive practice. High-quality recordings. Tuned/untuned instruments.	High level of modelling from class teacher – listening and repeating – repetitive practice. High-quality recordings. Tuned/untuned instruments.	High level of modelling from class teacher – listening and repeating – repetitive practice. High-quality recordings. Tuned/untuned instruments.	High level of modelling from class teacher – listening and repeating – repetitive practice. High-quality recordings. Tuned/untuned instruments.	High level of modelling from class teacher – listening and repeating – repetitive practice. High-quality recordings. Tuned/untuned instruments.
LANGUAGE FOR LIFE <i>Vocabulary, Signs & Symbols (WHAT VOCABULARY?)</i>	City, countryside, differences, environment, soundscape, sounds, imitate, loud, quiet, family, beat, pulse.	Pitch, high, low, festival, folk, parade, soundscape, singing, chanting.	Tempo, fast, slow, help, body percussion, loud, soft.	Dynamics, loud, quiet, soft, percussion, soundscape, environment, dynamic changes.	Rhythm, beat, pulse, steady, slow, quick, pattern, short, long.	Rhythm, beat, pulse, steady, slow, quick, pattern, short, long, transport.
IMPACT <i>How will we assess progress? (HOW DO WE KNOW?)</i>	Small Steps to Success Data collection / Analysis Evidence for Learning Learner Voice Recordings (Sound or Video) Whole School Performances / Productions Faculty & Subject Lead / Governor Monitoring					