

## **Year 1 Music – Medium-Term Plan (MTP)**

### **Unit 2 Title:** Sound Patterns

**Based on:** Kapow Primary – Year 1 Sound Patterns unit

**Focus:** Exploring sound patterns (rhythms) through fairytales, creating rhythmic patterns to tell a story

### **Overview**

This Year 1 unit introduces pupils to **sound patterns (rhythms)** using fairytales as a stimulus. Pupils explore clapping and tapping to repeated words and phrases, create simple rhythmic sequences, and perform them to represent events and characters in a story. They develop listening, composing, and performing skills with a focus on rhythm and pulse.

### **Key Skills Developed in Year 1:**

- Recognise and perform simple rhythmic patterns
- Maintain a steady pulse while performing
- Use instruments or body percussion to represent story events
- Listen and respond to rhythms in music and language
- Perform individually and collaboratively with confidence

### **NC/PoS: Singing, Listening, Composing and Performing**

Pupils will:

- Use their voices and instruments expressively and creatively
- Play tuned and untuned instruments musically
- Listen with concentration to a range of high-quality live and recorded music
- Experiment with sounds to create musical effects and sequences

### **Expected Prior Learning**

Pupils already know and can:

- Clap or tap simple rhythms
- Follow a steady beat
- Recognise loud/soft and fast/slow sounds
- Respond to music with movement or percussion

### **End Points – What Pupils Must Know and Remember**

#### **PLAYING INSTRUMENTS / RHYTHM**

**Know that:**

- Instruments and body percussion can be used to create simple sound patterns
- Repeated patterns can tell a story or represent characters and events

**Know how to:**

- Perform rhythmic patterns accurately
- Explore tempo and dynamics to reflect the story

**LISTENING**

**Know that:**

- Listening helps recognise patterns and maintain a pulse
- Different rhythms can represent actions or emotions in a story

**Know how to:**

- Identify repeated sound patterns
- Describe what they hear using simple musical vocabulary

**COMPOSING**

**Know that:**

- Rhythmic sequences can be composed and combined to tell a story
- Patterns can be repeated for effect

**Know how to:**

- Create short rhythmic patterns using voice or instruments
- Experiment with tempo and dynamics in simple compositions

**PERFORMING**

**Know that:**

- Performance communicates the story using rhythm and pulse
- Collaboration helps create a cohesive performance

**Know how to:**

- Perform rhythmic sequences accurately and expressively
- Work together to maintain a pulse and perform patterns in sequence

**Session 1 – Introduction to Sound Patterns**

**Learning focus:** Discover rhythms in familiar fairytales

- Explore clapping or tapping to repeated words or phrases from a story
- Identify and replicate simple rhythmic patterns
- Link to Kapow Planning: Session 1

**Key vocabulary:** Rhythm, pulse, pattern, clap, tap, beat, repeat

**Outcome:** Pupils can clap or tap simple rhythmic patterns from a story

### **Session 2 – Creating and Performing Simple Patterns**

**Learning focus:** Develop basic rhythmic patterns

- Combine clapping and tapping with instruments
- Repeat and maintain a steady pulse
- Link to Kapow Planning: Session 2

**Key vocabulary:** Rhythm, pulse, repeat, instrument, beat, pattern, tempo

**Outcome:** Pupils can perform simple rhythmic patterns using instruments or body percussion

### **Session 3 – Composing Rhythmic Sequences**

**Learning focus:** Compose rhythmic patterns to represent story events

- Create sequences of repeated words, phrases, or instrument sounds
- Experiment with dynamics and tempo to reflect the narrative
- Link to Kapow Planning: Session 3

**Key vocabulary:** Compose, sequence, rhythm, pulse, dynamics, tempo, repeat, pattern

**Outcome:** Pupils can create short rhythmic sequences to represent elements of the story

### **Session 4 – Performance, Refinement, and Evaluation**

**Learning focus:** Rehearse, perform, and appraise sequences

- Perform compositions in small groups
- Listen and adjust to maintain pulse and expression
- Share performances and reflect on how well rhythmic patterns represent the story
- Link to Kapow Planning: Sessions 4 & 5

**Key vocabulary:** Perform, pulse, rhythm, group, expression, refine, tempo, evaluate, pattern, story

**Outcome:** Pupils can perform rhythmic sequences collaboratively with consistent pulse and expression and evaluate their own and peers' performances

### **Assessment Opportunities**

- Teacher observation of rhythm accuracy, pulse, and expression
- Peer and self-assessment during group compositions and performances
- Assessment of composed rhythmic sequences
- Reflection and discussion on listening and performing skills

### **Resources**

- Classroom percussion instruments
- Audio examples of fairytales with rhythmic elements

- Story prompts or short narratives
- Recording devices for playback and reflection

#### **Cross-Curricular Links**

- **English:** Linking rhythm to spoken words and storytelling
- **Drama:** Representing story events through performance and rhythm
- **PSHE:** Collaboration, listening, and expressing emotions through rhythm
- **Maths:** Counting beats and recognising patterns

#### **Future Learning This Content Supports**

This unit prepares pupils for further musical learning by:

- Building foundation skills in rhythm, pulse, and pattern for Year 2
- Developing confidence in creating and performing rhythmic sequences
- Strengthening listening, composing, and performing skills for more complex musical tasks
- Encouraging collaboration and expressive use of rhythm in music