ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 1

2026-2027

Every half term	Oak curriculum sequence	Weekly lesson	Assessment and evidence
1 Music lesson weekly (approximately 60 minutes)	1 Oak unit per half term 6 sequenced lessons	Practical music-making: singing, playing, composing, improvising, listening and performing	Oak starter/exit checks where appropriate; teacher observation; performance; pupil reflection

Whole-School Non-Negotiables for Music	
• One planned music lesson each week • Practical music-making at the heart of lessons • Regular singing and vocal warm-ups • Safe, purposeful routines for instruments • Explicit teaching and revisiting of musical vocabulary	• Opportunities to listen, appraise and respond to a diverse range of music • Retrieval of prior musical knowledge and skills • Ensemble work that develops pulse, accuracy and balance • Composition/improvisation recorded or performed where appropriate • Performance and reflection built into each half-term unit

Progress	Adaptive Teaching	Formative Assessment	Rich and Ambitious Vocabulary
Progress is achieved through careful sequencing. Pupils revisit pulse, rhythm, pitch, texture, notation, composition and performance with increasing independence and complexity.	Maintain high musical expectations while adapting through modelling, echo/call-and-response, reduced parts, visual notation, paired rehearsal, alternative instruments and extension challenges.	Use questioning, listening, observation, starter/exit checks, peer feedback, performance evidence and pupil reflection to identify misconceptions and next steps.	Teach subject-specific vocabulary explicitly, display it, model precise use, and revisit words in practical contexts so pupils can talk confidently about the music they hear, create and perform.

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 1

AUTUMN 1 – YEAR 1

Oak National Academy unit: Start with singing: finding my singing voice
6 lessons | 1 lesson per week | approximately 60 minutes

Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	My singing voice	I can use my singing voice and sing songs with my friends.	Knowledge: A singing voice is different from a speaking voice. Skill: Explore the singing voice and join in songs with others.	singing voice / chant / pitch / warm-up / unison	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 2	Singing echo songs	I can sing an echo and know what an echo is.	Knowledge: An echo is an exact copy of a musical phrase. Skill: Listen carefully and copy the leader's sung phrase accurately.	echo / copy / singing voice / pitch / listen	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 3	Singing call and response songs	I can sing a response and know what a call and response song is.	Knowledge: A call is followed by a musical response. Skill: Listen for the call and sing the response at the right time.	call / response / turn-taking / pitch / song	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 4	Call and response singing games	I can create and sing a musical response as part of a call and response singing game.	Knowledge: A response can be created as well as copied. Skill: Invent and sing a short response in a singing game.	call and response / improvise / response / pulse / singing	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 5	Singing and identifying echo and call and response	I can sing my part in our songs and know the difference between echo and call and response.	Knowledge: An echo copies a phrase exactly; in call and response, the answer may differ from the call. Skill: Identify and sing both structures.	echo / call and response / identify / part / pulse	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 6	Feeling the pulse and playing the beat	I can play a steady beat on my instrument as we sing.	Knowledge: The pulse is the steady heartbeat of the music. Skill: Play a regular beat on an instrument while the group sings.	pulse / beat / steady / instrument / sing	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection

Planning note: follow the Oak lesson sequence in order. Adapt scaffolds, grouping and instrument choice to meet pupil need while preserving the same musical learning goal.

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 1

AUTUMN 2 – YEAR 1

Oak National Academy unit: Singing together: how singing makes me feel
6 lessons | 1 lesson per week | approximately 60 minutes

Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Strong and soft singing	I can control my loud singing voice and my soft singing voice.	Knowledge: Dynamics describe how strong or soft a sound is. Skill: Use the singing voice to sing strongly and softly with control.	dynamics / strong / soft / singing voice / control	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 2	How singing softly makes me feel	I can control my soft singing voice to suit a song.	Knowledge: Soft singing can help express a gentle or calm mood. Skill: Sing softly with a clear, controlled voice to suit the song.	soft / calm / dynamics / mood / control	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 3	Singing stronger and feeling energised	I can control my strong singing voice to suit a song without shouting.	Knowledge: Strong singing does not mean shouting. Skill: Sing with energy while keeping the voice comfortable and controlled.	strong / dynamics / energy / sing / control	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 4	Controlling dynamic changes within a song	I can change dynamics when singing and know that dynamics means how strong or soft I am singing.	Knowledge: Dynamics can change within the same song. Skill: Move deliberately between strong and soft singing in a song.	dynamics / change / strong / soft / mood	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 5	Following a leader to change dynamics	I can follow signs for stronger and softer singing and know that changing the dynamics can change how the song feels.	Knowledge: A leader can signal dynamic changes. Skill: Watch and respond to signs for stronger and softer singing together.	leader / signal / dynamics / strong / soft	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 6	Changing dynamics to perform with feeling	I can control and change my singing dynamics when I am performing.	Knowledge: Changing dynamics helps communicate a song's mood. Skill: Choose and control dynamic changes in a performance.	performance / dynamics / expression / mood / audience	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection

Planning note: follow the Oak lesson sequence in order. Adapt scaffolds, grouping and instrument choice to meet pupil need while preserving the same musical learning goal.

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 1

SPRING 1 – YEAR 1

Oak National Academy unit: Compose and Create: exploring and performing rhythm patterns
6 lessons | 1 lesson per week | approximately 60 minutes

Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Singing, moving and playing to a steady pulse	I can move, play and sing in time to the pulse.	Knowledge: The pulse stays regular as we sing, move and play. Skill: Coordinate voice, movement and instruments with the beat.	pulse / beat / steady / sing / play	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 2	Identifying the timbre of classroom percussion	I can explore the sounds of our percussion instruments, starting and stopping with a leader.	Knowledge: Percussion instruments make different kinds of sound (timbres). Skill: Explore and compare sounds; start and stop on a leader's cue.	timbre / percussion / instrument / start / stop	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 3	Echoing simple rhythm patterns	I can echo a rhythm in time and know that rhythm is the pattern of sounds that we play and sing.	Knowledge: Rhythm is a pattern of sounds and silences, distinct from the steady pulse. Skill: Listen and echo short rhythmic patterns accurately.	rhythm / echo / pattern / pulse / sound	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 4	Reading rhythms from pictures	I can use pictures to help me play a rhythm accurately.	Knowledge: Pictures can represent a sequence of musical sounds. Skill: Follow picture symbols to play a rhythm in the correct order.	rhythm / picture notation / read / play / pulse	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 5	Composing a rhythm sequence using pictures	I can use pictures to help me compose a rhythm.	Knowledge: Composing means making and organising musical ideas. Skill: Select picture symbols to create an original rhythm sequence.	compose / rhythm / sequence / picture / repeat	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 6	Playing rhythm patterns to a steady pulse	I can play a rhythm with a steady pulse.	Knowledge: A rhythm pattern can be performed over a steady pulse. Skill: Rehearse and play a rhythm accurately while keeping the beat.	rhythm / pulse / steady / perform / percussion	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection

Planning note: follow the Oak lesson sequence in order. Adapt scaffolds, grouping and instrument choice to meet pupil need while preserving the same musical learning goal.

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 1

SPRING 2 – YEAR 1

Oak National Academy unit: Music and movement: feeling the pulse and changing the tempo
6 lessons | 1 lesson per week | approximately 60 minutes

Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Feeling the pulse in songs and chants	I can feel the pulse in different songs and chants and know that pulse is the heartbeat of the music.	Knowledge: Pulse is the steady heartbeat running through music. Skill: Find and show the pulse while listening to songs and chants.	pulse / heartbeat / song / chant / steady	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 2	Keeping a steady beat as we move, sing and play	I can move to the beat of the music and know when it is my turn to sing, move and respond in time.	Knowledge: A shared beat helps singers and players stay together. Skill: Move, sing and respond on cue while maintaining a steady pulse.	beat / pulse / move / sing / in time	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 3	Feeling the pulse in music with a fast or slow tempo	I can describe the tempo of the music as fast, slow or steady.	Knowledge: Tempo describes how fast or slow the beat is; a steady tempo does not change speed. Skill: Identify speed and whether it stays steady.	tempo / fast / slow / steady / pulse	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 4	Choosing a fast or slow tempo for songs, chants and games	I can change the tempo of a song or musical game and can explain how this makes it feel different.	Knowledge: Changing the tempo changes the feel of a song or game. Skill: Choose and demonstrate a faster or slower tempo.	tempo / fast / slow / mood / change	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 5	Responding to tempo changes within a song or piece of music	I can hear tempo changes in a piece of music and can respond by moving in time to the beat.	Knowledge: Accelerando means gradually getting faster; rallentando means gradually getting slower. Skill: Hear each change and adjust movement in time.	tempo / accelerando / rallentando / beat / movement	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 6	Using tempo to tell a musical story	I can use tempo changes to tell a musical story.	Knowledge: Tempo can communicate action and mood in a story. Skill: Make purposeful tempo changes to help tell a musical story.	tempo / story / fast / slow / expression	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection

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ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 1

SUMMER 1 – YEAR 1

Oak National Academy unit: Compose and create: high and low melodic responses
6 lessons | 1 lesson per week | approximately 60 minutes

Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Chants and songs with a call and response structure	I can sing and identify call and response structures in chants and songs.	Knowledge: In call and response, one musical idea is answered by another. Skill: Identify the calls and responses and sing each part.	call and response / chant / song / structure / pulse	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 2	Reading simple rhythms	I can read and chant four beat rhythms.	Knowledge: Simple rhythms can be shown and read using Ta and Ta-di. Skill: Follow notation to chant four-beat rhythms in time.	rhythm / four beats / Ta / Ta-di / read	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 3	Identifying high and low notes	I can hear the difference between high and low notes in our songs.	Knowledge: Pitch describes how high or low a note sounds. Skill: Listen and distinguish higher and lower notes in songs.	pitch / high / low / melody / listen	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 4	Composing a four beat rhythm	I can compose a four beat rhythm using Ta and Ta-di and play it with a steady pulse.	Knowledge: Ta and Ta-di can be arranged into a four-beat pattern. Skill: Compose and play an original rhythm with a steady pulse.	compose / rhythm / Ta / Ta-di / pulse	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 5	Composing a simple high and low melody	I can compose a high-low melody and perform this on pitched percussion.	Knowledge: A melody is a sequence of notes with different pitches. Skill: Make and play a short high-and-low melody on pitched percussion.	melody / pitch / high / low / pitched percussion	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 6	Performing a simple melody as part of a call and response song	I can perform my composed melody as part of a call and response song.	Knowledge: A composed melody can form the response in a song. Skill: Perform the melody at the correct time in call and response.	perform / melody / call and response / pulse / compose	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection

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ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 1

SUMMER 2 – YEAR 1

Oak National Academy unit: Singing for performance: Changing tempo and dynamics in our songs
6 lessons | 1 lesson per week | approximately 60 minutes

Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Responding to different musical moods	I can listen carefully and share ideas about how music makes me feel.	Knowledge: Music can suggest different moods and feelings. Skill: Listen carefully and describe how a piece makes you feel.	mood / listen / feeling / lyrics / music	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 2	Singing with character and feeling	I can respond to and sing songs that have different feelings or moods.	Knowledge: The way a song is sung can communicate its character. Skill: Use voice and expression to match contrasting moods.	character / feeling / action / singing / mood	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 3	Changing dynamics to change the mood	I can sing songs with changing dynamics and can explain how this makes the song feel.	Knowledge: Stronger and softer dynamics can affect a song's mood. Skill: Sing with dynamic changes and describe their effect.	dynamics / strong / soft / mood / expression	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 4	Changing the tempo to build excitement	I can sing songs with a changing tempo and can explain how this makes the song feel.	Knowledge: Faster and slower tempi can change a song's character. Skill: Adjust singing speed and explain the mood created.	tempo / fast / slow / excitement / dynamics	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 5	Following a conductor to create a musical mood	I can follow a conductor to change the mood of the song.	Knowledge: A conductor gives signals to guide performers. Skill: Watch and follow cues for tempo and dynamics to shape the mood.	conductor / signal / mood / dynamics / tempo	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 6	Creating a convincing singing performance	I can tell stories and show feelings through my singing.	Knowledge: A performance communicates meaning through musical choices. Skill: Combine expression, tempo and dynamics to tell a story in song.	performance / audience / expression / story / rehearse	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection

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