



Year 1 > Key stage 1 > Music > Archived unit: Vocal and body sounds (Theme: By the sea)

Suggested prior learning

[Tempo \(Theme: Snail and mouse\)](#)

Unit outcomes

- Create movements that match the music, explaining why they are moving in that way.
- Identify descriptive sounds within the music.
- Recreate and then adapt descriptive sounds heard using their voice or body.
- Make appropriate instrument choices to represent a descriptive sound.
- Control instruments and voices to make both quiet and loud sounds.
- Follow simple instructions during a group performance.
- Create their own graphic score and play from it.
- Make more than one sound on their instrument and with their voice.

Key vocabulary

Unit specific links

body percussion

brass

conductor

dynamics

fast

inspire

instruments

layer

loud

mood

percussion

performance

pitch

quiet

represent

slow

sounds

speed

strings

vocal sounds

volume

[Vocabulary display: Vocal and body sounds \(Theme: By the sea\)](#)

woodwind				
Week 1	Week 2	Week 3	Week 4	Week 5
Lesson 1: Vocal and body sounds	Lesson 2: Vocal and body sounds: Embodying the sea	Lesson 3: Vocal and body sounds: Musical treasure hunt	Lesson 4: Vocal and body sounds: Seaside story	Lesson 5: Vocal and body sounds: Seaside soundscape
To understand that music can be used to represent an environment.	To understand how music can represent changes in an environment.	To select instruments that match seaside sounds.	To recognise and use dynamics and tempo.	To write music down and perform from a graphic score.
Suggested next steps				
Archived unit: West African call and response song (Theme: Animals)				