



Music scheme of work (from Sep 2020)

Christian values underpinning learning - Love, respect, determination, creation, creativity and peace

Intent

The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression in an age related curriculum. In addition, teachers make sure the content is relevant and stimulating by delivering through themes and topics.

Our music curriculum has been developed because we believe that:

- Music is an essential part of every child's education
- Playing music encourages self-expression and creativity and can build confidence.
- All children should be provided opportunities to play instruments, sing, compose and listen to music.
- Music allows children to enjoy participating with others in groups of all sizes both in the classroom and in the wider community.
- Music teaching helps children to develop coordination, listening skills and social skills.
- Music composition allows children to explore, build on and record their own creative and imaginative ideas both independently and collaboratively.
- Singing and playing music provides the opportunity for children to experiment with different instruments, sounds and techniques.
- Music provides children with the opportunity to develop resilience as they work to compose and perform.
- Music provides the opportunity for those with particular talent to excel.
- Music teaching provides opportunities for all children to experience and appreciate the works of a wide range of both historical and contemporary musicians and composers across a range of musical styles.
- Music is a means through which children can explore different cultures and traditions.



Implementation

The teaching of music should include listening, performing and composition. Teaching should focus on developing children’s ability to understand rhythm and follow a beat. Through singing songs, children should learn about the structure and organisation of music. Teaching should provide the opportunity for children to listen to and to appreciate different forms of music. Children should have the opportunity to experience both historical and contemporary music from different cultures. Music lessons should develop children’s descriptive language skills, through learning about how music can represent different feelings, emotions and narratives. Children should also be taught technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms. Children should be taught how to work with others to compose music and perform for an audience.

Year A (2021 – 2022)

Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Oak	Weekly Jamboree, following Voices Foundation scheme					
Poplar	Clapping rhythms – beats Listen to wide range of high quality live recorded music	Nativity – performing Composing – voices and instruments. Creating a mixture of sounds. To describe music.	Listen to wide range of high quality live recorded music	Compose and transcribe – sounds to create an effect, devise symbols for play and rest. Tuned and un-tuned instruments	Tuned and un-tuned instruments	Chants and rhymes
Willow						
Maple	Spiritual Music – origins and discussion	Holtz – Planet Suite	Holtz – Planet Suite	Sibelius: Finlandia (Ten Pieces) Bizet : Habenera and Toreador from Carmen Suite 2 (Ten Pieces)	Sibelius: Finlandia (Ten Pieces) Bizet : Habenera and Toreador from Carmen Suite 2 (Ten Pieces)	War Songs Vera Lynn

Year B (2020 – 2021)

Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Oak	Weekly Jamboree, following Voices Foundation scheme					
Poplar		Firework composition, choose sounds to create effect, tuned & un-tuned	African – drumming Composing – using voices and instruments	Compose and transcribe – sounds to create an effect, devise symbols for play and	Voices – chants, rhymes, clap rhythms	transcribing



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		instruments Nativity - performing		rest. Tuned and un-tuned instruments		
Willow	Develop an understanding of the history of music (Prehistoric musical instruments)		Create music inspired by the rainforest sounds.			
Maple	Rocking Romans (BBC Links) Music basics – notes, recording, length of notes – rhythm, pulse, beat, pitch...etc Basic composition and recording of pieces. Clapping Music – Steve Reich	Copland – Rodeo – Hoedown (Ten Pieces)	Music – God raps(BBC link) Grieg – Music appreciation (Ten Pieces) Viking Rock – song to perform Wagner – Ride of the Valkyries	Music – God raps(BBC link) Grieg – Music appreciation (Ten Pieces) Viking Rock – Song to perform Wagner – Ride of the Valkyries	Music – Water Music Handel and Carnival of the Animals – composition to create own piece of music to reflect river animals and the water.	Music – Water Music Handel and Carnival of the Animals – composition to create own piece of music to reflect river animals and the water.

Area	Oak – Reception	Poplar – Y1/2	Willow – Y3/4	Maple – Y5/6
Music opportunities	<ul style="list-style-type: none"> *Creates movement in response to music. *Sings to self and makes up simple songs. * Makes up rhythms *Use their voices expressively by singing songs and speaking chants and rhymes. *Play tuned and un-tuned instruments musically. * Listen with concentration and 	<ul style="list-style-type: none"> *Use their voices expressively by singing songs and speaking chants and rhymes. *Play tuned and un-tuned instruments musically. * Listen with attention to detail and recall sounds with increasing aural memory. *Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians 	<ul style="list-style-type: none"> *Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. *Improvise and compose music using the inter-related dimensions of music separately and in combination. * Listen with attention to detail and recall sounds with increasing aural memory *Appreciate and understand a wide range of high-quality live and recorded music from different 	<ul style="list-style-type: none"> *Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. *Improvise and compose music using the inter-related dimensions of music separately and in combination. * Listen with attention to detail and recall sounds with increasing aural memory *Appreciate and understand a wide range of high-quality live and



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	<p>understanding to a range of high-quality live and recorded music.</p> <p>Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>and composers.</p> <ul style="list-style-type: none"> *Listen with attention to detail and recall sounds with increasing aural memory. *Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. *Make and combine sounds using the inter-related dimensions of music. *Make and combine sounds using the inter-related dimensions of music. <p>I can follow instruction about when to play and sing I can improve my own work</p>	<p>traditions and from great musicians and composers.</p> <ul style="list-style-type: none"> *Make and combine sounds using the inter-related dimensions of music. *Develop an understanding of the history of music. 	<p>recorded music from different traditions and from great musicians and composers.</p> <ul style="list-style-type: none"> *Make and combine sounds using the inter-related dimensions of music. *Develop an understanding of the history of music. *Use and understand the basics of the staff and other musical notations. <p>I can suggest improvement to my own work and that of others</p> <p>I can explain why I think music is successful or unsuccessful</p>
<p>To Perform</p>	<p>Early Years</p> <ul style="list-style-type: none"> * Begin to build a repertoire of songs. *Take part in singing, accurately following the melody. *Follow instructions on how and when to sing or play an instrument. 	<ul style="list-style-type: none"> * Sing from memory with accurate pitch. * Sing in tune. * Maintain a simple part within a group. * Pronounce words within a song 	<ul style="list-style-type: none"> *Sing or play from memory with confidence. *Perform solos or as part of an ensemble. *Sing or play expressively and in tune. 	<ul style="list-style-type: none"> *Sing or play from memory with confidence. *Perform solos or as part of an ensemble. *Sing or play expressively and in tune.



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		<p>clearly.</p> <p>I can use my voice to speak, sing and chant</p> <p>I can sing and follow a melody</p> <p>I can sing or clap increasing and decreasing tempo</p>	<p>*Hold a part within a round.</p> <p>I can sing a tune with expression</p> <p>I can perform a simple part rhythmically</p> <p>I can sing songs from memory with accurate pitch</p>	<p>*Hold a part within a round.</p> <p>I can breathe in the correct place when singing</p> <p>I can maintain my part whilst others are performing their part</p> <p>I can improve within a group using melodic phrases</p> <p>I can singing harmony confidently and accurately</p> <p>I can perform parts from memory</p> <p>I can take the lead in a performance</p>
To compose	<p>Early Years</p> <p>* Explore the different sounds of musical instruments</p> <p>* Clap rhythms.</p>	<p>* Create a sequence of long and short sounds.</p> <p>* Clap rhythms.</p> <p>* Create a mixture of different sounds (long and short, loud and quiet, high and low, using voice and instruments.</p> <p>* Choose sounds to create an effect.</p>	<p>* Compose and perform melodic songs.</p> <p>* Use sound to create abstract effects.</p> <p>* Create repeated patterns with a range of instruments.</p> <p>* Create accompaniments for tunes.</p> <p>* Choose sounds to create an effect.</p>	<p>* Create songs with verses and a chorus.</p> <p>* Create rhythmic patterns with an awareness of timbre and duration.</p> <p>* Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>* Thoughtfully select elements for a piece in order to gain a defined</p>



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		<p>I can use instruments to perform</p> <p>I can clap short rhythmic patterns</p> <p>I can make different sounds with my voice and with instruments</p> <p>I can repeat short rhythmic and melodic patterns</p> <p>I can make a sequence of sounds</p> <p>I can choose sounds to represent different things</p> <p>I can choose sounds which create an effect</p> <p>I can create music in response to different starting points</p> <p>I can order sounds to create a beginning, middle and an end</p> <p>I can play simple rhythmic patterns on an instrument</p> <p>I can perform simple patterns and accompaniments keeping a steady pulse</p>	<p>* Sequence sounds to create an overall effect.</p> <p>* Use digital technologies to compose pieces of music.</p> <p>I can play clear notes on instruments</p> <p>I can use different elements in my composition</p> <p>I can create repeated patterns with different instruments</p> <p>I can compose melodies and songs</p> <p>I can create accompaniments for tunes</p> <p>I can combine different sounds to create a specific mood or feeling</p> <p>I can improvise using repeated patterns</p>	<p>effect.</p> <p>* Choose, order, combine and control sounds to create an effect.</p> <p>* Use drones and melodic ostinato (based on the pentatonic scale).</p> <p>* Convey the relationship between the lyrics and the melody.</p> <p>* Use digital technologies to compose, edit and refine pieces of music.</p> <p>I can improvise within a group using melodic and rhythmic phrases</p> <p>I can change sounds or organise them differently to change the effect</p> <p>I can compose music which meets specific criteria</p> <p>I can use a variety of different musical devices in my compositions including melody/ rhythms and chords</p>
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<p>To transcribe</p>	<p>Early Years</p> <p>*Create simple representations of events, people and objects.</p> <p>*Use symbols to represent a composition and use them to help with a performance.</p>	<p>*Devise non-standard symbols to indicate when to play and rest.</p> <p>I can make connections between notations and musical sounds</p> <p>I can use symbols to represent sounds</p>	<p>*Recognise the notes EGBDF and FACE on the musical staff.</p> <p>*Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p> <p>I can use notation to record compositions in a small group</p> <p>I can use notation to record and interpret sequences of pitches</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical staff.</p> <p>Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</p> <p>Understand and use the # (sharp) and b (flat) symbols.</p> <p>I can use notation to record groups of pitches (Chords)</p> <p>I can use my music diary to record aspects if the compositional process</p>
<p>To describe music</p>	<p>*Listen to a wide range of music. Describe their preference and give reasons</p>	<p>* Identify the beat of a tune.</p> <p>*Recognise changes in timbre, dynamics and pitch.</p> <p>I can respond to different moods in music</p> <p>I can say whether I like or dislike a piece of music</p> <p>I can listen out for particular things when listening to music</p>	<p>*Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>*Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>*Understand layers of sounds and discuss their effect on mood and feelings.</p> <p>I can use musical words to describe what I like and do not like about a</p>	<p>*Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <p>Pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p> <p>*Describe how lyrics often reflect the</p>



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			<p>piece of music</p> <p>I can recognise the work of at least one famous composer</p> <p>I can begin to identify the style of work of Beethoven, Mozart and Elgar</p> <p>I can identify and describe the different purpose of music</p> <p>I can identify the character in a piece of music</p> <p>I can explain why silence is often needed in music and explain what effect it has</p>	<p>cultural context of music and have social meaning.</p> <p>I can contrast the work of a famous composer and explain my preferences</p> <p>I can describe, compare and evaluate music using musical vocab</p> <p>I can evaluate how the venue, occasion and purpose affects the way a piece of music is created</p> <p>I can analyse features within different pieces of music</p> <p>I can compare and contrast the impact that different composers from different times have had on people of that time</p>
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Impact

Long term:

- That children will be able to express themselves and perform with some confidence.
- That children will have had the opportunity to play instruments, sing, compose and listen to music.
- That children will have had the opportunity to enjoy participating with others in groups of all sizes both in the classroom and in the wider community.
- That children will have had the opportunity to develop their creative and imaginative ideas through composition.
- That children will have learnt to collaborate when composing and performing with others.
- That some children will have the opportunity to excel at their particular talent.
- That children will learn to appreciate the works of a wide range of both historical and contemporary musicians and composers across a range of musical styles.
- That children will develop and understanding and respect for different musical cultures and traditions.

Assessment in DT:

- Pupil voice – to check understanding, understanding of key techniques, progression, confidence in discussing Music
- Display and books – opportunity to practise skills, varied and engaging curriculum, showcased final pieces, clear progression in skills
- Feedback from parents and guests who attend show case events and exhibitions

Role of the co-ordinator:

- Highlight / Celebrate successes
- Collate appropriate evidence over time – this should show that pupils' skills and understanding develop over time
- Monitor the standards in the subject to ensure that outcomes are at expected levels
- Provide ongoing support to colleagues