

MUSIC SCHEME OF WORK 2021-2022

Class 2	Topic	Objectives	Resources
Autumn	<p>Listening</p> <p>Listening to every day sounds and what signals they give us</p> <p>Listening to different features of music, pitch, tempo, dynamics etc and respond with movement and actions to show understanding</p> <p>Relating sounds to environments and animals</p> <p>Choose and create original sounds to describe.</p> <p>Rhythm</p> <p>Exploring classroom instruments and developing from making sounds to creating rhythms</p> <p>Word rhythms to support, converting words and syllables into rhythms</p> <p>Changing between beat and rhythm using songs.</p> <p>Playing rhythms while singing</p>	<p>Identify sounds through listening exercises</p> <p>Creating sound map to locate sounds</p> <p>Identify differences in sound quality (timbre)</p> <p>Recognising changes in music through movement</p> <p>Copy and repeat rhythm patterns</p> <p>Developing control over instruments</p> <p>Developing a sense of beat in music</p> <p>To copy simple rhythm patterns</p> <p>Develop co-ordination when playing instruments</p> <p>Use words to support playing and creating rhythm patterns</p>	<p>Percussive instruments, music room, keyboard, IAW</p>
Spring	<p>Moving and Singing</p> <p>Listen peter and the wolf, focus on movement</p> <p>Play videos of animal movement, children suggest instruments to accompany</p> <p>Children use instruments to learn control and following composer movements.</p> <p>Use warm up activities to explore vocal chords</p> <p>Introduce pitch, showing xylophone, children practising manipulating voices.</p> <p>Learn to sing songs through call and response</p> <p>Make up their own verse of song, work together as class and practise until all children are confident</p>	<p>To be aware of moods in music</p> <p>Learn to control sounds when playing.</p> <p>Combine sounds to create a feeling</p> <p>Learn to move in response to music</p> <p>Identify sounds that sound like animals and recreate</p> <p>Recognise conductor and start and stop on signal</p> <p>Develop singing voice learning styles</p> <p>Identify high and low sounds, timbre in music.</p>	
Summer	<p>Exploring and creating with instruments</p> <p>Sing the song animal ball</p> <p>Try a series of actions with the children to find lots of sounds from their bodies.</p> <p>Organise a string of sounds together to make themselves into a drum kit.</p>	<p>Explore different body percussion</p> <p>Play instruments in different ways</p> <p>Distinguish between different sounds</p> <p>Create a pattern using different sounds on the same instrument</p> <p>Make a rhythmic pattern in music</p>	

MUSIC SCHEME OF WORK 2021-2022

	<p>Sing a song about tapping or shaking or scraping to the tune of nursery rhymes Attempts to create original rhythm patterns using instruments. Play a sound on an instrument and ask the children to try and draw the sound. Show the children a xylophone and demonstrate the different pitches. Tell different stories and add notes to help tell parts of the stories. Create a sequence for the children to follow, change and re-order the notes in the song Build sounds slowly in a group, adding one instrument at a time to try and create a piece of music. Encourage a child to conduct Try creating simple melodies using tuned instruments. give children the notes they can use and ask them to make up a simple pattern.</p>	<p>Combine different sounds Follow start and stop signals Structure sounds into simple patterns</p>	
--	---	---	--

MUSIC SCHEME OF WORK 2021-2022

Class 3	Topic	Objectives	Resources
Autumn	<p>Sounds Interesting - using body percussion, every-day items and percussion instruments to create sound patterns and rhythms. Using visual symbols as well actions to control playing and stopping.</p> <p>Exploring Duration - Understanding the difference between long and short sounds and manipulating instruments to create different sounds for effect, using story, picture and video for inspiration.</p>	<p>Identify sound sources Use sounds to convey a message Manipulate instruments to create a certain effect Choose expressive sounds to accompany a story Use voices to create variety of long and short sounds Create sounds of differing duration using percussion. Play and sing with accompaniment Use instruments to create sound sequences.</p>	<p>Percussive instruments, music room, keyboard, IAW</p>
Spring	<p>Pulse and Rhythm, learning to differentiate beat and rhythm. Introduction to basic music theory, starting with symbol for rhythms relating to word rhythms and pictures.</p> <p>Exploring Pitch - using voices and instruments to follow pitch changes on scores. Developing a sense of pitch in relation to higher and lower notes, being represented physically higher or lower.</p>	<p>Understand what beat means Identify beat within different pieces of music. Use instruments to accompany using the beat Use words to support rhythm patterns being played. Recognise different pitches in pieces of music. Respond to pitches using movement or instruments.</p>	
Summer	<p>Exploring instruments and symbols, following scores to help control playing. Using previous knowledge to combine rhythm and pitch represented in score.</p> <p>Exploring Timbre, tempo and dynamics. exploring different ways of playing the instruments to give the right effect, creating visual representation of timbre to follow when playing.</p>	<p>Gain an understanding of what a score is. Relate symbols to sounds and changes Compose own rhythmic and melodic patterns Creating a score to follow</p> <p>Exploring different instruments and their tonal qualities Manipulating playing styles to change timbre Creating scores to represent timbres Combining sounds while following scores</p>	

MUSIC SCHEME OF WORK 2021-2022

Class 4	Topic	Objectives	Resources
Autumn	<p>Exploring duration Sing songs with different durations sounds and music. Accompany songs with instruments, long and short sounds. Create performance of songs, focus on instrumental accompaniment, duration of sounds. Follow symbols to support playing Pulse and Rhythm Sing songs with strong rhythmic patterns in lyrics, March, Kye Kye Kule etc Play games to recognise rhythm patterns in music Create performance combing word beat and rhythms, ensure all children are manipulating instruments.</p>	<p>Respond to long and short sounds through movement Perform sounds in response to symbols Use instruments to create sound sequences Identify different durations in music Create sequences of sounds. Control beat while playing Combine beat and rhythm Recall and copy rhythms Create rhythms based on words Use beat and rhythm to accompany singing.</p>	<p>Percussive instruments, music room, keyboard, IAW</p>
Spring	<p>Demonstrate pitch through using movement in different songs, class learn songs and movements. Learn to follow simple notation to control when and how pitch of voice changes, discuss reasons behind symbols being used. Sing dinosaur themed songs to be arranged into performance. Children decide on their own notation to support playing. Perform and record. Instuments – explore creating different alternative sounds on instruments, use songs to discover how symbols can represent changing sounds, both vocal and instrumental. Use hairy scary castle song to discover different sounds to suit moods. Compose music for castle, choose instruments and playing style to suit the picture the children need to use.</p>	<p>Understand what is meant by pitch Learn to control the pitch of the voice. Recognise symbols that relate to sounds. Learn to create different pitches using the instruments. Identify a suitable symbol to match what is being played Identify ways instruments make sounds. Use symbols to represent changing sounds. Contribute to a class composition.</p>	
Summer	<p>Exploring Pulse, Duration and Rhythm Listen to Mahachagogo and perform the chant in voices which describe different feelings Listen to Light showers, sunny spells to identify and describe the sounds Select instruments to accompany Maja pade. The children choose appropriate instruments to accompany each verse of the song Listen to Storm and describe the effect. Perform Storm and control the volume. Perform Storm with instruments and control volume Sing Gonna build a house boat with actions. Select and layer sounds for an accompaniment to Gonna build a house boat.</p>	<p>Use voices to sing expressively Describe an image using music Combine sounds to create a mood Create sounds using different sources. Explore and control instruments Use sounds expressively Create sounds and recognise the message given Use sounds to illustrate a poem.</p>	

MUSIC SCHEME OF WORK 2021-2022

	<p>Listen and move to <i>Sun arise</i> and respond to different sections with movement Play the <i>Just junk</i> game, use aural memory skills to remember order of sounds Make up new verses for <i>Teatime shout</i>, accompany <i>Teatime shout</i> with kitchen Soundmakers</p>	<p>Create sound effects in response to events in a story</p>	
--	---	--	--

Class 5	Topic	Objectives	Resources
Autumn MUSIC SCHEME OF WORK 2021-2022	<p>Introduce Ocarina, talk about history, explore correct playing technique through playing games in small groups.</p> <p>Practise finger movement slowly, checking holes are covered correctly</p> <p>Show class notation they will be using, explaining what representations mean</p> <p>Use books to learn simple, easy-to-change melodies to start.</p> <p>Recap each melody at start of next lesson, allow time for children to demonstrate etc</p> <p>Use small group performance to allow peer assessment and evaluation of playing</p>	<p>Be able to hold and play the ocarina properly</p> <p>Follow oc-pics whilst playing</p> <p>Use the correct amount of breath pressure to create a note</p> <p>Change finger positions comfortably to ensure playing is accurate.</p> <p>Understand the score and how to follow it</p> <p>Perform as part of the class, keeping time</p> <p>Observe duration of written notes and play accurately</p> <p>Understand the note symbols and their meaning.</p>	IAW, Ocarinas, Keyboard, Drums, Books
Spring	<p>Recap last terms songs, going over note positions and breathing technique.</p> <p>Learn more complex songs, with mixed note timings, focus on dotted crotchet pattern.</p> <p>Develop playing to different starting points and the effect it has.</p> <p>Look into new notes, and how they are played, learn songs containing new notes, taking time to ensure they are correct.</p> <p>Introduce new timing 3/4, explain difference and allow children to move around in waltz timing to enforce beats in bar.</p> <p>Work within groups to practise and develop most fluent piece into small group performance for rest of the class to evaluate.</p>	<p>Recall previous terms songs.</p> <p>Learn to follow oc boxes</p> <p>Recognise and Identify note names and lengths</p> <p>Learn to play as part of an ensemble.</p> <p>Learn to play a medley of songs</p> <p>Develop playing to learn more complex notes</p> <p>Recognise different timings and play to them.</p> <p>Use instruments independently to practise and develop own playing.</p>	
Summer	<p>Introduce new world, use song to recap note timings, particularly shuffle pattern and note lengths.</p> <p>Use Ode to Joy to teach repeats and coda endings, play melody in rounds.</p> <p>Learn Daisy Daisy and Skye Boat Song to focus on minims and 3/4 timing, practice counting with class and showing them the swing waltz feel to the music.</p> <p>Choose songs and order them into a final ocarina performance.</p> <p>Give LA groups some of the simpler songs to learn, HA, give more challenging technical songs.</p>	<p>Follow the score and play at the right time</p> <p>Play different note lengths accurately</p> <p>Play in 3/4 timing</p> <p>Perform as part of a class and group performance, following music</p> <p>Follow the score and play at the right time</p> <p>Accurately read note timings</p> <p>Use nose shading to change the note</p> <p>Order notes to create a melody</p>	

MUSIC SCHEME OF WORK 2021-2022

	<p>Organise songs into "Ocarina Concert" Perform with drum beat and piano accompaniment to be recorded for assessment, allow solo and smaller group parts. Learn, Greensleeves, Home on the Range, Can Can & National Anthem from advanced book. Discuss composition and how the children can use the ocarinas to make up their own tunes, differentiated groups attempt to order notes to create melodies. Compose drum beat and chords as class and use loop station to record, then as whole class use oc pics to make original melody, use notes for rhythm and timing.</p>	<p>Compose an original accompaniment for an ocarina song Write a melody using the ocarina pictures and notes.</p>	
--	---	---	--

MUSIC SCHEME OF WORK 2021-2022

Class 6	Topic	Objectives	Resources
Autumn	<p>Introduce ukulele, give names of parts as well as notes on frets, use games to reinforce knowledge</p> <p>Show children correct technique, rehearse strumming and plucking open strings to become accustomed to the pressure needed.</p> <p>Introduce chord boxes and explain to children, practise reading simple chords to reinforce.</p> <p>Practise changing chord shapes, use 5 second club to secure shapes.</p> <p>Play different songs with first chords in, children to practise keeping time as well as chord shapes</p> <p>Learn 3 finger chords, using songs to practise.</p> <p>Develop changing of chords before adding rhythm to playing.</p>	<p>Identify all parts of ukulele</p> <p>Be able to hold and play the instrument correctly.</p> <p>Recognise chords boxes and transfer to instrument.</p> <p>Be able to keep time when playing.</p> <p>Identify chord shapes and commit to memory.</p> <p>Learn to play C, Am, F, G, Dm and Em chords</p> <p>Recognise beat and change chords at the correct time.</p> <p>Be able to keep timing and chord changes throughout an entire song.</p>	IAW, ukuleles, feltrums, books, music player, keyboard
Spring	<p>Revise and recap chords from first term. Use older songs as reinforcement to practise shapes.</p> <p>Learn songs containing the chords already learned, to develop confidence on instrument.</p> <p>Introduce newer chords, show video, chord box and demonstrate on uke.</p> <p>Focus on changing between chords and step by step technique, when confident develop rhythm and strumming pattern within song.</p> <p>Introduce 12 bar blues pattern with shuffle rhythm as well as newer 7th chords</p> <p>Practice playing while singing, using just two chords to begin and straight rhythm pattern.</p>	<p>Recognise and demonstrate older chords from first term.</p> <p>Learn to play D, A and E major chords in several sequences.</p> <p>Identify step by step method between each chord and apply.</p> <p>Learn different playing techniques of familiar chord progression.</p> <p>Use drum beat to improve rhythm and timing of playing.</p>	
Summer	<p>Teach children Bb chord shape, slowly show step by step technique of building the chord, play in several progressions with chords already learned. Introduce Just the Way You Are and price tag including F sharp and B flat chords Show the children tablature to learn how to play to melody of the song. Explain what tablature is and how to read it.</p>	<p>Learn to play a Bb major chord</p> <p>Learn to play a F sharp minor chord in a progression</p> <p>Read tablature to learn a melody</p> <p>Play as a group with chords supporting melody</p> <p>Play a full song as part of a smaller group</p> <p>Pick notes individually on the ukulele</p> <p>Finger pick using the ukulele</p>	

MUSIC SCHEME OF WORK 2021-2022

	<p>Show the children the chord progression to the song I gotta feeling, Teach more able children melody to play. Introduce children to chords for Stitches, explain one part of the song children will finger pick chords, and demonstrate what finger picking means. Place children in groups of 6 mixed ability. Explain they are going to make up their own short ukulele song. Give 3 lessons for children to practise playing their arrangement, write the melody, practise rhythm and strumming pattern, and then playing together. Challenge higher ability to write lyrics to sing to melody if able.</p>	<p>Keep time when playing melody or chords Work in a group to create an original piece of ukulele music</p>	
--	---	---	--

MUSIC SCHEME OF WORK 2021-2022

Class 7	Topic	Objectives	Resources
Autumn	<p>Introduce the Dood, explain its woodwind like clarinet etc</p> <p>Show children how to maintain instrument, warming reed, cleaning, what not to do.</p> <p>Practise blowing to create note, squeaks will happen, repeat technique over and over, place children in groups to practise. Soft mouth, firm grip technique practised using mouthpiece.</p> <p>Introduce first notes and how to play them, highlight importance of covering holes correctly and blowing gently.</p> <p>Introduce pictures to use as notation.</p> <p>Practise note timings when playing, use major scale to build confidence in playing. Use collection of songs to practise playing, one handed at first slowly developing playing to include all notes.</p>	<p>Use Doods to play notes.</p> <p>Be able to play a succession of notes using the instrument</p> <p>Control breathing to ensure clean notes</p> <p>Learn to play B, A and G notes on the dood</p> <p>Use notation to support playing of the instrument</p> <p>Follow a score and play in time</p> <p>Recognise note symbols in written notation</p> <p>Learn to play note lengths accurately.</p> <p>Use notation to help to play full pieces of melody.</p>	<p>Doods, IAW, keyboard, drums, music player</p>
Spring	<p>Refresh and recap pieces learned last year as well as correct playing technique. Remind children of the do's and don'ts.</p> <p>Introduce sheet music, explain treble and how to remember notes using rhyme.</p> <p>Use sheet music to teach all songs, decipher as a class initially, moving onto independent work on deciphering.</p> <p>Teach a variety of songs that slowly develop and introduce newer notes into playing.</p> <p>Develop breath control, focus on playing more than one note on one breath, slurring the notes together.</p> <p>Focus on songs containing newer notes, with some partial covering of holes.</p> <p>Allow time for groups to select favourite song from last term to practise and perfect in smaller groups and perform in front of class.</p>	<p>Learn how to read treble clef</p> <p>Identify notes on a stave</p> <p>Use rhymes to enforce notes to memory.</p> <p>Relate notes on a treble clef to finger positions on Dood.</p> <p>Use breathing as control for notes when slurring together.</p> <p>Learn to practise independently to perform a song</p>	
Summer	<p>Play Row Your Boat together as a class and attempt playing as a round.</p> <p>Show the children how to play F sharp and try changing between F sharp and the other notes around it</p> <p>Introduce Incey Wincey Spider, the focus for this piece is on short notes and breath control</p> <p>Introduce New World, showing the children that it uses the F sharp and C sharp, practise changing between different notes.</p>	<p>Learn to play Row Your boat by following notation</p> <p>Learn to play Incey-Wincey Spider with correct timing</p> <p>Learn to play if You're Happy and you know it with new F sharp note</p>	

MUSIC SCHEME OF WORK 2021-2022

	<p>Learn new songs strictly from treble clef, labelling on board for first few but then following music for the next, focus on note names and basic rhythms discussing what each rhythm means.</p> <p>Class to work in partners to attempt to create original melody, discuss melodies learned this year and features, chn use these to compose own music. Children asked to compose original melody at home to be played with piano in following lesson</p> <p>Chn perform original melodies to be recorded for assessment with piano accompaniment.</p>	<p>Learn to play New world, containing both F and C sharp</p> <p>Be able to name notes on a treble clef</p> <p>Follow music to help me play notes</p> <p>Control my breath to create varied note lengths when playing</p> <p>Speed up my finger changes</p> <p>Independently compose an original melody</p> <p>Perform melody accompanied by piano</p>	
--	---	--	--

MUSIC SCHEME OF WORK 2021-2022

Class 8	Topic	Objectives	Resources
Autumn	<p>Introduce keyboard, explaining and recapping basics of music (chords and melody) show treble clef and how to read using rhymes as support. Use Staff Wars game to reinforce.</p> <p>Decipher notes on written music for each piece practised, labelling on sheets.</p> <p>Develop 5 finger playing technique, using all fingers to play efficiently.</p> <p>Focus on right hand melody parts, introducing left hand chord parts when children become confident in playing and reading. HA challenge to play with drum beat.</p> <p>Promote fluency in timing when playing, slow practice, increasing tempo as confidence builds.</p> <p>Develop pieces to practise, slowly increasing complexity of right hand parts, adding more notes and rhythm.</p>	<p>Identify key parts and features of keyboard</p> <p>Recognise treble clef and correctly read notes</p> <p>Use rhyme to help to commit notes from stave to memory.</p> <p>Use 5 fingers on each hand when playing</p> <p>Demonstrate the correct playing technique.</p> <p>Learn to play keyboard to drum beat timing.</p> <p>Learn to play dynamically to suit mood</p> <p>Identify arpeggios in chords and demonstrate in playing.</p> <p>Able to play different chord progressions with left hand.</p>	<p>Keyboard, Music books, computer, IAW, manuscript, headphones.</p>
Spring	<p>Introduce guitar, label parts and discuss what children know about it already.</p> <p>Explain strings and frets as well as correct playing technique, spend time perfecting correct technique.</p> <p>Show children tablature and explain how it is read, learn songs throughout term using this notation, starting on one string and slowly building.</p> <p>Introduce chord boxes, explain how they are read, use to teach children simple open chord shapes.</p> <p>Use popular music melodies to reinforce chord shapes and tablature pieces.</p> <p>Children develop playing techniques on guitar by learning gradually more complex pieces each week.</p>	<p>Understand parts of guitar and their purpose.</p> <p>Recognise and identify notes in tablature</p> <p>Understand chord boxes and their purposes</p> <p>Learn to play G, C, Em and Am chords.</p> <p>Learn to play D, A and E major chords</p> <p>Use guitar to practise favourite piece independently to develop playing ability</p>	
Summer	<p>Start by introducing the drum kit, give the children a stand up tour of the different parts. Introduce the game DRUMZI to secure naming of parts of the kit.</p> <p>Introduce off beat, 4/4, 6/8, shuffle, 16th, and doo wop beats, using diagrams and note symbols to teach different patterns. Always play at slower tempo to learn to dissect rhythms and timing in beats.</p> <p>Use Rhythm trainer game to reinforce rhythmic symbols in order to encourage support from notation.</p> <p>Use word patterns to teach rhythms for LA.</p>	<p>Know all the parts of the drum kit</p> <p>Play an off beat pattern over one bar</p> <p>Play a 4/4 rock beat with double bass drum</p> <p>Play a 6/8 waltz pattern</p> <p>Play a shuffle beat</p> <p>To play a shuffle beat.</p> <p>Play a 16th hi hat rhythm beat</p> <p>Play in doo wop timing</p> <p>Compose original composition using drums, guitar and keyboard</p>	

MUSIC SCHEME OF WORK 2021-2022

	<p>Groups to compose piece of original music using drums, guitar for chords and rhythms and keyboards for melody, encourage chn to write lyrics to go with piece and sing if confident. Record group performances of original pieces.</p>	<p>Perform composition to be recorded.</p>	
--	---	--	--

MUSIC SCHEME OF WORK 2021-2022

Class 9	Topic	Objectives	Resources
Autumn	<p>Group class into ability groups, children to play the instrument from last year.</p> <p>Work in small bands to learn familiar songs to recap and reinforce learning from last year.</p> <p>Use 2, 3 and 4 chord songs to allow all children to refresh the techniques.</p> <p>Work with groups on timing, learning to play together following drum beat.</p> <p>Develop playing techniques, more able children to play arpeggios on instruments as well as strumming pattern.</p> <p>Choose one song from term, focus and develop playing to perform in front of class.</p> <p>Discuss similar features in all songs, explain structure and instrumentation ahead of composing their own pieces.</p>	<p>Recall playing techniques learned last year</p> <p>Learn to play Am and C chord progression as a band</p> <p>Recognise bar lengths and demonstrate in playing together.</p> <p>Perform songs as part of a group, observing band roles.</p> <p>Learn new chord and note shapes, practising independently to improve.</p> <p>Learn new playing techniques to play more complex parts within pieces.</p> <p>Identify key features in popular music and offer critique on peers work.</p>	Instruments, IAW, Computer.
Spring	<p>Introduce Garageband, explain groups will use the app to compose short original pieces.</p> <p>Groups work together to layer instruments like in a live situation but recorded.</p> <p>Use apple TV to demonstrate the app and how it can be used to compose, starting with drums.</p> <p>Allow time in each session for reflection, each group plays their piece and takes on board ideas from peers.</p> <p>Layer several instruments onto garageband, when groups are happy, look at melody. Listen to several examples of short simple hooks, children to use techniques to create their own original hook to go into piece.</p> <p>Look into dynamics in music, ensure choruses build and are louder than verses.</p>	<p>Identify features of pop music</p> <p>Use garageband app to create drum beat</p> <p>Recognise instrumentation used in popular music.</p> <p>Identify hooks in popular songs and their features.</p> <p>Use research to compose original hooks using features discussed.</p> <p>Identify and apply dynamic features within original piece.</p>	
Summer	<p>Use garageband to begin composing piece, start with intro, discuss previous music listened to and the features.</p> <p>Compose verse accompaniment using app, HA play using instruments, AA play some rhythm of instruments, LA use autoplay feature</p> <p>Compose chorus accompaniment focussing on dynamics and thicker instrumentation.</p> <p>Compose bridge section and discuss difference in this section of music.</p>	<p>Write a verse section for my song</p> <p>Create a chorus using a thick texture.</p> <p>Write a bridge section to our piece that differs from other parts.</p> <p>Use simple melody created and compose lyrics to fit</p> <p>Write lyrics to fit a song</p>	

MUSIC SCHEME OF WORK 2021-2022

	<p>Use keyboard to write original melody to recorded garageband piece, using simple repeating patterns to compose hook for section. Record melody onto garageband piece and then use piece to write lyrics, using hangman style from melodic notes. Perform lyrics supported by recorded piece of music.</p>	<p>Structure piece using dynamics in instrumentation Perform completed piece and record for assessment.</p>	
--	--	---	--

MUSIC SCHEME OF WORK 2021-2022