

## Music Curriculum Scheme of Work

All units include **singing**, **listening and appraising**, **composition**, and notation  
Work is often recorded in class and played back to students for appraisal and ideas for improvement  
**Purple words link to Assessment strands of Music Curriculum Map document**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<p><u>Exploring Duration</u> (Rhythm and Pulse) <b>Duration</b> <b>Pupils</b> *develop a sense of steady beat through using movement, body percussion and instruments. *combine steady beat with word rhythms and explore changes in tempo. <b>Mr Macarella</b> <b>Professor Brain</b> <b>Robot Beat</b> <b>Factory Robots</b> Chinese dance – Nutcracker In the Hall of the Mountain King – Grieg Copenhagen Steam Railway Galop Machine sounds</p>	<p><b>Performing Together</b> <u>Performing &amp; Vocal Skills</u> <b>Pupils:</b> *learn songs from the nativity *accompany nativity songs using voices and instruments.  “Children of the World”  Various style of world music from the countries in the Nativity including *Chopin Nocturne op9. No 2 *Lady Smith Black Mambazo *Tones and I – Dance Monkey *Riverdance – Reel around the sun *Joyful Joyful *Erhu - Ballad of North Henan Province</p>	<p><u>Exploring Notation</u> (Glockenspiel) <b>Notation,</b> <b>Pupils:</b> *<b>explore how to play different dynamics,</b> *<b>learn how to play notes E and D,</b> *<b>begin to recognise notes on the stave.</b> *<b>begin to recognise and play different named notes on the stave.</b>  <b>Easy E</b> <b>Strictly D</b> <b>Play your music</b> <b>Drive</b> <b>Hey You</b>  <b>Pupils will listen to each other and appraise their work</b></p>	<p><u>.Exploring Sounds</u> <b>Dynamics</b> <b>Pupils:</b> *Discuss basic musical terms – fast, slow, loud, quiet. *Understand how music can tell a story. *Perform with concentration  <b>Three little pigs rap</b> <b>Porridge Pot Chants</b>  <b>The Magic Porridge Pot Musical</b> <b>Porridge pot sounds.</b>  <b>Magical sounds.</b> <b>Porridge pot composition.</b></p>	<p><u>Exploring Pitch</u> <b>Pitch</b> <b>Pupils:</b> *Identify changes in pitch and responding to them with movement *Contrast changes in pitch with changes in dynamics *Relate pitch changes to graphic symbols and performing pitch changes vocally  <b>Listen at the window</b> <b>Where are the winter boots?</b> <b>Down go the seeds</b> <b>Cuckoo in the tree</b>  <b>Warm up and cool down</b> <b>Listen at the window</b> <b>Dig Dig Dig</b> <b>The Cuckoo – Carnival of the animals</b></p>	<p><u>Exploring Texture</u> <b>Timbre and structure</b> <b>Pupils:</b> *listen to, review, and evaluate music across a range of traditions *explore pitch *learn to use their voices *create music with others  <b>I’m a little Egret</b> <b>Mole underground</b> <b>Where do you live?</b>  <b>Minou</b> <b>Bears in the wood</b> <b>The crab and the egret</b>  <b>Animal sound sequence</b> <b>The Crab and the egret accompaniment</b></p>

Vocabulary	<ul style="list-style-type: none"> <li>•Beat •Tempo</li> <li>•Dynamics •Rhythm</li> </ul>	<ul style="list-style-type: none"> <li>•Diction •Pitch</li> <li>•Accompaniment</li> <li>•Dynamics</li> </ul>	<ul style="list-style-type: none"> <li>•Stave •Glockenspiel</li> <li>•time signature</li> <li>•Dynamics •musical note names</li> <li>•letter note names</li> </ul>	<ul style="list-style-type: none"> <li>•Tempo - fast, slow,</li> <li>•Dynamics - loud, quiet</li> <li>•Timbre</li> </ul>	<ul style="list-style-type: none"> <li>•Dynamics - loud/quiet, louder/quieter</li> <li>•Pitch - high/low, higher/lower</li> </ul>	<ul style="list-style-type: none"> <li>•High •Low •Pitch</li> <li>• Structure</li> <li>• Timbre</li> </ul>
Assessment Criteria	<p><b><u>Pupils:</u></b> *can copy a short rhythm *can find the pulse of a piece of music. *can clap the pulse *I can play and sing fast and slowly.</p>	<p><b><u>Pupils:</u></b> *can perform simple songs from memory. *can perform to an audience with confidence and a sense of occasion. *can sing collectively at the same pitch. *can use the voice expressively and creatively by singing songs.</p>	<p><b><u>Pupils:</u></b> *can respond to simple visual cues (e.g. stop, go, loud, quiet) *can recognise crotchet, quaver and minim rhythms *are beginning to read notation for and clap/tap a 4-beat pattern (e.g. from a flashcard) *Are beginning to recognise crotchet, quaver and minim rhythms</p>	<p>Pupils: *can create crescendo and diminuendo vocally and instrumentally *can play and sing loudly and quietly *can create accelerando and rallentando vocally and instrumentally *can play and sing fast and slowly.</p>	<p>Pupils: *can create crescendo and diminuendo vocally and instrumentally *can play and sing loudly and quietly *can respond physically to high and low sounds *can copy a short melodic phrase (on tuned percussion or using their voice)</p>	<p>Pupils: *have experienced a range of textures  *can recognise obvious differences in textures (e.g. unison and 2-part)  *can name common hand-held percussion instruments and recognise their sounds aurally *can explore appropriate instruments to create a musical idea</p>

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<p>Year 2</p>	<p><b>Exploring Duration (Rhythm and Pulse)</b>  <b>Duration</b>  <b>Pupils</b>          *Explore steady beat and rhythm patterns.          *Play beats and patterns from Renaissance Italy to West Africa          *Create their own body percussion, voices and instruments.          *Develop a sense of steady beat through using their own bodies.          *Respond to music and play rhythm patterns on body percussion and instruments.  <b>Sing me one</b>  <b>Come to the party</b>  <b>Slowly walks my grandad</b>  <i>Schiazarula marazula,</i>  <i>Snowball waltz</i>  <i>Boom shakalaka</i>  <i>The waggon passes</i>  <i>Dance of the knights</i>  <i>The Ball - Bizet</i>  <i>Schiazarula marazula ostinato</i></p>	<p><b>Performing Together Performing &amp; Vocal Skills</b>  <b>Pupils:</b>          *learn songs from the nativity *accompany nativity songs using voices and instruments.  <b>“Children of the World”</b>          Various style of world music from the countries in the Nativity including          *Chopin Nocturne op9. No 2          *Lady Smith Black Mambazo          *Tones and I – Dance Monkey          *Riverdance – Reel around the sun          *Joyful Joyful          *Erhu - Ballad of North Henan Province</p>	<p><b>Exploring Notation (Glockenspiel)</b>  <b>Notation,</b>  <b>Pupils:</b>          *explore how to play different dynamics, *learn how to play notes E, D and C, *begin to recognise notes on the staff. *begin to recognise and play different named notes on the staff. *improvise using notes C and D.  <b>Easy E</b>  <b>Strictly D</b>  <b>Play your music</b>  <b>Drive</b>  <b>Hey you</b>  <b>Dee Cee’s Blues</b>          Pupils will listen to each other and appraise their work  <b>Dee Cee’s Blues</b></p>	<p><b>Exploring Sounds</b>  <b>Dynamics and Pitch</b>  <b>Pupils:</b>          *use their voices expressively and creatively by speaking chants          *experiment with, create, select, and combine          *play tuned and untuned instruments musically          *understand and explore how music is created, produced, and communicated          *listen to, review, and evaluate music, including the works of the great composers  <b>If you’re feeling blue</b>  <b>John Kanaka</b>          The Nutcracker - Tchaikovsky          Night on the bare mountain - Mussorgsky          Spooky Spinney          Duet for Cats          Spooky Spinney composition</p>	<p><b>Exploring Timbre and Tempo</b>  <b>Pupils</b>          * explore pitch, duration, and appropriate musical notations          •learn to sing and to use their voices expressively          •listen to, review, and evaluate music          •play tuned instruments musically  <b>Nosy dog</b>          The lion sleeps tonight          Be the jungle          Map of myths - Scotland, Northern Ireland - Stephen Chadwick          Sounds of water - Stephen Chadwick          Myth accompaniment          King Arthur composition          Robin Hood composition</p>	<p><b>Composition</b>  <b>Pupils:</b>          *learn to sing and play a musical instrument          •explore pitch, timbre, and duration •experiment with, create, select, and combine sounds •play tuned and untuned instruments musically          •create and compose music  <b>Slippery Fish</b>  <b>The little green frog</b>  <b>Waiting for the bus</b>  <b>It’s raining</b>          Winter – Vivaldi          The wind and the sun          Pond life composition          The wind and the sun composition</p>
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Key Vocabulary	<ul style="list-style-type: none"> <li>•Beat •Rhythm</li> <li>•Dynamics •Ostinato</li> <li>•Tempo •Internalising</li> </ul>	<ul style="list-style-type: none"> <li>•Diction •Pitch</li> <li>•Accompaniment</li> <li>•Dynamics</li> </ul>	<ul style="list-style-type: none"> <li>•Stave •Glockenspiel</li> <li>•time signature</li> <li>•Dynamics •musical note names</li> <li>•letter note names •improvisation</li> </ul>	<ul style="list-style-type: none"> <li>•Timbre •Texture</li> <li>•Dynamics •Tempo</li> <li>•Duration •Pitch •Structure</li> <li>•Melody •Rhythm</li> </ul>	<ul style="list-style-type: none"> <li>•Beat •Pitch •Notation</li> <li>•Accompaniment</li> <li>•Tempo •Dynamics</li> <li>•Rhythm •Drone</li> <li>•Melody •Duration</li> <li>•Texture</li> </ul>	<ul style="list-style-type: none"> <li>Duration •Rhythm</li> <li>•Ostinato</li> <li>•Accompaniment</li> <li>•Texture •Structure</li> </ul>
Assessment criteria	<p><b>Pupils:</b> <i>*can beat the pulse of a piece of music. *can choose and maintain an appropriate pulse. *can identify the difference between pulse and rhythm. *can play the pulse on a percussion instrument. *can internalise a steady pulse (e.g. “sing” short extracts “in your head”). *can define accelerando, rallentando. *can recognise accelerando, rallentando, allegro and lento when listening and performing</i></p>	<p><b>Pupils:</b> <i>*can use the voice expressively and creatively by singing songs and speaking chants and rhymes. *can accurately pitch simple melodies. *can pitch small intervals with a good degree of accuracy. *can rehearse and perform with others.</i></p>	<p><b>Pupils:</b> <i>*can begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations. *can recognise crotchet, quaver and minim rhythms. *can experiment with, create, select and combine sounds using the inter-related dimensions of music</i></p>	<p><b>Pupils:</b> <i>*can define crescendo, diminuendo, forte and piano *can recognise crescendo, diminuendo, forte and piano when listening and performing *know that Pitch means “high and low” *Can identify high and low sounds when listening to a piece of recorded music *can use simple changes in pitch to convey a simple story or image (e.g. climbing up the stairs</i></p>	<p><b>Pupils</b> <i>*can define accelerando, rallentando *can recognise accelerando, rallentando, allegro and lento when listening and performing *can name a wider range of musical instruments *can choose appropriate instruments to create a musical idea</i></p>	<p><b>Pupils:</b> <i>*can experiment with, create, select and combine sounds using the inter-related dimensions of music</i></p> <p><i>*can create, repeat, adapt and extend simple rhythmic and melodic patterns and words as appropriate to given or chosen stimuli or in play contexts</i></p>

