

Scheme of Work – Music

KS 2

Class	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					
Yr 3	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
	<p>Exploring Duration Rhythm and Pulse</p> <p>Pupils: *explore and create rhythms using the sights and sounds of a building site for inspiration. *build a performance using games, songs their own compositions.</p> <p>Hard Hat Zone What's the Metre? Building Site Mixed Metres Carillon (Bizet) Keep in time Ostinato Hard Hat zone compositions</p>	<p>Performing Together Performing & Vocal Skills</p> <p>Pupils: *learn songs from the nativity *accompany nativity songs using voices and instruments.</p> <p>"Children of the World"</p> <p>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>Exploring Notation (Glockenspiel)</p> <p>Pupils: *play a selection of pieces using notes C, D, E, F, *learn the letter names of the notes of the stave. *learn note names *Perform a variety of pieces on the glockenspiel, including duets and rounds.</p> <p>DeeCees Blues Drive Definitely yes Good, Better, Best Play your music</p> <p>The sorcerer's apprentice Zenith – Locke Clair De Lune Die Glocke – 12 pieces for Glockenspiel Own recordings of song Improvisations to DeeCees blues</p>	<p>Exploring Pitch</p> <p>Pupils: *explore pitch, appropriate musical notations, and timbre • Pupils learn to sing and to play a musical instrument • Pupils listen to, review, and evaluate music across a range of genres, styles, and traditions • Pupils understand and explore how music is created</p> <p>Singing pentatonic melodies - Matthew Holmes Gung Hay Fat Choy - Nancy Stewart White snow in sunny spring Pentatonic bricks - Matthew Holmes Pentatonic compositions and accompaniments</p>	<p>Exploring Structure Pupils *play and perform, using their voices and playing musical instruments with increasing accuracy, uency, control, and expression •explore structure, texture, and timbre •improvise and compose music •create music on their own and with others</p> <p>Bones – Chadwick Muscles – Chadwick Three songs for ancient Greece – Hanke Mirror Mirror</p> <p>The Joyful Skeleton Skelebones Soothing the dragon The story of Echo - MacGregor</p> <p>Binary improvisation</p>	<p>Composition Pupils: •sing, using their voices with increasing accuracy, fluency, control and expression •compose music •explore structure, timbre, and appropriate musical notations •create music on their own and with others</p> <p>Under the bridge My place</p> <p>New verse for My Place Our Place soundscape</p>
Key Vocabulary	<ul style="list-style-type: none"> •Pulse •Rhythm •Ostinato/ostinati •Sequence •Layer •Score •Metre 	<ul style="list-style-type: none"> *Pitch, *Blending, *Breath Control, *Rhythm, *Tone, *Phrasing 	<ul style="list-style-type: none"> *Treble clef *Letter names of notes on the treble clef. *Stave *Crotchet *Quaver *Rest *Improvisation *Composition 	<ul style="list-style-type: none"> •Chordophone •Pentatonic •Pitch •Glissando 	<ul style="list-style-type: none"> •Call and response •Beat •Rhythm •Melody •Binary form •Tempo •Mood •Dynamics 	<ul style="list-style-type: none"> •Timbre •Ostinato •Pitch •Drone •Tempo •Dynamics •Expression •Ternary

Assessment criteria - Singing	<i>I can sing in tune with expression</i> <i>I am beginning to maintain an independent part in a small group when singing/playing (ostinato, singing in a round)</i>					
Assessment criteria – other areas	Pupils: *can understand the difference between pulse and rhythm. *can play a simple rhythm on a percussion instrument. * can choose and maintain an appropriate pulse. *can choose carefully and order sounds within simple structures.	Pupils: *can perform in solo and ensemble contexts, using the voices with increasing accuracy, fluency, control and expression.	Pupils: *have experienced the use of staff notation when composing and performing *can confidently recognise crotchet, quaver and minim rhythms *can confidently read notation for and clap/tap a 4-beat pattern (e.g. from a flashcard)	Pupils: *can memorise and perform an extended melody *can improvise and compose music for a range of purposes using the inter-related dimensions of music *can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Pupils: *can choose carefully and order sounds within simple structures *can improvise and compose music for a range of purposes using the inter-related dimensions of music	Pupils: *can improvise and compose music for a range of purposes using the inter-related dimensions of music *can recognise the different instrumental families when listening to a piece of live or recorded music *can recognise how instruments can be used to create different moods and effects
Yr 4	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
	Exploring Duration (Rhythm & Pulse) Pupils: *explore how music can be structured to provide different textures. *use layers and rondo structure to combine ostinati played on body percussion and tuned instruments. *understand rhythm and syncopation using music featuring bells and clocks. *learn to sing and play bell patterns. *listen to an orchestral clock piece, *create their own descriptive music. Everybody's building	Performing Together Performing & Vocal Skills Pupils: *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	Exploring Notation (Glockenspiel) Pupils: *play a selection of pieces using notes C, D, E, F, *learn the letter names of the notes of the staff. *learn note names *Perform a variety of pieces on the glockenspiel, including duets and rounds. DeeCees Blues Drive Definitely yes Good, Better, Best Play your music Mama Mia The sorcerer's apprentice Zenith – Locke	Exploring Pitch Pupils •sing and play musically, with confidence and control •play and perform in an ensemble context • explore pitch, timbre, and structure •use and understand musical notations, including staff notation Hola Buenos Dias De uno a diez Chocolate Molino Churros con chocolate Improvised spooky sounds	Exploring Structure Pupils: •explore structure, dynamics, and texture • develop an understanding of the history of music •create music with others •learn to sing •develop an understanding of musical composition Amazing Egyptians – Davies The Funeral of Amenhotep III – Glass Amazing procession Paper tree composition	Composition Pupils: *use their voices and play musical instruments with increasing accuracy, fluency, control, and expression •play and perform in solo and ensemble contexts •compose music for a range of purposes Why how what? – Holmes School news headlines Revising the headlines Why how what verses

	<p>Build Off we go Canterbury Bells The Jazzy Clock Depature (Prokofiev) Canterbury Bells The Jazzy Clock The Syncopated Clock (Anderson) Excerpts from Cinderella (Prokofiev) Building it up Ostinati Improvise in a rondo structure Improvise Syncopated Rhythms</p>	<p>*Riverdance – Reel around the sun *Joyful Joyful *Erhu - Ballad of North Henan Province</p>	<p>Clair De Lune Die Glocke – 12 pieces for Glockenspiel Own recordings of song Improvisations to DeeCeas blues</p>			
Key Vocabulary	<ul style="list-style-type: none"> •Verse •Chorus •Ostinato/ostinati •Dynamics •Texture •Drone •Rondo •Break •Waltz •Syncopation 	<p>*Pitch, *Blending, *Breath Control, *Rhythm, *Tone, *Phrasing</p>	<p>*Treble clef *Letter names of notes on the treble clef. *Stave *Crotchet *Quaver *Rest *Improvisation *Composition</p>	<ul style="list-style-type: none"> •Minor key •Hocket •Pitch •Beat •Rhythm •Accompaniment 	<ul style="list-style-type: none"> •Structure •Verse •Chorus •Coda •Dynamics •Phrase •Crescendo •Diminuendo •Outro 	<ul style="list-style-type: none"> •Rhythmic ostinato/ostinati •Melodic ostinato/ostinato •Harmony •Chord/chorda
Assessment Criteria - Singing	<p>Pupils; *know how to improve tone production and diction (vocal techniques) *can sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing</p>	<p>Pupils; *know how to improve tone production and diction (vocal techniques) *can sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing</p>	<p>Pupils; *know how to improve tone production and diction (vocal techniques) *can sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing</p>	<p>Pupils; *know how to improve tone production and diction (vocal techniques) *can sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing</p>	<p>Pupils; *know how to improve tone production and diction (vocal techniques) *can sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing</p>	<p>Pupils; *know how to improve tone production and diction (vocal techniques) *can sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing</p>
Assessment criteria – other areas	<p><i>Pupils: *can maintain a simple rhythmic pattern vocally or on an instrument, keeping to the pulse.</i></p>	<p><i>Pupils: *can maintain an independent part in a group or as a soloist for example rhythm, ostinato, drone, simple part-singing etc.</i></p>	<p>Pupils <i>*can perform individually and in a multi-part texture. *can create short improvisations, arrangements and compositions from a broad range of given or chosen musical and non-musical stimuli. *can create simple rhythmic patterns, melodies and</i></p>	<p>Pupils <i>*can maintain a simple melody vocally or on an instrument, keeping to the pulse. *can recognise how pitch changes can be used to convey a character, story or image.</i></p>	<p>Pupils: <i>*can compose and perform within specific structures (e.g. call and response, ternary form) *can make improvements to my own work, commenting on intended effect *can appreciate and understand a wide range of high-quality live and recorded music drawn</i></p>	<p>Pupils <i>*can make improvements to my own work, commenting on intended effect using appropriate musical vocabulary *can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great</i></p>

			<p>accompaniments. *can confidently recognise crotchet, quaver and minim rhythms.</p> <p>*understand how pitch is represented on a staff</p>		<p>from different traditions and from great composers and musicians</p>	<p>composers and musicians</p> <p>*can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>*can improvise within given or chosen parameters (e.g. structures, using particular scales/notes etc.)</p>
Yr 5	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
	<p><u>Duration – Rhythm and Pulse</u></p> <p>Pupils:</p> <ul style="list-style-type: none"> *Explore beat at different tempi *Sing syncopated melodies *Develop rhythm skills through singing, playing and moving. *Sing and play scales and chromatic melodies <p>Body-popping Skeleton Dem Bones Bike Scale bones Swimming for Gold Learn to swim The Pushbike song Poolside team rhythm grids Circuit board training</p>	<p>Performing Together Performing & Vocal Skills</p> <p>Pupils:</p> <ul style="list-style-type: none"> *learn songs from the nativity *accompany nativity songs using voices and instruments. <p>“Children of the World”</p> <p>Various style of world music from the countries in the Nativity including</p> <ul style="list-style-type: none"> *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>Notation (Glockenspeil)</p> <p>Pupils:</p> <ul style="list-style-type: none"> *play a selection of pieces using notes C, D, E, F, G *Revise the letter names of the notes of the staff. *Revise note names *Perform a variety of pieces on the glockenspiel, including duets and rounds. <p>Good, Better, Best Play your music Mama Mia Don’t Stop Believin’ The sorcerer’s apprentice Zenith – Locke Clair De Lune Die Glocke – 12 pieces for Glockenspiel Own recordings of song Own recordings of song Improvisations to DeeCees blues Composition: Bongo Beach.</p>	<p>Composition Pupils</p> <ul style="list-style-type: none"> •develop an understanding of the history of music •listen with attention to detail and recall sounds with increasing aural memory •develop an understanding of musical composition, organising and manipulating ideas within musical structures •explore tempo, texture, structure, duration, and appropriate musical notations <p>Action Mouse Fantastic Antics</p> <p>Music in early animation Musical Sound Effects – Chadwick</p> <p>Abstract Albert Fantastic antics</p>	<p>Exploring Structure Pupils</p> <ul style="list-style-type: none"> •appreciate and understand a wide range of recorded music drawn from different traditions, styles, and genres, including the works of the great composers and musicians •develop an understanding of musical composition •play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression •explore structure, timbre, and appropriate musical notations <p>Don’t wake the baby squelch</p> <p>Brahms Lullaby Deadline voices Sequenza III Funeral prelude and Mephisto waltz. – Liszt L’Orpheo - Monteverdi</p> <p>Lesson time composition Underworld soundscape</p>	<p>Listening with purpose Pupils</p> <ul style="list-style-type: none"> •listen to, review, and evaluate music across a range of historical periods, including the works of the great composers • explore dynamics, timbre, tempo, and texture • use and understand staff and other musical notations • learn to sing with expression • develop an understanding of musical composition <p>Sun Blast Footprints on the moon</p> <p>Music of the starry night – Crumb Spiral galaxy Saturn – Holst Jupiter – Holst Musical Orrery Clair de Lune - Debussy</p> <p>Sun blast rap</p>

Vocabulary	<ul style="list-style-type: none"> •Tempo •Structure •Pitch •Scale •Chromatic •Rhythm •Syncopation 	<ul style="list-style-type: none"> *Pitch, *Blending, *Breath Control, *Rhythm, *Tone, *Phrasing 	<ul style="list-style-type: none"> *Treble clef *Letter names of notes on the treble clef. *Stave *Crotchet *Quaver *Rest *Improvisation *Composition 	<ul style="list-style-type: none"> •Tempo •Dynamics •Timbre •Phrase 	<ul style="list-style-type: none"> •Structure •Round •Metre •Melody •Lead vocal •Backing vocal •Cumulative •Beat/pulse •Tempo/tempi •Dynamics 	<ul style="list-style-type: none"> •Structure •Verse •Chorus •Bridge •Dynamics •Timbre •Melodic ostinato •Dynamics •Diminuendo •Crescendo •Texture
Assessment criteria - Singing	<p><i>I can sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style</i></p> <p><i>I can confidently maintain an independent part in a small group when singing (ostinato, singing in a round)</i></p>					
Assessment criteria	<p>Pupils:</p> <p><i>*can read and use rhythm notation in composition</i></p> <p><i>*can maintain a complex rhythmic pattern vocally or on an instrument.</i></p>	<p>Pupils:<i>*can maintain an independent part in a group or as a soloist when singing, for example when part singing, showing an awareness of how parts fit together</i></p>	<p>Pupils:</p> <p><i>*can follow a notated melody line on the glockenspiel. *can improvise within given or chosen parameters (e.g. structures, using particular scales/notes etc.) *can maintain an independent part in a group or as a soloist when playing the glockenspiel.</i></p>	<p>Pupils:</p> <p><i>*can improvise and compose music for a range of purposes using the inter-related dimensions of music I can improvise within given or chosen parameters (e.g. structures, using particular scales/notes etc.) *can play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece</i></p>	<p>Pupils</p> <p><i>*can compose and perform using a range of structures and identify these aurally</i></p> <p><i>*can combine several layers of sound with awareness of the combined effect</i></p>	<p>Pupils</p> <p><i>*can listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>*can make improvements to my own work, commenting on intended effect using appropriate musical vocabulary</i></p> <p><i>*can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p>
Yr 6	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
	<p><u>Notation (Glockenspiel)</u></p> <p>Pupils:</p> <ul style="list-style-type: none"> *play a selection of pieces using notes C, D, E, F, G *Revise the letter names of the notes of the stave. *Revise note names *Perform a variety of pieces on the 	<p><u>Vocal Skills</u></p> <p>Pupils:</p> <ul style="list-style-type: none"> *learn songs from the nativity *accompany nativity songs using voices and instruments. <p>“Children of the World”</p> <p>Various style of world music from the countries in the Nativity including</p>	<p><u>Exploring Structure</u></p> <p>Pupils</p> <ul style="list-style-type: none"> *Listen to songs and identify their structures <p>*Combine vocal sounds in performance</p> <p>* Sing in two parts</p>	<p><u>Exploring Duration</u> (Pulse and Rhythm)</p> <p>Pupils:</p> <ul style="list-style-type: none"> *Exploring beat and syncopation through song and body percussion. • Developing co-ordination and rhythm skills 	<p><u>Exploring Timbre and Dynamics</u></p> <p>Pupils</p> <ul style="list-style-type: none"> •perform and listen to music, including the works of the great composers •develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory •perform in 	<p><u>Performing Together</u> <u>End of year show</u> <u>Pupils</u></p> <ul style="list-style-type: none"> *play and perform in solo and ensemble contexts •are taught to sing and play musically with increasing confidence and control

	glockenspiel, including duets and rounds. Good, Better, Best Play your music Mama Mia Don't Stop Believin' Happy Own recordings of song Improvisations to DeeCees blues Composition: Bongo Beach.	*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	* Explore extended vocal techniques * Develop a performance with awareness of audience. Oh the thinks you can think Egg, Nest and tree How lucky you are Anything's possible Listening and appraising each other's work and performance	• Performing a rhythmic sequence to a piece of music Oh the thinks you can think Egg, Nest and tree How lucky you are Anything's possible Listening and appraising each other's work and performance. Body percussion sequences	solo and ensemble contexts, using their voices with increasing accuracy, - fluency, control, and expression. Horton hears a who Oh the thinks you can think Solla Sollew Anythings possible Amazing Mayzie Listening and appraising each other's work and performance. Dance sequences to show emotional development and change	•perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of the great composers •improvise and compose music for a range of purposes using the inter-related dimensions of music Seussical The Musical Listening and appraising each other's work and performance.
Vocabulary	*Treble clef *Letter names of notes on the treble clef. *Stave *Crotchet *Quaver *Rest *Improvisation *Composition	*Pitch, *Blending, *Breath Control, *Rhythm, *Tone, *Phrasing	•Structure •Melody •Lead vocal •Backing vocal	•Structure •Beat •Syncopation •Melody	•Metre •Structure Texture •Harmony •Ostinato •Chord • Dynamics • Crescendo • Diminuendo • Forte • Piano	•Dynamics •Pitch •audience •Timbre •Tempo •Rhythm •Texture *Performance
Assesment criteria - Singing	<i>I can sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style</i> <i>I can sing in harmony confidently and accurately</i>					
Assessment criteria	Pupils: *know the names of notes on the treble clef *can play and perform in solo and ensemble contexts with increasing accuracy,	Pupils: * can maintain a complex melodic part in a 2-part texture *can sing within an appropriate vocal range with clear	Pupils *can develop and organize ideas within musical structures *can describe, compare and evaluate different	Pupils *can maintain ostinati vocally or on an instrument in a polyphonic texture.	Pupils *can compose by developing and organising ideas within musical structures.	Pupils *can maintain an independent part in a group or as a soloist when singing, for example when part singing, showing an

	<p><i>fluency, control and expression.</i> <i>*can maintain an independent part in a group or as a soloist when playing the glockenspiel.*can use notation with increasing confidence</i></p>	<p><i>diction, accurate tuning, control of breathing and communicating an awareness of style</i></p>	<p><i>kinds of music using appropriate vocabulary</i></p>	<p><i>*can maintain a complex melodic part in a 2-part texture</i></p>	<p><i>*can describe the use of timbres in others' work and suggest refinements</i> <i>*can refine the use of dynamics in my own work</i> <i>*can describe the use of dynamics in others' work and suggest refinements</i></p>	<p><i>awareness of how parts fit together.</i> <i>*can play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression</i></p>
--	--	--	---	--	---	--