

## Scheme of Work - Music

Throughout the teaching and learning opportunities within music, students have a clear progressive route to enable them to be fully prepared for a rapidly changing world in which they live. This scheme of work has 3 main strands that are threaded through to enable the development of a range of transferable skills with an understanding of music, social and cultural issues.

The strands are:

To develop confidence and self esteem that can be transferred to all aspects of learning and eventually adult life

To develop instrumental skills that can be developed as a hobby and preparation for a job in the music industry.

To promote opportunities for the management of positive mental health.

Autumn Term								
Phase 2						Phase 3		
2	3	4	5	6	7	8	9	
<b>All about Me/Nativity</b>	<b>Sounds around/ Christmas Songs</b>	<b>Mamma Mia/ Glockenspiel Stage 2</b>	<b>Classroom Jazz 1(Glockenspiel) Christmas Instrumental</b>	<b>Keyboard Skills Stage 1 Happy</b>	<b>Keyboard Skills Stage 2 Christmas Performance</b>	<b>Programme Music (Classical)</b>	<b>The Blues (Jazz)</b>	
<b>Planned PFA Links</b>	<b>Independent living:</b> Role-play/dressing up developing confidence and self esteem.	<b>Friends, relationships and community/ Good health:</b> Real world visit- walk around the school woodland forest to listen to natural sounds in the environment this could be local school promoting management of positive mental health,	<b>Employment:</b> Backstage tour of Sage to see what it is like working in a real theatre. Meet people who work in the music industry in different roles.	<b>Independent living:</b> Paying for items in shops when visiting Christmas market	<b>Independent living:</b> exploration of managing positive mental health	<b>Independent living/ Employment:</b> Visit The Sage to see what different events are hosted there. Investigate various jobs in a concert hall front of house, Technician.	<b>Independent living/ Employment:</b> Visit the Sage Gateshead: investigate-Musician Concert manager Stage management Conductor	<b>Independent living/ Employment:</b> Jazz musicians to visit school  Visit a music shop such as Windows in the Metrocentre
	<b>Friends, relationships and community:</b> creating music within a team, listening to others, problem solving, performing with others, developing positive social interaction, developing skills that may become a hobby (such as joining a choir)							

## Scheme of Work - Music

	<b>Good health:</b> opportunities to sing, explore instrument sounds and develop self expression							
<b>Planned Cultural Capital Opportunities</b>	<b>Perform in the school nativity and/ or take part in the Christmas Showcase</b>							
	Links to Christmas Story- Birth of Christ  Visit to a church- experience a place of worship	Watch Youtube clips of how other countries celebrate Christmas with their own traditional songs.	Trying Swedish food learning about Sweden  Theatre backstage visit	Visit to Christmas Market Newcastle to see Christmas traditions.	Interview one of our mental health champions about what makes them happy.	Go and see a musical show at the local theatre. Watch a pantomime looking at songs used in the shows.	Watch a classical music concert (on YouTube or in real life) Invite musicians to visit school (perhaps from a local high school)	Watch a Jazz music concert (on YouTube or in real life) Invite a Jazz musician to visit the school (perhaps from a local high school)
<b>Planned Reading Opportunities</b>	The nativity story Musical lyrics linked to the Nativity	Christmas song lyrics When a child is born Jingle Bells Rudolph	Mamma Mia Lyrics learning the song from memory	Christmas song lyrics 'Twas the night before Christmas	What makes us happy?	Christmas Song Lyrics	Reading about: The planets Gustaf Holst The orchestra	Reading about: The slave trade The history of the blues
<b>Planned Key Vocabulary (subject specific)</b>	Tempo, duration, texture, timbre, pitch, structure, orchestration, dynamics, silence							
<b>Planned Key Vocabulary (Topic specific)</b>	Pulse, rhythm, start, stop	Pulse, rhythm, compose	Structure of song, intro, verse , chorus, improvise, compose, disco, bass, drums, guitar, keyboard, notation	Keyboard, melody, rhythm, jazz, improvisation, notation, riff	Riff, improvise, compose, tune/head. Note names, pulse , rhythm, solo, tempo	Note names, pulse , rhythm, solo, tempo, ostinato, chord, melody, accompaniment, beat	Woodwind Brass Strings Percussion (tuned/ untuned) Conductor Texture Timbre Pitch Motif Ostinato	Blues Rhythm Beat Soloist 12 bar blues Bass line Walking bass Pentatonic scale Blues scale Pentatonic scale Improvisation Melody Accompaniment Triad chord Riff Swing improvisation

## Scheme of Work - Music

	<p>Pupils will be taught to:</p> <p>join in a song through using my voice and signing through learn to sing the song All About Me</p> <p>join in with Christmas rhymes and chants</p> <p>recall and remember short songs with prompting from an adult</p> <p>respond physically to music through gestures and signs</p> <p>play a classroom instrument to make a sound.</p>	<p>Pupils will be taught to:</p> <p>sing a song from around the world melody from listening</p> <p>sing a melody at my own pitch.</p> <p>join in Christmas songs, singing a song as a group.</p> <p>recall and remember short songs and sequences and patterns of sounds</p> <p>begin to recognise and name percussion instruments</p> <p>identify and name classroom instruments</p>	<p>Pupils will be taught to:</p> <p>sing the melody of Mamma Mia sung with an awareness of rhythm</p> <p>sing Mamma Mia and other songs as a group, broadly singing in time.</p> <p>identify different instruments through listening</p> <p>recognise and name pop instruments</p> <p>play the glockenspiel with some control</p> <p>perform and improvise a pattern on the</p>	<p>Pupils will be introduced to the genre of Jazz.</p> <p>copy a melody sung to me with an awareness of pitch and rhythm</p> <p>sing with a sense of awareness of pulse and control of rhythm</p> <p>begin sing a melody accurately with an awareness of pitch</p> <p>identify well defined musical features/ contrasts in Jazz music (by gesturing or describing) <i>Three Note Bossa and The Five Note Swing.</i></p>	<p>Pupils will be taught to</p> <p>sing with a sense of awareness of pulse and control of rhythm</p> <p>sing a melody accurately with awareness pitch</p> <p><b>Keyboard skills</b></p> <p>recognise music with an accompaniment and one without</p> <p>identify different instruments sounds on the keyboard through listening</p> <p>identify music that is fast and slow</p> <p>begin to identify pitch as high, medium or low</p>	<p>Pupils will be taught to</p> <p>Sing a song as a group, broadly singing in time</p> <p>Sing with a sense of awareness of pulse and control rhythm</p> <p>Sing using voice confidently</p> <p><b>Keyboard Skills</b></p> <p>can set up and pack a keyboard with care.</p> <p>Recognise the note names on the keyboard</p> <p>Can play a chord. with left hand</p> <p>Can play a 5 note melody with right hand using the correct hand position</p>	<p>Pupils will be taught to:</p> <p>sing in tune with a group and solo</p> <p>sing with confidence using a wider vocal range</p> <p>identify "classical" music from listening</p> <p>identify repeated patterns used in a variety of music. (Ostinato)</p> <p>talk about structure in music in terms of variation</p> <p>identify texture as thick, thin, unison or multi-layered</p>	<p>Pupils will be taught to:</p> <p>rap with my class, small group or solo</p> <p>begin to sing with expression and emotion</p> <p>sing confidently as a class</p> <p>sing songs and create different vocal effects. (e.g. scat singing, beat boxing, warm-ups)</p> <p>identify how a mood is created in Blues music by music and lyrics.</p> <p>identify different speeds of pulse (tempo) by clapping and moving</p>
--	---	---	---	---	---	---	---	--

## Scheme of Work - Music

<p>find sources of sound in the classroom</p> <p>make music with the class teacher to retell the Nativity using song and drama</p> <p>perform in a group by following simple instructions</p> <p>respond to music and say if I like a sound or not</p>	<p>accompany a chant or song playing the pulse</p> <p>perform a repeated pattern to a steady pulse within a group</p> <p>contribute to the creation of a class composition (a round)</p> <p>read, compose and perform using symbols</p> <p>Perform in a group by following simple instructions with increasing confidence</p> <p><b>share an opinion about the music we listen to and</b></p>	<p>glockenspiel to a steady pulse</p> <p>compose and perform a repeated pattern (accompaniment) to a steady pulse on the glockenspiel</p> <p>begin to match pitch with position on a page scores using given symbols and begin to use letter names</p> <p>perform in a group and follow instructions that combine some musical elements.</p> <p>say why I like or dislike the pop music we listen to</p>	<p>recognise and name Jazz instruments</p> <p>play instruments with increased control</p> <p>perform and improvise a pattern to a steady pulse using 3 to 5 notes</p> <p>begin to match pitch with ascending and descending images</p> <p>perform in a group and follow instructions that combine the musical elements.</p> <p>begin start and finish together with my group</p>	<p>play a keyboard with control using the correct technique</p> <p>explore different sounds on the keyboard identify how sounds can be changed by changing the voice</p> <p>begin to read and compose rhythms using traditional notation</p> <p>perform in a group and follow instructions that combine the musical elements, with confidence</p>	<p>play a keyboard with control using the correct technique</p> <p>Play the keyboard in different ways changing the sounds and tempo</p> <p>Can begin to experiment with music software</p> <p>Can perform a repeated pattern to steady pulse within a group</p> <p>Can begin to read and compose rhythms by ordering tradition notation</p> <p>I can begin to read traditional notation using words to help me</p>	<p>when listening to orchestral music</p> <p>Know the families of the orchestra (Britten's Young person's guide to the orchestra)</p> <p>Name some of the instruments in the orchestra</p> <p>Define timbre as the character of an instrument</p> <p>begin to use Italian terms to describe the dynamics of music</p> <p>identify how a mood is created by music (Listening to Holst Planets' Suite)</p>	<p>talk about whether music is historical or current</p> <p>select blues instruments to describe visual images.</p> <p>begin to use the correct technique on a wider variety of chordal instruments (keyboard)</p> <p>play blues accompaniments with control and accuracy and good technique</p> <p>Recall the history, origins and development of Blues music</p>
--	---	--	--	---	---	--	--

## Scheme of Work - Music

		<p><b>the songs we sing</b></p>	<p>say why I like or dislike a sound made on the glockenspiel</p> <p>make a suggestion of how to improve my own work</p>	<p>make a suggestion of how to improve my own work</p> <p>make a suggestion of how to improve others' work</p>	<p>respond to gestures of when to start and stop</p> <p><b>Happy</b> sing pop songs including Happy using my voice confidently</p> <p>sing with an awareness of other performers.</p> <p>identify elements of music related to dynamics and structure</p> <p>play the keyboard with control</p> <p>begin to recall traditional note names for duration when looking at songs</p>	<p>perform in a group and follow instructions that combine the musical elements, with confidence and accuracy</p> <p>I can respond to gestures of when to start and stop</p> <p>I can make suggestions of how to improve my own and others' work</p> <p>I can share an opinion and justify it about a topic make a suggestion of how to improve my own work</p>	<p>identify the metre of different songs through recognising the pattern of strong and weak beats.</p> <p>select instruments to describe visual images.</p> <p>begin to use the correct technique on the violin (explore bowing, pizzicato, col legno)</p> <p>begin to use the correct technique on the tin whistle (teacher demo and pupils explore embasure )</p>	<p>Perform single finger chords of the 12-bar blues chord sequence</p> <p>Play a triad chord</p> <p>Play the 12 bar blues with triad chords</p> <p>improvise using a simple scale (e.g. pentatonic) over an accompaniment</p> <p>improvise using a more complex scale (e.g. blues scale) over an accompaniment</p> <p>explore and perform different types of accompaniment.</p>
--	--	---------------------------------	--	--	--	---	---	---

## Scheme of Work - Music

					<p>perform in a group and follow instructions that combine the musical elements, with increased confidence</p> <p>respond to gestures of changes in dynamics.</p> <p>share an opinion and justify it about a topic make a suggestion of how to improve my own work and make the improvement</p>	<p>and make the improvement</p>	<p>Identify and control different ways percussion instruments make sounds. (Pupils explore shake, hit, scrape/ tuned and untuned instruments)</p> <p>explore and perform one type of accompaniment (ostinato)</p> <p>explore and perform different types of accompaniment (motif and ostinato)</p> <p>compose using the stimulus of classical music</p>	<p>compose using the stimulus of the Blues (class or group work)</p> <p>write lyrics and experiment with melodies for vocal lines in a pair or group</p> <p>write chord charts (for keyboard or guitar)</p> <p>perform in different venues</p> <p>perform with an awareness of different parts</p> <p>talk about how a particular type of music has influenced or been influenced by society</p>
--	--	--	--	--	---	---------------------------------	---	--

# Scheme of Work - Music

							<p>(class or group work)</p> <p>compose in a small group</p> <p>begin to compose using traditional notation to represent rhythms. with letter names for pitch</p> <p>begin to use staff notation for rhythm and pitch</p> <p>use staff notation confidently, needing just a little support</p> <p>name note duration</p> <p>perform with an awareness of different parts</p>	<p>recognise how music can reflect different intentions</p> <p>begin improving my work through analysis, evaluation and comparison.</p>
--	--	--	--	--	--	--	--	---

# Scheme of Work - Music

							<p>follow gestures with confidence</p> <p>talk about how my performance is affected by the type of audience it is to.</p> <p>beginning to improve my work through analysis, evaluation and comparison, with support.</p>	
--	--	--	--	--	--	--	--	--

## Scheme of Work - Music

Spring Term								
Phase 2						Phase 3		
2	3	4	5	6	7	8	9	
<b>In the Groove/ Use your imagination</b>	<b>Glockenspiel stage 1/ Instruments of the orchestra</b>	<b>Rap: Anti-Bullying/ Lean on Me</b>	<b>Music Ballads</b>	<b>African Djembe Drumming/ Fresh Prince of Bel Air- rapping</b>	<b>Dancing in the street Classroom jazz 2 (Glockenspiel)</b>	<b>Indian Music</b>	<b>Samba</b>	
<b>Planned PFA Links</b>	<b>Independent Living/ Employment:</b> A musician to visit and show and tell instrument and play talk about their job.	<b>Independent Living/ Employment:</b> interview a music teacher or staff member about the instrument they play and experiences they have had.	<b>Independent Living/ Employment:</b> interview a pupil in phase 4 about their experience rapping and how it helps them managing mental health	<b>Independent Living/ Employment:</b> Ask Mr Wilkinson to talk about his experiences in the music industry	<b>Independent Living/ Employment:</b> Ask Mr Wilkinson to talk about the set up of a concert	<b>Independent Living/ Employment:</b> Interview questions to a a working jazz musician about what is involved in their job, travelling, rehearsing and managing performances.	<b>Independent Living/ Employment:</b> What can we learn from the attitude of Indian performers on how to be good employees?	<b>Independent Living/ Employment:</b> Watch the Nottinghill Carnival. Discuss what people need to be involved to put on a parade.
	<b>Friends, relationships and community:</b> creating music within a team, listening to others, problem solving, performing with others, developing positive social interaction, developing skills that may become a hobby (such as joining a choir)							
	<b>Good health:</b> opportunities to sing, explore instrument sounds and develop self expression							
<b>Planned Cultural Capital Opportunities</b>	<b>Perform to an small audience and/or take part in the Spring Showcase</b>							

## Scheme of Work - Music

	<p>Sample food from South America and Indian.</p> <p>Explore different toys and costumes from countries studied: South America and India</p>	<p>Visit to Sage to see the Northern Sinfonia orchestra rehearse or perform.</p> <p>Visit to The Hancock Museum to look at animals linked to Saint Saens 'Carnival of the animals'</p>	<p>Perform to Class 5 and watch a performance from Class 5.</p> <p>Watch YouTube clips of Gospel Choirs</p>	<p>Perform to Class 5 and watch a performance from Class 5.</p> <p>Watch youtube clips of performers singing ballads live.</p>	<p>Sample African food</p>	<p>Watch a live Jazz performance either at The Sage or on YouTube.</p> <p>Watch an original video showing motown music, looking at costumes, styles of the period.</p>	<p>Talk to Sikh visitor Cloud about the influence of music on his life.</p> <p>Sample Indian food</p>	<p>Watch performances of Samba bands and Samba schools in carnivals</p> <p>Perform "Samba de Janeiro" on an authentic "Samba Kit"</p> <p>Inviting a Samba band into school to perform to pupils or to lead a Samba workshop</p>
<b>Planned Reading Opportunities</b>	<p>Learning by heart and reciting from memory I am in the groove.</p>	<p>Peter and the Wolf</p>	<p>Learning by heart and reciting from memory: Stop Bullying rap</p> <p>Reading poetry that rhymes with the theme of anti-bullying.</p>	<p>Love Ballads through history</p> <p>Learning by heart and reciting from memory Make You Feel My Love</p>	<p>Learning by heart and reciting from memory: The Fresh Prince of Bel Air lyrics</p> <p>Reading poetry that rhymes</p> <p>Tales and fables from Africa</p>	<p>Musical lyrics. Talk through the meaning of the lyrics and how they make you feel.</p> <p>Read about Motown</p>	<p>Reading about: Indian culture/religion</p> <p>Indian instruments</p> <p>Indian scales</p>	<p>Reading about: Latin American culture/history</p> <p>Samba instruments</p>
<b>Planned Key Vocabulary (subject specific)</b>	<p>Tempo, duration, texture, timbre, pitch, structure, orchestration, dynamics, silence</p>							
<b>Planned Key Vocabulary (Topic specific)</b>	<p>Blues, Latin, Bhangra, Improvise, pulse, trumpets, saxophone</p>	<p>Glockenspiel, trumpet, drums, melody, tempo</p> <p>Pulse, rhythm, improvise, question and answer</p>	<p>Rapping, lyrics, rhythm patterns.</p> <p>Compose, improvise, rapping, lyrics, piano, pulse, rhythm, rhythm patterns,</p>	<p>Pop. Ballad, brass section, verse, chorus Pop. Ballad, dynamics, tempo, texture, brass section</p>	<p>Call and response, Riff, improvise, compose, tune/head., solo, tempo, unison, rap, djembe Riff, improvise, compose, tune/head. Note names, pulse, rhythm, solo,</p>	<p>call and response, beat, chorus, bridge, verse, improvise, compose, tempo, dynamics, motown, melody,</p>	<p>Clap, Dialogue, Improvisation, Pentatonic, Pitch, Question and Answer, Raga, Scale, Sitar, Tabla, Tala, Tambura, Ascending, Descending, Improvisation,</p>	<p>Beat, Call and Response, Layers, Percussion, Polyrhythm, Layers, Rhythm, Samba, Unison Agogo Bells, Apito, Caixa de Guerre, Chocolo, Polyrhythm, Reco-reco,</p>

## Scheme of Work - Music

					tempo, unison, rap, djembe		Mood, Notation, Drone, Multi-layered	Repinique, Rhythm, Surdo, Surdo, Tamborim, Leader, Section, Signal, Rhythm Grid Notation,
	<p>Pupils will be taught to:</p> <p>join in a song through using my voice and signing <i>In The Groove</i> and other songs in other styles</p> <p>sing a melody at my own pitch. copy a melody sung to me</p> <p>respond physically to music through gestures and signs</p> <p>recall and remember short songs with prompting from an adult</p>	<p>Pupils will be taught to:</p> <p><b>join in a song through using my voice and signing</b></p> <p><b>join in with rhymes and chants</b></p> <p><b>copy a melody sung to me with an awareness of rhythm</b></p> <p><b>Glockenspiel stage 1</b></p> <p>identify long and short sounds in music</p> <p>identify silence and sounds that are loud and soft</p>	<p>Pupils will be taught to:</p> <p>join in when singing a song as a group</p> <p>copy a melody sung to me with an awareness of pitch and rhythm</p> <p>copy a melody sung to me-Listen and sing or play back rhythmic riffs using the note C</p> <p>identify different pop instruments through listening</p> <p>identify the pulse in different pieces of music</p>	<p>Pupils will be taught to:</p> <p>join in when singing a song as a group with confidence</p> <p>Make You Feel My Love and other Pop Ballads</p> <p>copy a melody sung to me with an awareness of pitch and rhythm</p> <p>identify different pop instruments through listening with confidence</p> <p>recognise and name pop instruments</p>	<p>Pupils will be taught to:</p> <p>sing with a sense of awareness of pulse and control of rhythm</p> <p>sing with an awareness of other performers.</p> <p>sing using my voice confidently</p> <p>identify the pulse in African music</p> <p>identify silence and sounds that are loud and soft</p> <p>recognise and name world music instruments- djembe drums</p>	<p>Pupils will be taught to:</p> <p>I can sing with an awareness of other performers</p> <p>sing using my voice confidently and with expression.</p> <p>I can recognise music with with an accompaniment and one without including acapella</p> <p>I can identify silence and sounds that are loud and soft</p>	<p>Pupils will be taught to:</p> <p>Know and have a basic understanding of Indian culture with regards to Indian music</p> <p>Sing in tune with a group</p> <p>sing confidently as a class</p> <p>begin to have an awareness of improvisation with the voice</p> <p>identify "world" music from listening (Indian music)</p>	<p>Pupils will be taught to:</p> <p>Learn about Samba music and its cultural background</p> <p>sing in tune with a group</p> <p>sing confidently as a class</p> <p>sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</p> <p>sing songs with increasing control, posture</p>

## Scheme of Work - Music

<p>take part in a group finding the pulse of shorter songs/pieces of music</p> <p>play instruments to make a sound.</p> <p>handle instruments in the correct way</p> <p>recognise and name percussion instruments</p> <p>begin to set up and pack instruments away with care</p> <p>find sources of sound in the classroom</p> <p>begin to identify and name some classroom instruments</p>	<p>play the glockenspiel to make a sound</p> <p>handle beater in the correct way</p> <p>improvise a melody using 2/3 given notes</p> <p>begin to read traditional notation using words to help me</p> <p>perform in a group by following simple instructions</p> <p>say if I like a sound or not</p> <p>Begin to talk about a performance</p>	<p>begin to recognise and name pop instruments</p> <p>perform a repeated pattern to a steady pulse-Clap back different rhythms by ear</p> <p>perform in a group by following simple instructions with confidence</p> <p>share an opinion about a topic-Explore the genre of rap and issues related to bullying</p> <p><b>Lean on Me</b></p> <p>join in when singing a song as a group</p>	<p>play instruments with increasing control (play an appropriate sound)</p> <p>begin to improvise a melody using a wider range (5) notes</p> <p>begin to compose a melody using wider range (5) notes</p> <p>perform a repeated melodic pattern to a steady pulse</p> <p>begin to read traditional notation using words to help me</p> <p>begin to experiment with music software-</p>	<p>and african instruments</p> <p>play a djembe to make a sound.</p> <p>handle a djembe in the correct way</p> <p>play the djembe with control (play an appropriate sound)</p> <p>set up and pack djembes away with care</p> <p>identify how sounds can be changed (play bass and slap on the djembe)</p> <p>accompany a chant or song by clapping a rhythm</p>	<p>I can play the Glockenspiel correctly and set up and pack the instrument with care.</p> <p>I can play the glockenspiel with control changing the dynamics using my beater.</p> <p>I can perform a repeated pattern to a steady pulse within a group and as a solo</p> <p>I can contribute to the creation of a class composition and to small group composition.</p> <p>I can use a jazz scale to create</p>	<p>identify ways sounds are used to accompany a song (e.g. drone)</p> <p>analyse and comment on how sounds are used to create different moods (raga)</p> <p>talk about structure in music- e.g. repeated sections</p> <p>select indian instruments to describe visual images.</p> <p>select indian instruments to describe visual images.</p>	<p>and sound projection.</p> <p>recognise simple structures</p> <p>identify "world" music from listening (Samba music)</p> <p>talk about similarities and differences in music</p> <p>identify ways sounds are used to accompany a song (e.g. rhythmic ostinato)</p> <p>talk about structure in music- e.g. repeated sections</p>
---	---	---	--	---	---	---	---

## Scheme of Work - Music

	<p>begin to perform long and short, high and low, loud and soft sounds in response to symbols</p> <p>perform in a group by following simple instructions</p> <p>Begin to start and finish together with my group</p> <p>say if I like a sound or not</p>	<p><b>Peter and the Wolf by Prokofiev</b></p> <p>recognise and talk about different sections in music</p> <p>identify different orchestral instruments through listening</p> <p>recognise and name orchestral instrument</p> <p>recognise and name orchestral instrument</p> <p>begin to improvise a melody using 2/3 given notes</p> <p>begin to compose a</p>	<p>copy a melody sung to me with an awareness of pitch and rhythm</p> <p>respond physically to music through gestures and signs</p> <p>recognise music with an accompaniment and one without</p> <p>begin to compose rhythms by ordering traditional notation</p> <p>begin to compose rhythms using traditional notation</p>	<p>Use ICT and the school recording studio to record our class ballad</p> <p>Present electronic music to an audience</p> <p>share an opinion and justify it about a topic</p> <p>make a suggestion of how to improve my own work</p>	<p>contribute to the creation of a class composition</p> <p>improvise a rhythm to a given pulse</p> <p>make sounds and give a message by call and response</p> <p>make sounds and give a message by call and response</p> <p>perform a repeated pattern to a steady pulse (unison)</p> <p>perform a repeated pattern to a steady pulse solo</p> <p>scores using given symbols</p>	<p>my own improvisation.( 7 note range)</p> <p>I can begin to recall traditional note names for duration. Crotchet, quaver, semibreve.</p> <p>I can write a melody using note names in capital letters.</p> <p>I can start and finish together with my group. I can perform to my group and larger audiences developing confidence.</p> <p>identify “motown” music from listening (identify some of the key musical</p>	<p>identify instruments from other cultures</p> <p>play accompaniment s (drone and tala) with control and accuracy and good technique</p> <p>create different effects using combinations of pitched sounds (improvise on a raga)</p> <p>begin to use the correct technique on the violin.</p> <p>group instruments into their different functions within</p>	<p>select samba instruments to describe visual images.</p> <p>confidently identify instruments from other cultures</p> <p>begin to use the correct technique on a wider variety of world instruments (samba)</p> <p>use the correct technique on a wider variety of world instruments (such as djembes, samba and taiko drums) with confidence</p>
--	--	---	--	--	---	---	--	--

## Scheme of Work - Music

		<p>melody using 2/3 given notes</p> <p>make scores using my own symbols (Use a storyboard linked to Peter and the wolf as a stimulus for music)</p> <p>perform in a group by following simple instructions</p> <p>share an opinion about a topic</p>	<p>perform in a group and follow instructions that combine the musical elements.</p> <p>respond to gestures of when to start and stop</p> <p>Begin to talk about a performance</p>		<p>scores using my own symbols</p> <p>respond to gestures of changes in dynamics and speed</p> <p>respond to gestures of when to start and stop</p> <p>share an opinion and justify it about a topic (culture of the continent of Africa)</p> <p>make a suggestion of how to improve others' work</p> <p>make a suggestion of how to improve my own work and</p>	<p>features that make up motown music)</p> <p>recognise how music can reflect different emotions sad/happy/</p> <p>I can make suggestions of how to improve my own work and make improvements.</p>	<p>a group (tala, rag, drone)</p> <p>perform a repeated pattern to a steady pulse. (tala)</p> <p>improvise a simple rhythm over an accompaniment</p> <p>improvise a more complex rhythm over an accompaniment</p> <p>recognise and explore different combinations of pitch sounds (rag)</p> <p>create textures by combining sounds in different ways</p>	<p>perform a repeated pattern to a steady pulse.</p> <p>explore and select different rhythmic patterns (poly rhythms and loops)</p> <p>create textures by combining sounds in different ways (union and multi layered)</p> <p>compose music in pairs with independence and make improvements to their own work</p> <p>compose using the stimulus of world music</p>
--	--	--	--	--	--	--	--	---

## Scheme of Work - Music

					<p style="color: red;">make the improvement</p> <p><b>Fresh Prince of Bel Air</b></p> <p style="color: blue;">rap with others</p> <p style="color: blue;">rap with a sense of rhythm</p> <p style="color: green;">identify music that is fast and slow</p> <p style="color: green;">recall and remember short songs and sequences and patterns of sounds</p> <p style="color: green;">identify the pulse in different pieces of music</p> <p style="color: orange;">play instruments in different ways and create sound effects</p> <p style="color: orange;">play the keyboard with control (play</p>		<p style="color: red;">(tala, rag and drone)</p> <p style="color: red;">compose music in pairs and make improvements to their own work</p> <p style="color: red;">compose using the stimulus of world music (class or group work)</p> <p style="color: red;">complete work using the elements of Alap, Jor, Gat and Jhalla to form a complete raga performance with awareness of structure</p> <p style="color: red;">compose in a small group</p>	<p style="color: red;">(class or group work)</p> <p style="color: red;">compose in a small group</p> <p style="color: yellow;">write rhythms using rhythm grids and traditional notation</p> <p style="color: purple;">follow gestures with confidence (Learn about the importance of signs and signals as a cue for changing section in Samba)</p> <p style="color: purple;">perform to different sized audiences with increasing confidence</p> <p style="color: purple;">support others in performance through</p>
--	--	--	--	--	--	--	--	---

## Scheme of Work - Music

					<p>an appropriate sound)</p> <p>begin to improvise a melody using a wider range (5) notes</p> <p>begin to compose a melody using wider range (5) notes</p> <p>begin to internalise and create rhythmic patterns</p> <p>make different sounds by experimenting with ways of changing them (beat box, rap, song)</p> <p>make different sounds by experimenting with ways of</p>		<p>write melodies using capital letters</p> <p>name note duration confidently</p> <p>follow gestures with confidence</p> <p>Begin to use appropriate gestures when performing in a small group</p> <p>explore how music can reflect different intentions</p> <p>begin to improve my work through analysis, evaluation and comparison.</p>	<p>gestures and encouragement</p> <p>talk about how Samba music is used in society</p> <p>recognise how music can reflect different intentions</p> <p>improve my work through analysis, evaluation and comparison.</p>
--	--	--	--	--	---	--	---	--

## Scheme of Work - Music

					<p>changing them (different voices on the keyboard)</p> <p>start and finish together with my group confidently</p> <p>respond to gestures of when to start and stop with confidence</p> <p>share an opinion and justify it about a topic (rap music)</p> <p>make a suggestion of how to improve my own work and make the improvement</p>			
--	--	--	--	--	--	--	--	--

## Scheme of Work - Music

Summer Term								
Phase 2						Phase 3		
2	3	4	5	6	7	8	9	
<b>The mini sing/Traditional Games</b>	<b>Bringing us together/ Reflect, Rewind, Replay</b>	<b>The Beatles Blackbird/ Reflect, Rewind, Replay</b>	<b>Folk Music</b>	<b>IPAD MUSIC- South Tyneside Music Service</b>	<b>Music and Me Composing a rap/song</b>	<b>The Beatles</b>	<b>Dance Ejay</b>	
<b>Planned PFA Links</b>  Independent Living/ Employment:  Visit to the Sage Gateshead to experience a theatre as a place of work	Independent Living/ Employment:  Talk to Phase 3 and 4 school council members. What is the most important thing about school council? How does it help the school? How does it make us into a better community?	Independent Living/ Employment:  Pupils watch phase 4 pupils rehearse during their music option lesson. What skills do you need to take part?	Independent Living/ Employment:  Interview a folk musician to find out about his job and possible employment opportunities.  Watch a YouTube film about instrument makers	Independent Living/ Employment: Q and A with Rhys English about working for South Tyneside music service.  Visit a music shop such as Windows and interview a manager/ assistant	Independent Living/ Employment: Interv Interview Mr Wilkinsons about his job as an audio engineer. Workshop setting up microphones and equipment for recording a song but Mr Wilkinson	Independent Living/ Employment:  Visit Northern Stage concert theatre for a backstage tour  Ask Mr Wilkinsons to talk about life as a gigging musician	Independent Living/ Employment:  Ask Mr Wilkinsons to talk about the job of an audio engineer to talk about setting up equipment for a concert	
<b>Friends, relationships and community:</b> creating music within a team, listening to others, problem solving, performing with others, developing positive social interaction, developing music skills that may become a hobby (such as joining a choir)								
<b>Good health:</b> opportunities to sing, explore instrument sounds and develop self expression								
<b>Perform to a small audience and/or take part in the Summer Showcase</b>								
<b>Planned Cultural Capital Opportunities</b>  Visit to The Sage perform part of a large group.  Visit The Word South Shields	Perform to a section of the community such as visitors to the cafe  Ask the visitors what they thought of the performance	Watch live performances of Beatles songs being performed on You Tube	Dance to ceilidh music	Visit a music shop such as Windows and interview a manager/ assistant	Watch Live: A musician performing a song/ link with STC or live performance on YouTube.	Watch live performances of Beatles songs being performed on You Tube@  Ask a musician to demonstrate different effects on an electric	DJ and Audio engineer workshop (Led by Mr Wilkinson using school equipment in music room)	

## Scheme of Work - Music

							guitar and amplifier	
<b>Planned Reading Opportunities</b>	Traditional stories from the British Isles linked to the Mini Sing theme.	Poems about friendship Friendship song	Beatles Lyrics	Local folk stories, Lambton worm.	Poems from memory	Reading biography black rap artists stories. Reading and writing poems Looking at 4 women international artists and their culture Shiva Feshareki, Eska Mtungwazi, Afrodeutsche and Anna Meredith	Reading about: 1960s Pop Beatles History 1960s Liverpool	Reading about: The history of computerised music 1980s music
<b>Planned Key Vocabulary (subject specific)</b>	Tempo, duration, texture, timbre, pitch, structure, orchestration, dynamics, silence							
<b>Planned Key Vocabulary (Topic specific)</b>	Singers, audience, perform,	Keyboard, bass, electric guitar, compose, question and answer, dynamics, perform, rap	Birdsong, pop, rock, piano, electric guitar, bass, drums, pitch, structure	Folk, tune head,	Note values, note names, tempo, rhythm, dynamics, solo, backing loops	Loop, electronic music, sample, repeat, layers, chord sequence, introduction, verse, chorus, break, instrumental Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.	Vocalist, Backing Singers, Bass Line, Rock 'n' Roll, Skiffle, Brit Pop, Rhythm and Blues, Walking Bass Chord, Fifth, Harmony, Improvisation, Major, Minor, Rhythm, Root, Third, Triad, Unison Bass Line, Chord, Chord Progression, Coda, Instrumental Improvisation,	Loop, electronic music, sample, repeat, layers, chord sequence, introduction, verse, chorus, break, instrumental, coda/ outro, lasso effect, copy and paste
	Pupils will be	Pupils will be	Pupils will be	Pupils will be	Pupils will be	Pupils will be	Pupils will be	Pupils will be

## Scheme of Work - Music

	<p>taught to:</p> <p>join in a song through using my voice and signing <i>In The Groove</i> and other songs in other styles</p> <p>sing a melody at my own pitch. copy a melody sung to me</p> <p>respond physically to music through gestures and signs</p> <p>recall and remember short songs with prompting from an adult</p> <p>take part in a group finding the pulse of shorter songs/pieces of</p>	<p>taught to:</p> <p>join in a song through using my voice and signing</p> <p>sing a song as a group, broadly singing in time (Bringing Us Together and other Disco songs)</p> <p>play a glockenspiel to make a sound.</p> <p>recognise and name percussion instruments</p> <p>begin to improvise a melody using 2/3 given notes</p> <p>contribute to the creation of a class</p>	<p>taught to:</p> <p>sing a song as a group, broadly singing in time.</p> <p>sing with an awareness of other performers.</p> <p>identify the pulse in different pieces of music</p> <p>identify different pop instruments through listening</p> <p>identify different groups of instruments</p> <p>recognise and name pop instruments</p> <p>begin to compose a</p>	<p>taught to:</p> <p>sing with a sense of awareness of pulse and control of rhythm</p> <p>sing with an awareness of other performers.</p> <p>Recognise and talk about different texture in music</p> <p>identify different pop instruments through listening</p> <p>respond physically to music through gestures and signs (ceilidh dancing)</p> <p>Recognise and talk about different sections</p>	<p>taught to:</p> <p>GarageBand</p> <p>Recognise and talk about different texture in music</p> <p>set up and pack equipment away with care</p> <p>begin to experiment with music software-incorporating the following:</p> <p>identify how sounds can be changed</p> <p>change sounds to reflect different stimuli</p> <p>experiment with music and mood</p> <p>Open and close garageband</p>	<p>taught to:</p> <p>sing as a class, group and solo</p> <p>rap as a class, I can identify music that is fast and slow and clap along to the pulse. I can understand that music can create different moods</p> <p>Begin to improvise a melody using a wider range notes</p> <p>begin to compose a melody using wider range notes</p> <p>begin to experiment with making accompaniments</p> <p>perform in a</p>	<p>taught to:</p> <p>sing as a class, group and solo</p> <p>rap as a class, group and solo</p> <p>understand how mouth shapes can affect voice sounds</p> <p>identify "pop" music from listening (identify some of the key musical features that make up Beatles music)</p> <p>melodic phrases and play them by ear including( bass lines used in Pop)</p> <p>talk about structure in music- e.g.</p>	<p>taught to:</p> <p>sing as a class, group and solo</p> <p>rap as a class, group and solo</p> <p>sing songs and create different vocal effects. (e.g. scat singing, beat boxing, warm-ups)</p> <p>identify "pop" music from listening(know that electronic music contains loops)</p> <p>use ICT to change and manipulate sounds</p> <p>explore different layers of sounds using music software</p>
--	---	---	---	---	---	--	---	---

## Scheme of Work - Music

	<p><b>music</b></p> <p>play instruments to make a sound.</p> <p>handle instruments in the correct way</p> <p>recognise and name more percussion instruments</p> <p>begin to set up and pack instruments away with care</p> <p>find sources of sound in the classroom</p> <p>begin to name more classroom instruments</p> <p>begin to perform long and short, high and low,</p>	<p><b>composition</b></p> <p>begin to compose a melody using wider range (5) notes</p> <p>perform a rhythm to a given pulse</p> <p>Perform long and short, high and low, loud and soft sounds in response to symbols</p> <p>begin to read traditional notation using words to help me</p> <p>perform in a group and follow instructions that combine the</p>	<p><b>melody using wider range (5) notes (pentatonic scale )</b></p> <p>compose a melody using wider range (5) notes (pentatonic scale )</p> <p>Begin to write lyrics similar to a poem</p> <p>perform in a group and follow instructions that combine the musical elements</p> <p>respond to gestures of when to start and stop</p> <p>share an opinion about a topic- talk about the civil rights movement in the 1960s and how</p>	<p><b>in music-</b> Identify the structures in folk songs (verse and chorus or continuous verses like a poem)</p> <p>Perform in a group and follow instructions that combine the musical elements.</p> <p>start and finish together with my group</p> <p>respond to gestures of changes in dynamics and speed</p> <p>make a suggestion of how to improve my own work</p>	<p>Navigate their way around the app</p> <p>Name and choose percussion and bass instruments for a repeated rhythm</p> <p>Play an ascending C major scale</p> <p>Add a guitar</p> <p>Add a descending counter melody</p> <p>Edit and refine music</p> <p>Add another section of music</p> <p>Present electronic music to an audience</p> <p>share an opinion</p>	<p><b>group</b></p> <p>as a small group write lyrics and experiment with melodies for vocal lines/ rap</p> <p>make a suggestion of how to improve my own work and others.</p> <p>have an opinion about a topic- talk about how different cultures has had an impact on musical styles.</p>	<p>repeated sections (verse/ chorus in pop)</p> <p>talk about whether music is historical or current</p> <p>choose instruments on the basis of internalised sounds.</p> <p>select instruments to describe visual images.</p> <p>identify and control different ways percussion instruments make sounds (drum kit)</p> <p>play accompaniment s with control and accuracy</p>	<p>explore, select combine and exploit a range of different sounds to compose a soundscape.</p> <p>compose on my own following a set programme set below:</p> <ul style="list-style-type: none"> <li>• find their way around the program</li> <li>• master basic mouse skills</li> <li>• memorise most useful and frequently used techniques</li> <li>• know how a song is constructed</li> <li>• compose music within set constraints</li> <li>• compose an effective introduction</li> </ul>
--	--	--	---	--	---	--	---	--

## Scheme of Work - Music

	<p>loud and soft sounds in response to symbols with more confidence</p> <p>perform in a group by following simple instructions</p> <p>start and finish together with my group respond to gestures of when to start and stop</p> <p>say if I like a sound or not</p> <p>share an opinion about a topic; talk about the music of the British Isles</p>	<p>musical elements.</p> <p>Begin to talk about a performance</p> <p>share an opinion about a topic</p>	<p>it relates to Blackbird.</p>		<p>about a topic</p> <p>Vocal skills sing with an awareness of other performers.</p> <p>copy a melody sung to me with an awareness of pitch and rhythm</p> <p>sing using my voice confidently</p> <p>sing a melody accurately at my own pitch.</p> <p>identify silence and sounds that are loud and soft</p> <p>Recognise and talk about different texture in music</p> <p>identify the pulse and join in getting faster and slower together</p>		<p>and good technique (bass line/ chords)</p> <p>begin to use the correct technique on a chordal instrument (keyboard)</p> <p>group instruments into their different functions within a group- bass, rhythm, chordal, melody</p> <p>compose using the stimulus of pop music</p> <p>write lyrics and experiment with melodies for vocal lines/ rap</p> <p>compose in a small group</p>	<ul style="list-style-type: none"> <li>• analyse their favourite songs</li> <li>• listen carefully and choose samples with discrimination</li> <li>• develop an understanding of chord progressions and harmony</li> <li>• construct a Chorus</li> <li>• know what a Break is and how it is constructed</li> <li>• know how to create a contrast</li> <li>know what the purpose of a Verse is</li> <li>• how a Verse is constructed</li> <li>• how to blend the Verse in with the rest of the song</li> <li>• how to compose with a limited range of instruments</li> </ul>
--	--	---	---------------------------------	--	--	--	---	---

## Scheme of Work - Music

					<p>make music and dance using different tools, materials and techniques.</p> <p>perform a repeated pattern to a steady pulse (rhythm)</p> <p>begin to improvise a melody using a wider range notes</p> <p>begin to compose a melody using wider range notes</p> <p>begin to experiment with making accompaniments</p> <p>perform in a group</p> <p>start and finish together with my group</p> <p>make a suggestion of</p>		<p>write chord charts for keyboard</p> <p>write melodies using capital letters</p> <p>perform in different venues</p> <p>follow gestures</p> <p>support others in performance through gestures and encouragement</p> <p>talk about how pop music is used in different ways in society</p> <p>talk about how a particular type of music has influenced or been influenced</p>	<ul style="list-style-type: none"> <li>• the value of a minimalist approach</li> <li>• understand the function of a Bridge in a song             <ul style="list-style-type: none"> <li>• learn how to change the volume of an individual sample</li> <li>• how to create a crescendo</li> <li>• explore where this effect may be used in other parts of the song</li> </ul> </li> <li>• perform multiple copy and paste             <ul style="list-style-type: none"> <li>• Micro Move a sample</li> <li>• create a stuttering effect</li> <li>• create an echo effect</li> <li>• develop a section by adding a new instrument</li> </ul> </li> <li>• create a 16-Bar Instrumental</li> </ul>
--	--	--	--	--	--	--	--	---

## Scheme of Work - Music

								<p><b>how to improve my own work</b></p>	<p><b>by society</b> (talk about when and how British pop music emerged)</p> <p><b>improve my work through analysis, evaluation and comparison.</b></p>	<ul style="list-style-type: none"> <li>• adjust the length of a sample</li> <li>• manipulate samples to create new and original sounds</li> <li>• think and write more independently and originally</li> <li>• how to conclude a song</li> <li>• how to copy large sections of the song</li> <li>• the value of thinking ahead and planning</li> <li>• to become selective about their choice of sample</li> <li>• to become aware of choosing sounds for a specific purpose</li> </ul> <p><b>write lyrics for a rap and consider diction and</b></p>
--	--	--	--	--	--	--	--	--	---	---

## Scheme of Work - Music

								<p>accent</p> <p>talk about how music technology is used in different ways in society</p> <p>talk about how a particular type of music technology has influenced or been influenced by society</p>
--	--	--	--	--	--	--	--	--