

Music Scheme of Work

The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Careers Education, Information, Advice and Guidance (CEIAG) across school.

Music

The **intent** of our Music curriculum is to deliver a curriculum which is accessible to all and will inspire **happy confident independent learners** who are **prepared for adulthood**. As a result of this they will:

- Combine the inter-related musical strands of Performing: Playing and Singing; Creating - Composing and Improvising and Critical Engagement: Listening and Appraising
- Improve communication, social skills and teamwork
- Be given opportunities to gain confidence and manage their mental health,
- Develop ability to express feelings and emotions appropriately
- Increase and develop their instrumental and singing skills
- Develop an interest in music as a hobby and a pathway for a career

Develop a sense of identity through learning about their own and different cultures. From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- **PFA links**
- **Cultural Capital links**
- **Reading opportunities**
- **Key Vocabulary**
- **Planned differentiation, Resource, Support or activity**

Class groups are based upon English ability; therefore, each Music group has a wide range of abilities. With this in mind, each unit planned has a set of progressive and sequenced skills and knowledge objectives at three levels - **Largo, Andante, Allegro**. This allows us to differentiate, challenge and extend all of our children in each class no matter their ability.

Long Term Music plan

The curriculum that is in place is based upon two things:

- 1) Music activities that lead to achieving **the school's intent** - to deliver a curriculum which is accessible to all and will inspire **happy, confident, independent learners who are prepared for adulthood.**
- 2) Music that is relevant, usable and **supports individual learning needs** of students at Epinay School.

In order for us to achieve this, we have based our scheme of work on the following **3 Key statements** across the academic year.

1. To develop confidence and self-esteem that can be transferred to all aspects of learning and eventually adult life
2. To develop performance skills that can be developed as a hobby and preparation for a job in the music industry.
3. To promote opportunities for the management of positive mental health

Music Overview

Autumn	Spring	Summer
Develop performance skills Develop confidence	Promote Well being	Develop performance Skills Develop Confidence

At Epinay school there are a range of students with complex needs. 100% of students are diagnosed as having a learning difficulty/disability, within this a large % of students are diagnosed as having ASD, MLD and SLD (May, 2022). These developmental disabilities can cause significant social, communication and behavioural challenges. They affect how a person acts and interacts with others, communicates, and learns.

For this reason music has been carefully chosen to reflect this. Students generally have difficulties in the following areas:

- Showing and understanding empathy (ASD)
- Focus and concentration
- Social and Communication Skills (ASD)

The scheme of work has been designed to ensure students can develop these areas, whilst also ensuring that music at Epinay is inclusive for all learners, and that they can take part in all lessons with a varied degree of differentiation and support.

A rationale as to why each element of music is included, whilst also looking at progression of skills and knowledge throughout each phase. We are mindful that in mixed ability classes there are students of varying abilities in music, therefore students will progress through the skills and knowledge at an appropriate and challenging pace, with the overall intent being that they are working towards the 3 key music statements and are ultimately prepared for accreditation at phase 4 and on into adulthood.

Progression of skills and knowledge

Phase 1 - Students work towards meeting phase 1 targets based on child initiated learning and good practice.

Phase 2 & 3 - Students build on the skills knowledge gained in phase 1 and work through progressive objectives

Phase 4 - Students are in a place to use the skills and knowledge gained in Phase 2 and 3 to begin a chosen qualification route, this may be

Phase 5 - Students are in a place to use the skills and knowledge gained in Phase 4 to achieve a higher level of qualification if it is their chosen pathway but do not access core Music sessions.

Topics

	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9
Autumn <i>Develop Performance Skills through singing.</i>	Songs and Rhymes Nativity Songs	Three Little Birds Christmas songs	Dancing in the Street Christmas Performance	Mamma Mia Christmas Performance	The Beatles Christmas Performance	Don't Stop Believin Christmas Performance	Livin' On A Prayer Christmas Performance	Stop Bullying Rap Christmas Performance	Fresh Prince of Bel Air Christmas Performance
Spring <i>Promote wellbeing through a creative outlet through improvising and composing.</i> <i>Composition task within each group last half of term.</i>	Music for Stories Songwriting	Boom Whackers Songwriting	Glockenspiel Stage 1 Songwriting	Glockenspiel Stage 2 Songwriting	Garage Band Songwriting	Keyboard Skills 1 Songwriting	Keyboard Skills 2 Songwriting	Classroom Jazz 1 Songwriting	Classroom Jazz 2 Songwriting
Summer <i>Develop Performance Skills through singing.</i> <i>Develop confidence through performing to an audience – final showcase</i>	Music & Movement	World Music	African Drumming	Folk Music	Samba Drumming	Rock n Roll	Britpop	Film Music	Musical Theatre

Music Scheme of Work




Autumn 1 and Summer 1 - Developing performance skills through singing

Rationale: Benefits for our students are:

- Singing enables us to maximise our potential to communicate with others it also supports language development
- Successful singing promotes self-esteem, general confidence and self-efficacy
- Singing is a fun and enjoyable activity that is motivating, equalising and accessible
- Singing a broad range of songs connect us to our cultures, our pasts and give us a sense of belonging
- Singing songs from different cultures helps students to develop an international awareness, and is an excellent means of understanding different cultures and traditions
- Singing in schools improves self-esteem, and helps students to be more calm and focused, and increases enjoyment and engagement in class
- Singing helps to support wider music understanding
- Singing engages students in their own musical styles

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

Planned PFA Links/SMSC	Independent living/ Employment: Visit The Sage to see what different events are hosted there. Investigate various jobs in a concert hall front of house, Technician Visit to a church- experience a place of worship Go and see a musical show at the local theatre. Watch a pantomime looking at songs used in the show
Planned Active Learn	Exploring Sounds and Instruments Students will be split into 4 groups and given a key word of an instrument to spell out from the Orchestra. Students will locate letters from specific markers to form their word, ranging in difficulty depending on reading ability of the student. For example, DRUM, HORN, VIOLIN, CLARINET. Once students have identified their word, there will be a classroom activity - matching image to instrument. Showcase Students split into small groups and given a keyword linked with performance. Students locate letters from specific markers to form word, ranging in difficulty depending on the reading age of the student. For example, BEAT, PITCH, TIMING. Once students have identified their word, there will be a classroom activity to match meaning with word.

Planned Reading Opportunities	Christmas song lyrics To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.	
Planned Key Vocabulary - Subject specific	Tempo, duration, texture, timbre, pitch, structure, orchestration, dynamics, silence	
Largo 	Andante 	Allegro 
Develop performance skills through singing & Develop confidence through performing to an audience - Autumn Term		
<ol style="list-style-type: none"> 1. Join in a song through using my voice and signing 2. Join in with Christmas rhymes and chants 3. Sing a melody at my own pitch and copy a simple melody sung to me. 4. Join in with rhymes and chants. 5. Enjoy and have fun performing. 6. Prepare and perform a simple whole class song to perform to a well-known small audience. 7. I can stand up when performing. 	<ol style="list-style-type: none"> 1. Join in when singing a song as a group 2. Copy a simple melody sung to me, 3. Sing a song as a group, broadly singing in tune. I can copy a simple musical phrase sung to me. 4. Sing with a sense of awareness of pulse and control of rhythm. 5. Rehearse and enjoy the opportunity to share what has been learned in the lessons. 6. Prepare and perform a whole class song to share at a showcase performance to a large audience. 7. I can stand with a sense of purpose when performing 	<ol style="list-style-type: none"> 1. Join in singing as group or a solo. 2. Sing a range of musical repertoire 3. Sing a song a pitch with a wider vocal range. 4. Rap with a good sense of rhythm. 5. Create, rehearse and present a holistic performance for a specific event, for an unknown audience. 6. A student or a group of students rehearse and lead parts of the performance and share this at a showcase performance to a large audience. 7. I can demonstrate self-discipline during the performance process and perform a role,

<p>8.I can use happy and sad face to say if I enjoyed the performance.</p> <p>9.I can stand still and follow instructions when performing to an audience.</p>	<p>8.I can reflect on my class performance and say what was good.</p> <p>9.I can think about my posture, standing up straight and trying to make eye contact with an audience.</p>	<p>communicating meaning to an audience, smiling at the audience and standing confidently.</p> <p>8.To be able to reflect upon a performance, what went well and what can be improved, be able to give feedback to peers.</p> <p>9.I can demonstrate self-discipline during the performance process by being able to think about posture and technique when performing to an audience.</p>
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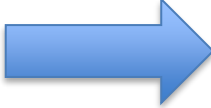
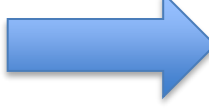
Promote well being through a creative outlet through improvising and composing. Spring 1 and Spring 2

Rationale: Benefits for our students are:

- Composing enables students to develop work-related skills such as teamwork, and communication.
- Improvising and composing encourages creativity with emphasis on invention rather than accuracy. Mistakes can be accepted and even celebrated as leading to new musical pathways.
- Improvisation can provide students with a great opportunity to communicate and respond non verbally to each other through music
- Composing music allows students the opportunity to express themselves.
- Composing enables students to establish that they themselves are growing musicians rather than a student.

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

<p>Planned PFA Links/SMSC</p>	<p>Perform to a small audience and/or take part in the Spring Showcase Visit The Word South Shields Independent Living/ Employment: Visit Northern Stage concert theatre for a backstage tour</p>
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<p>Planned Active Learn</p>	<p>Music for Stories</p> <p>Students split into small groups and given a key word of different playing techniques - 'ways to play an instrument' to spell out. Students locate letters from specific markers to form their word, ranging in difficulty depending on reading ability of the student. For example, HIT, TAP, STRUM, STROKE.</p> <p>Showcase</p> <p>Students split into small groups and given a keyword to find linked with performance. Students locate letters from specific markers to form their word, ranging in difficulty depending on the reading age of the student. For example, BEAT, PITCH, TIMING. Once students have identified their word, there will be a classroom activity to match meaning with word.</p>	
<p>Planned Reading Opportunities</p>	<p>Music song lyrics</p> <p>To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p>	
<p>Planned Key Vocabulary - Subject specific</p>	<p>Tempo, duration, texture, timbre, pitch, structure, orchestration, dynamics, silence</p>	
<p>Largo</p> 	<p>Andante</p> 	<p>Allegro</p> 
<p>Promote well being through a creative outlet through improvising and composing - Spring Term</p>		
<ol style="list-style-type: none"> 1. Play a glockenspiel to make a sound. 2. Create a story choosing and playing classroom instruments and sound makers 3. Explore and choose sound to create a given stimuli 	<ol style="list-style-type: none"> 1. Play a glockenspiel to improvise a melody using a wider range (5) notes. 2. Begin to compose a melody using a wider range (5) notes and use graphic symbols to notate this. 	<ol style="list-style-type: none"> 1. Play a glockenspiel or keyboard to create an individual improvisation. (7 note range) 2. Begin to compose using a 7 note range and use letter names to notate this. 3. Compose music in pairs and make improvements to their own work.

<p>4. Begin to perform long and short, high and low, loud and soft sounds in response to symbols</p> <p>5. Begin to improvise /compose a melody using 2/3 given notes.</p> <p>6. To select sound choices from handheld percussion to create a group composition.</p> <p>7. Contribute to the creation of a class composition using my own symbols to notate this.</p>	<p>3. Contribute to the creation of a small group composition.</p> <p>4. Compose over a simple drone</p> <p>5. Compose/ Improvise a melody using a pentatonic 5 note scale, in small groups</p> <p>6. Use music technology, if available to capture, change and combine sounds. Make different sounds by experimenting with ways of changing them (different voices on the keyboard)</p> <p>7. Begin to compose a melody (5 note range) and use music letter names to notate this.</p>	<p>4. Compose, explore and select different rhythmic patterns (poly rhythms and loops)</p> <p>5. Compose /Improvise music in pairs with independence and make improvements to their own work using difference scales and modes.</p> <p>6. Explore different layers of sounds using music software: Garage Band.</p> <p>7. Compose in different styles using music notation.</p>
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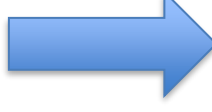
Develop confidence through performing to an audience. Autumn 2 and Summer 2

Rationale: Benefits for our students are:

- Performing enables student's opportunities to showcase their creativity and technical skills to a live audience
- Performing to an audience boosts self-confidence and self esteem
- Performances demand working together as a team and striving towards a collective goal.
- Performing to an audience promotes self-motivation and self-expression
- Performing on a stage develops confidence and overcoming fears and anxieties about performing in public.

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

<p>Planned PFA Links/SMSC</p>	<p>Independent Living/ Employment:</p> <p>Visit to the Sage Gateshead to experience a theatre as a place of work Visit to The Sage to perform as part of a large group.</p>
<p>Planned Active Learn</p>	<p>World Music</p> <p>Students split into small groups and each given a picture of a 'world instrument'. Students locate letters from specific markers to form the word of the instrument, depending on the reading age of the student. For example, DRUM, WHISTLE, BAGPIPE. Once students have identified their word, there will be a classroom activity to match instrument with country.</p> <p>Showcase</p> <p>Students split into small groups and given a keyword linked with performance. Students locate letters from specific markers to form word, ranging in difficulty depending on the reading age of the student. For example, BEAT, PITCH, TIMING. Once students have identified their word, there will be a classroom activity to match meaning with word.</p>
<p>Planned Reading Opportunities</p>	<p>To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p>
<p>Planned Key Vocabulary - Subject specific</p>	<p>Tempo, duration, texture, timbre, pitch, structure, orchestration, dynamics, silence</p>

<p style="text-align: center;">Largo</p> 	<p style="text-align: center;">Andante</p> 	<p style="text-align: center;">Allegro</p> 
<p style="text-align: center;">Develop performance skills through singing & Develop confidence through performing to an audience – Summer Term</p>		
<ol style="list-style-type: none"> 1.Sing in unison. 2.Begin to sing songs from memory. 3.To stand or sit still when singing. 4.To know when to start and stop singing. 5.I can sing confidently in front of a small familiar audience. 6.I can add given actions to my song when performing. 7.I can use a sentence/word bank to say what I thought was good about our class performance. 	<ol style="list-style-type: none"> 1.Join in when singing a song as a small group with confidence. 2.Copy a melody sung to me with an awareness of pitch. 3.Demonstrate good singing posture. 4.To follow teacher instruction. 5.I can sing confidently in front of a large audience thinking about musical expression. 6.I can think and give ideas how I can improve our group performance, such as adding actions, movements. 7.I am able to independently reflect upon a performance what went well and what can be improved. 	<ol style="list-style-type: none"> 1.Sing as a whole class and solo with confidence. 2.Copy back melodic phrases accurately at pitch with musical expression; paying attention to the meaning of the words. 3.To be able to use the correct technique when singing, thinking about posture and breathing. 4.Understand and follow the leader of conductor. 5.I can perform a role, communicating meaning to an audience. I can introduce the piece I am performing. I can project my voice confidently. 6.I understand the importance of the performing space and how to use it. 7.Collect feedback from the audience and reflect how the audience believed in the performance. Discuss how the performance might change if it was repeated in a larger/smaller performance space.

