

Music whole school scheme of work

Key Stage	Year	Area of Study	Curriculum Overview	Vocabulary
EYFS	R	Musical Ideas Beat and Rhythm Pattern and Timbre	<b>Autumn Term</b> To listen and use different moods and styles of music to increase our understanding of how we can create and perform it To relate sounds to instruments To write rhythms and to coordinate playing To create a score in symbols	fast, slower, faster, beat, rhythm, soft, loud, instruments
		Pitch and Duration	<b>Spring Term</b> To recognise high and low sounds and relate them to instruments To keep a steady beat and to understand how that beat can change To use different instruments to create long and short sounds	High, low, short, long, going up, coming down, steps, leaps, slow,
		Timbre and Pitch	<b>Summer Term</b> To recognise sounds and relate them to instruments To create an accompaniment and class composition	Pattern, scraping, shaking, tapping, loud, soft, fast, slow, beat, maracas, bell, high, low, long, short
KS1	1	Pulse and Pattern	<b>Autumn Term</b> To understand and keep a steady pulse, relating it to music and to a graphic score	Fast, slow, beat, pulse, tambour
		Duration and Pitch	<b>Spring Term</b> To identify long and short sounds for rhythm development and composition To analyse, sing and play two and three note tunes and relate them to a score	Long, short, beat, rhythm, high, low, long, short, steps, leaps
		Structure and Dynamics	<b>Summer Term</b> To analyse and describe a musical structure and to use simple structures to form a composition To develop our understanding of how to combine sounds to create a mood	Structure, high, low, fast, slow, loud, soft, mood
	2	Structure and Pulse	<b>Autumn Term</b> To analyse and describe a musical structure and to use simple structures to form a composition	Structure, high, low, fast, slow, loud, soft, instrumental names
		Pitch and Dynamics	<b>Spring Term</b> To analyse, sing and play two and three note tunes To control our use of voices and instruments to refine our performance and create a story	High, low, steps, leaps
		Timbre and Texture Pulse and Rhythm	<b>Summer Term</b> To analyse and describe a musical texture and to use simple instrumental sounds to form a composition To identify long and short sounds for rhythm development	Thin, thick, loud, soft, long, short, beat, rhythm, layers

			To group a beat, using simple instrumental sounds	
Lower KS2	3	Recorder Lessons	<p><b>Autumn Term</b>  Understanding what a family of instruments, recorders belong to.  Learning the fingers for notes: B, A, G, C, high D and low D.  Be able to play notes securely, knowing where your fingers should go for each note and blowing the right amount of air to produce a pleasant sound.  Be able to play 'Now the Day is Over', 'Waltzing William' and 'Jungle Bells' confidently with the class or as a soloist.</p> <p><b>Spring Term</b>  Confidently playing the notes learned last term, continuing to learn F#, high E and low E. Understand the difference between sharps and flats. Be able to play 'Sur le Point, 'The Rain to Fall'.</p> <p><b>Summer Term</b>  Start learning scales: D major, F major.  Learn the notes Bb and F.  Understand the difference between 6/8 and 4/4. Be able to play 'Bransle' and 'Gavotte' confidently.</p>	
	4	Class Band – Trumpet and Trombone Lessons <b>Year 4 Brass Scheme of Work</b>	<p>Basics of holding instruments, note production and articulation , C – G using solfege to sing then play  Tonguing, slurring, buzzing, lip slurs, warming up, importance of practice routine  Using Kodaly for crotchets, minims, semi breves and quavers, crotchet rests  Reading Treble Clef, all pupils to recite lines and spaces plus C and D, trombones to recognise low G, A and B  Following the conductor, pulse of music and beating time, bringing in and cutting off pieces  Time signatures 2 and 4/4, forte and piano</p> <p><b>Repertoire</b>  Let's Begin Brass covering C-G  12 Bar Blues introducing swing quavers and improvising, call and response, Introducing what a Head is and how to conduct it  Lion Sleeps Tonight introducing 3 parts, Tune, bass line and harmony, swing quavers,  Jingle Bells – increases range to high B, trombones down to low G, A , B. 3 parts plus solos, introduces D.S and FINE  Mattachins and Ode to Joy – introducing Classical repertoire, using dynamics, minim, quaver rests  Pay Me – Call and Response  When The Saints – pickups (anacrusis)  Chicken Shop Swing – Singing, 4 parts, swing quavers, introduces repeats, 1<sup>st</sup> and 2<sup>nd</sup> time bars, dynamics  Homecoming- learning song by ear, South African township, music in social context, improvising, dancing, introducing A and B sections, structure in music, conductiong changes to structure – head, bridge, Coda etc  C major scale and A minor scales will be covered, sharps and flats – F sharp and Bb</p>	

			Canon (round) introduced in Once a Man (learnt by ear) tied in to solfege
Upper KS2	5	Class Band – Trumpet and Trombone Lessons <b>Year 5 Brass Scheme of Work</b>	<p>Expanding the range, increasing complex arrangements, introducing compound time signatures, covering F, Bb, D major and D and A minor, looking at modes, covering major and minor pentatonics and using C Blues scale. Consolidate note recognition in Treble Clef from low G up to E, introduce key signatures and recognise accidentals.</p> <p>Lip Slurs expanding up to E/G in all positions</p> <p>Ceilidh project in Summer Term introduces compound time signatures and endurance playing – Blaydon Races, Jack's Alive, Mairi's Wedding, Mona's delight, Winster Gallop – dances to each tunes, social context</p> <p><b>Repertoire covered</b></p> <p>Mercy Mercy Mercy – Jazz Rock with improvising, dynamics, crescendo and diminuendo, accents</p> <p>Rocky and Eye of Tiger – importance of music in film, concept of medleys</p> <p>Baby Shark – play by ear</p> <p>Bare Necessities</p> <p>Havana – introduce minor scale cf major – modes, improvising, complex arrangements, introduces semi quavers, articulation exercises, introduce sfzp on long notes</p> <p>Pennsylvania 6500 – swing, Big Bands, social context, swing</p> <p>Old Town Road – minor tonality</p> <p>William Tell – semi quavers, increase tempo, accelerando, cresc, DC, staccato and accents</p> <p>Everyone should be happy with improvising, complete solfege covered</p>

	6	<p>Class Band – Trumpet and Trombone Lessons</p> <p><b>Year 6 Brass Scheme of Work</b></p>	<p>Year 6 has a composition project for half a term – the pupils will compose a piece in groups of 4/5, with multi parts, motifs, harmony middle parts, bass line, exploring tonality, tempo, dynamics, mood. Changes in tempo, dynamics, tonality should occur at least once. There should be an accompanying story/film the music is portraying, the musical performance to be recorded.</p> <p>Range, sound, pitching, note production, articulation and endurance should all be developed so as to tackle arrangements up to grade 4/5 level, parts differentiated. Sharps and flats covered to E major and Ab major. Pupils should be able to recite all flats and sharps in order (Father Christmas Got Dad.../Blanket exploded....), know key signatures and time signatures. Improvising and singing familiar to all.</p> <p><b>Repertoire to cover</b></p> <p>Star Wars – up to high G for trumpets, march feel, Semi quavers, dynamics, accents, DS</p> <p>James Bond – all to play theme by ear, staccato, accents, sforzando cresc. Minor tonality. Introduces CODA</p> <p>I Feel Good – anacrussis, introduces funk – social context. Swing v straight quavers, improvising. Introduce dominant 7, mixolydian mode</p> <p>Soul Bossa Nova – Blues, many different sections, importance of bass lines, improvising, D7</p> <p>King of Swingers, minor jazz piece, many sections, improvising, follow conducting, change from minor to major tonality</p> <p>Beat It – semiquavers, fast articulation</p> <p>Ghostbusters – E major, 4 sharps</p> <p>There are many other arrangements to introduce if and as needed. Pupils should be left with a love and appreciation of music making they will continue to have for the rest of their lives.</p>
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