



St Walburga's Catholic Primary School
Whole School MUSIC Scheme of Work



EYFS

Early L Early Learning Goal / EYFS Ages and Stages: Expressive Arts and Design: Exploring and using media and materials/Being imaginative

- Sing a range of nursery rhymes
- Sing a range of songs
- Perform songs with others
- Begin to build a repertoire of songs
- Explore the different sounds of instruments
- Try to move in time to the music

Early Learning Goal: Expressive arts and design

Being imaginative: Children represent their own ideas, thoughts and feelings through music and dance.

	AUTUMN	SPRING	SUMMER
Topic	Me and my world Changing seasons Christmas in the past	Amazing Creatures Chinese New Year Once Upon a Time	The Gruffalo and Friends
CLASSICAL FOCUS	Troika (Sleigh Ride) by Prokofiev	Short Ride in a Fast Machine by John Adams TEN PIECES Sleeping Beauty waltz by Tchaikovsky	
CHARANGA	Me! and My Stories	Everyone! and Our World!	Big Bear Funk and Reflect, Rewind and Replay
The inter-Related Dimensions of Music are: Pulse and rhythm Tempo and dynamics Timbre and texture Pitch Structure Notation	ME! STEP 1 Listen and appraise – Celebration by Kool and the Gang Find the Pulse to Pat a cake Learn the action song – My Name	EVERYONE! STEP 1 Listen and appraise We are Family by Sister Sledge Find the pulse to Wind the bobbin up Learn – If you're happy and you know it!	BIG BEAR FUNK STEP 1 – Listen and appraise Big Bear Funk Games track – Big Bear Funk Learn – Big Bear Funk

<p>1. Listen and appraise – find the pulse. How does it make you feel?</p> <p>2. Explore and Create Using Voices and Instruments (Musical Activities) Options (Build on previous learning):</p> <p>a. Using the games track of your choice, and the pulse in different ways</p> <p>b. Rhythm games</p> <p>c. Explore high and low (pitch and improvisation with voices)</p> <p>d. Create your own sounds (improvisation and composition with voices and/or instruments)</p>	<p>STEP 2 Listen and appraise – Happy by Pharell Williams</p> <p>Find the pulse the Name song</p> <p>Learn 1,2,3,4,5 song</p>	<p>STEP 2 Listen and respond – Thula Baba (African lullaby)</p> <p>Find the pulse to Happy and you know it</p> <p>Learn - Rock a Bye Baby</p>	<p>STEP 2 Listen and appraise – I feel good by James Brown</p> <p>Games track – Big Bear Funk</p> <p>Learn – Hickory Dickory</p>
	<p>STEP 5 Listen and appraise – Happy Birthday by Stevie Wonder</p> <p>Find the pulse This old man</p> <p>Learn 5 Little Ducks</p>	<p>STEP 6 Listen and appraise Horn Concerto no 4 by Mozart</p> <p>Games track Heads and shoulders, knees and toes</p> <p>Learn – Twinkle twinkle little star</p>	<p>STEP 5 Listen and appraise - Superstition by Stevie Wonder</p> <p>*Games tracks – Big Bear Funk</p>
	<p>MY STORIES! STEP 2 Listen and appraise – Boogie Wonderland by Earth, Wind and Fire. *</p> <p>Find the pulse to The Grand old duke of York</p> <p>Learn the song I’m a Little teapot</p>	<p>OUR WORLD! STEP 3 Listen and appraise - Mars by Holst</p> <p>Games track – Old Mc Donald</p> <p>Learn – Incy Wincy Spider</p>	<p>REFLECT, REWIND,REPLAY STEP 1 Listen and appraise – William Tell by Rossini - open History tab and discuss</p> <p>Pulse -interrelated dimensions</p> <p>Revise – Autumn 1 Me!</p>
	<p>STEP 5 Listen and respond - Frosty the Snowman by Ella Fitzgerald</p> <p>Find the pulse – Hickory Dickory Dock</p> <p>Learn ABC song</p>	<p>STEP 4 – Listen and appraise – Frogs Legs and Dragons Teeth by Bellowhead</p> <p>Games track wheels on the bus</p> <p>Learn – Hokey Cokey</p>	<p>STEP 2 – Listen and appraise – Dance of the Sugar Plum Fairy by Tchaikovsky - open History tab and discuss</p> <p>Theory – rhythm</p> <p>Revise – Autumn 2 My Stories!</p>
	<p>STEP 6 Listen and respond – Spiderman by Michael Buble – add body percussion</p> <p>Find the Pulse – ABC song</p> <p>Learn - Not too difficult song</p>	<p>STEP 6 – listen and respond - Singing in the rain sung by Gene Kelly *</p> <p>Games track – Hokey Cokey</p> <p>Learn – Row row row your boat</p>	<p>STEP 6 – Listen and appraise ET flying theme - open History tab and discuss</p> <p>Pitch – finding out about music</p> <p>Revise – Spring 1 – Everyone!</p>
<p>Playing, exploring, improvising and composing. Ensemble and performance skills</p>	<p>*Add percussion to keep the pulse to Boogie Wonderland</p>	<p>*Compose – rainfall – the sound of rain on glockenspiels and percussion to accompany the song</p>	<p>*BIG BEAR STEP 5 – games tracks – see full lesson plan-glockenspiels play D</p> <p>*REFLECT, REWIND, REPLAY STEP 1 – play percussion pulse to accompany William Tell</p>
<p>Subject specific vocabulary – Key Words</p>	<p>PULSE PITCH RHYTHM GLOCKENSPIEL PERCUSSION</p>		

YEAR 1

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key stage 1 Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

	AUTUMN	SPRING	SUMMER
Topic	Toys Winter Wonderland	Happily, Ever After [Castles and Fairy Tales]	Explorers The Great Outdoors
CLASSICAL FOCUS	4 Seasons – Winter by Vivaldi TEN PIECES	The Sleeping Beauty Waltz by Tchaikovsky	Mars from The Planets by Holst TEN PIECES
CHARANGA			
The inter-Related Dimensions of Music are: Pulse and rhythm Tempo and dynamics Timbre and texture Pitch Structure Notation	How Can We Make Friends When We Sing Together? UNIT 1 - AUTUMN 1 Hip hop, Jazz, Pop, Gospel, Classical Introducing Beat	How Does Music Make the World a Better Place? UNIT 3 – SPRING 1 Pop, Reggae, Funk, Waltz, 20/21 st century orchestral, Lullaby Introducing Tempo and Dynamics	What Songs Can We Sing to Help Us Through the Day? UNIT 5 – SUMMER 1 Pop, Swing, Classical, Lullaby Having Fun with Improvisation

	<p>How Does Music Tell Stories About the Past?</p> <p>UNIT 2 - AUTUMN 2 Reggae, 20/21st century orchestral, Pop, Gospel</p> <p>Adding Rhythm and Pitch</p>	<p>How Does Music Help Us to Understand Our Neighbours ?</p> <p>UNIT 4 – SPRING 2 Pop, Swing, Waltz, 20/21st century orchestral, Lullaby</p> <p>Combining Pulse, Rhythm and Pitch</p>	<p>How Does Music Teach Us About Looking After Our Planet?</p> <p>UNIT 6 – SUMMER 2 Pop, country, Marching Band, Reggae, 20/21st century orchestral, Lullaby, Gospel, Jazz</p> <p>Explore Sound and Create a Story</p>

Subject specific vocabulary – Key Words	PULSE RHYTHM PITCH TEMPO IMPROVISE COMPOSE RAP UNISON MELODY GLOCKENSPIEL PERCUSSION
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YEAR 2			
	AUTUMN	SPRING	SUMMER
Topic	Paddington Bear/ Coming Home/ Santa’s Workshop	Antarctica/Lost and Found/ Great Fire of London	Pirates / Local Geography
CLASSICAL FOCUS	Waltz of Flowers from The Nutcracker by Tchaikovsky TEN PIECES	Elegy for the Arctic by Ludovico Einaudi https://www.youtube.com/watch?v=2DLnhdnSUVs	Theme from Pirates of the Caribbean by Klaus Badelt
CHARANGA			
The inter-Related Dimensions of Music are: Pulse and rhythm Tempo and dynamics Timbre and texture Pitch Structure Notation	<p>How Does Music Help Us to Make Friends?</p> <p>UNIT 1 - AUTUMN 1 Jazz, Rock, Pop, Gospel, 20th century orchestral</p> <p>Exploring Simple Patterns</p>	<p>How Does Music Make the World a Better Place?</p> <p>UNIT 3 – SPRING 1 Pop, Rock n Roll, Kwela, Ragtime</p> <p>Explore Feelings Through Music</p>	<p>How Does Music Make Us Happy?</p> <p>UNIT 5 – SUMMER 1 Rock, Film Music, Jazz, Pop, Calypso</p> <p>Music that Makes you Dance</p>

	<p>How Does Music Teach Us About the Past?</p> <p>UNIT 2 - AUTUMN 2 Jazz, Pop, Swing, 20/21st century orchestral/choral</p> <p>Focus on Dynamics and Tempo</p>	<p>How Does Music Teach Us About Our Neighbourhood ?</p> <p>UNIT 4 – SPRING 2 Pop, Marching Band, Swing, 20th century orchestral, Gospel,</p> <p>Inventing a Musical Story</p>	<p>How Does Music Teach Us About Looking After Our Planet?</p> <p>UNIT 6 – SUMMER 2 Pop, Rock, Calypso, Funk, Reggae</p> <p>Exploring Improvisation</p>

Subject specific vocabulary – Key Words	<p>PULSE RHYTHM PITCH TEMPO IMPROVISE COMPOSE RAP UNISON MELODY GLOCKENSPIEL PERCUSSION STAVE CROTCHET MINIM REST TREBLE CLEF TIME SIGNATURE DYNAMICS FORTE (loud) FORTISSIMO(very loud) PIANO(quiet) PIANISSIMO(very quiet) CONDUCTOR CHOIR</p>
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YEAR 3

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music

- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

	AUTUMN	SPRING	SUMMER
Topic	Stone Age/ Bronze Age/ Iron Age	World Geography – focus on Italy	Victorians/ Forces and Magnets
YEAR 3	CHILDREN HAVE A WEEKLY RECORDER LESSON	CHILDREN HAVE A WEEKLY RECORDER LESSON	CHILDREN HAVE A WEEKLY RECORDER LESSON
CLASSICAL FOCUS	Autumn – The Four Seasons - Vivaldi	Dies Irae and Tuba Mirum from Requiem by Verdi TEN PIECES	In the Hall of the Mountain King from Peer Gynt by Grieg TEN PIECES
The inter-Related Dimensions of Music are: Pulse and rhythm Tempo and dynamics Timbre and texture Pitch Structure Notation	Term 1: Introduce children to the recorder - play youtube clips of various different genres being played on recorder (including flight of the bumblebee) Explain the parts of the recorder and how the sound is made. Let the children explore with sound making. Talk about the techniques needed to play the recorder - no hamster cheeks, blow gently, say 'ta' into the recorder, make sure the holes are completely covered. Teach the notes B, A and G. Allow children to demonstrate individually, in small groups, as a class. Practise without and with blowing. In pairs get partners to check that all the holes are covered. Teach Merrily We Roll Along from memory, a few bars at a time. Introduce concept of pulse and following the correct tempo. Introduce 'Recorderton' on the IWB. Explore the concept of the piece's structure - ABABA Begin learning, and learn a small section each week. Introduce the stave, the treble clef and formal notation. Also introduce the concept of pitch and how the notes go higher the further up the stave they are. Explain the	Lesson structure as before - giving time for individual performances, and a range of songs and music games to be taught and played each week. Other games to include the musical memory game 'I went to the music shop and bought...' each child chooses and plays a percussion instrument and the next one has to play the first one and add their own and they see how many in a row they can correctly play. As part of this the musical instruments are named, how they are played and how the sound is produced is discussed. New notes on the recorder are introduced and learned and practised as by the techniques described in term 1. The children learn the song 'Happy' by Pharrell Williams during this term, learning a short section each week. The ABAB structure of the song is discussed. Various difficulty parts are given to aid differentiation to stretch the more able players and to support the weaker ones. Rhythm and pitch games are played on the IWB as part of each lesson to help musical memory and sight recognition of notes. This term the children also create and compose their own repeating rhythms (ostinati) by	This term to fit in with their history topic the children will be learning the recorder through learning how to play Greensleeves and London's burning (using techniques and structure outlined in previous terms. They explore the instruments of tudor England and the instruments of the early orchestra by playing an online quiz and looking at my powerpoint. We also look at rounds - the traditional ones such as row your boat and non traditional such as Donkeys are in love with Carrots. They listen to 'Dona Nobis Pacem' and discuss the structure of the music. We also explore BBC 10 pieces body percussion piece 'Connect It' by modern composer Anna Meredith. The children have a go at creating their own piece of body percussion music. We discuss the terms timbre and texture and explore how we can use it in our own pieces to good effect. This term we also learn and perform the more complex rhythmic song 'I let her go' in a call and response fashion, with one

notes go from A-G and back to A again. Get the children to remember the notes with lines with the mnemonic Every Good Banana Deserves Friends. Teach children that the notes in the spaces are remembered with FACE in the space. Use games such as tic tac toe with music notes to get teams to correctly identify the notes. Also use flash cards as reminders each lesson. Give the children the written music of recorderton with some of the note names missing and get them to fill them in. Go through as a class and check all are correct. Introduce the concept of note duration - quavers (coffee) crotchets (tea) minims (wa-ter) semibreve (cocacola). Practise tapping out the pulse and clapping the different length notes, and then playing on the recorder. Show written out rhythms and get children to identify which one you are playing on the recorder. Start with 2 choices and progress to 4. Put the 4 different rhythms around the room and get the children to go and stand by the correct one that is being played. Children can compose and record on a stave, their own rhythms and perform their own and eachother's. Each week an opportunity is given for children to play in front of the rest of the class anything that has been practised at home. Also a range of songs and musical games are taught -I'm alive, alert, awake, enthusiastic (with actions) iis taught and performed as the introductory song to get the children singing well and in the mood for music. Don't clap this one back is a game used for listening out for specific rhythms, call and response songs like Princess Pat, action songs like Pirate Ship, I'm being eaten by a boa constrictor,

placing the notes they learned about in Term 1 in a 4 beat grid. As a class we layer up rhythms to perform, with different groups taking a different repeating rhythm to perform - either clapping or on the recorder. Children in small groups are able to compose their own pieces using this method. Once they can perform the rhythms confidently clapping, they can choose a note that they have learned to put to the rhythm. At this point the pentatonic scale is introduced, and the idea of chords (three or more notes played together at the same time). The children can choose the notes that they think sound good together. They can extend this after performing their rhythm all on one note by choosing to create a melody with 1, 2 or 3 notes. When they have composed the short melodies they can layer them up to see what effects they have created. Children to perform to each other and the class to evaluate the performances.

half of the class making the rhythm of 'I let her', and the others doing they 'go go ee ays'. We also learn the game 'concentration' which involves keeping a steady rhythm going while calling out names of people in the class. At the end of the summer term we perform to the parents and siblings (and sometimes other year groups) all the songs on the recorder and some of the singing songs with guitar that we have learned and practised during the year.

	Hi, my name is Joe. Hickyety Tickety bumble bee, Who stole the cookie? and 1,2,3,4, Rose is at the cottage door is used to encourage accurate melodies in solo and whole class singing. Songs such as the Meatball song, The colour song and The duck song are taught and sung each week with guitar accompaniment.		

Subject specific vocabulary – Key Words	PULSE RHYTHM PITCH TEMPO TEXTURE IMPROVISE COMPOSE RAP UNISON MELODY GLOCKENSPIEL RECORDER PERCUSSION STAVE CROCHET MINIM QUAVER REST BAR BAR LINE TREBLE CLEF TIME SIGNATURE DYNAMICS FORTE (loud) FORTISSIMO(very loud) PIANO(quiet) PIANISSIMO(very quiet) CONDUCTOR CHOIR LYRICS
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YEAR 4			
	AUTUMN	SPRING	SUMMER
Topic	The Romans / The Egyptians	Egyptians cont... Electricity	World War 2 /Bridges
CLASSICAL FOCUS	The Battle from Gladiator soundtrack by Hans Zimmer	Triumphal March from Aida by Verdi https://www.youtube.com/watch?v=HqNa9Cpa3L8	Rodeo Hoe Down by Copeland (composed 1942) TEN PIECES
CHARANGA			
The inter-Related Dimensions of Music are: Pulse and rhythm Tempo and dynamics Timbre and texture Pitch Structure Notation	How Does Music Bring Us Closer Together? UNIT 1 - AUTUMN 1 Reggae, Soul:Ballad, RnB, 20/21 st century orchestral, Interesting Time Signatures	How Does Music Improve Our World? UNIT 3 – SPRING 1 Disco, Musicals, Folk, 20/21 st century orchestral Developing Pulse and Groove Through Improvisation	How Does Music Shape Our Way of Life? UNIT 5 – SUMMER 1 20/21 st century orchestral, Classical Romantic, Gospel, Electronic Dance Music Connecting Notes and Feelings

	<p>How Does Music Connect Us with our Past? UNIT 2 - AUTUMN 2 Pop, Folk, Jazz Combining Elements to Make Music</p>	<p>How Does Music Teach Us About Our Community? UNIT 4 – SPRING 2 RnB, Classical, Romantic Classical, Jazz, Rock Creating Simple Melodies Together</p>	<p>How Does Music Connect Us with the Environment? UNIT 6 – SUMMER 2 Gospel, Electronic Dance Music, Choral, Funk Purpose, Identity and Expression in Music</p>
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<p>Subject specific vocabulary – Key Words</p>	<p>PULSE RHYTHM PITCH TEMPO TEXTURE TIMBRE IMPROVISE COMPOSE RAP UNISON MELODY GLOCKENSPIEL RECORDER PERCUSSION STAVE CROTCHET MINIM QUAVER REST BAR BAR LINE TREBLE CLEF TIME SIGNATURE DYNAMICS FORTE (loud) FORTISSIMO(very loud) PIANO(quiet) PIANISSIMO(very quiet) CONDUCTOR CHOIR LYRICS OSTINATO</p>
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YEAR 5

	AUTUMN	SPRING	SUMMER
Topic	Earth and Space / Ancient Greece	Brazil and Rivers Vikings and Anglo Saxons	The Tudors
CLASSICAL FOCUS	Earth by Hans Zimmer TEN PIECES	The Blue Danube by Strauss	Fantasia on a Theme by Thomas Tallis (16 century composer) by Vaughan Williams
CHARANGA			
The inter-Related Dimensions of Music are: Pulse and rhythm Tempo and dynamics Timbre and texture Pitch Structure Notation	<p>How Does Music Bring Us Together?</p> <p>UNIT 1 - AUTUMN 1</p> <p>20th/21st century orchestral classical Gospel</p> <p>Getting Started with Music Tech</p>	<p>How Does Music Improve Our World?</p> <p>UNIT 3 – SPRING 1</p> <p>20th/21st century orchestral classical, Pop, Jazz, South African</p> <p>Exploring Key and Time Signatures</p>	<p>How Does Music Shape Our Way of Life?</p> <p>UNIT 5 – SUMMER 1</p> <p>20th/21st century orchestral classical, Pop, Hip Hop, Funk</p> <p>Words, Meaning and Expression</p>
	<p>How Does Music Connect Us with our Past?</p> <p>UNIT 2 - AUTUMN 2</p> <p>20th/21st century orchestral classical, Gospel, Pop, Minimalism, Rock n Roll</p> <p>Emotions and Musical Styles</p>	<p>How Does Music Teach Us About Our Community?</p> <p>UNIT 4 – SPRING 2</p> <p>20th/21st century orchestral classical, Pop, Reggae, Film Music</p> <p>Introducing Chords</p>	<p>How Does Music Connect Us with the Environment?</p> <p>UNIT 6 – SUMMER 2</p> <p>20th/21st century orchestral classical, Pop, Romantic, Musicals</p> <p>Identifying Important Musical Elements</p>

Subject specific vocabulary – Key Words	PULSE RHYTHM PITCH TEMPO TEXTURE TIMBRE IMPROVISE COMPOSE RAP UNISON MELODY GLOCKENSPIEL RECORDER PERCUSSION STAVE CROTCHET MINIM QUAVER REST BAR BAR LINE TREBLE CLEF TIME SIGNATURE DYNAMICS FORTE (loud) FORTISSIMO(very loud) PIANO(quiet) PIANISSIMO(very quiet) CONDUCTOR CHOIR LYRICS OSTINATO SYMPHONY OPERA
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YEAR 6			
	AUTUMN	SPRING	SUMMER
Topic	World War 1 Natural Disasters	Mission Mysterious Benin	Crime and Punishment/ Celebrating difference
CLASSICAL FOCUS	The Lark Ascending by Vaughan Williams (started in 1914) TEN PIECES	Andante from piano concerto no 2 by Shostakovich used for 'Bridge of Spies'	Juba Dance from Symphony no 1 by Florence Price TEN PIECES
CHARANGA			
The inter-Related Dimensions of Music are: Pulse and rhythm Tempo and dynamics Timbre and texture Pitch Structure Notation	<p>How Does Music Bring Us Together?</p> <p>UNIT 1 - AUTUMN 1 20th/21st century orchestral, Pop, Soul</p> <p>Developing Melodic Phrases</p>	<p>How Does Music Improve Our World?</p> <p>UNIT 3 – SPRING 1 Zimbabwean Pop, Disco, Romantic, Rock, RnB</p> <p>Gaining Confidence Through Performance</p>	<p>How Does Music Shape Our Way of Life?</p> <p>UNIT 5 – SUMMER 1 Hip Hop, Gospel, Soul, Salsa</p> <p>Using Chords and Structure</p>
	<p>How Does Music Connect Us with our Past?</p> <p>UNIT 2 - AUTUMN 2 20th/21st century orchestral, Rock, Hip Hop, Soul, Jazz:swing</p> <p>Understanding Structure and Form</p>	<p>How Does Music Teach Us About Our Community?</p> <p>UNIT 4 – SPRING 2 Rock, Romantic, Folk, Pop</p> <p>Exploring Notation Further</p>	<p>How Does Music Connect Us with the Environment?</p> <p>UNIT 6 – SUMMER 2 Reggae, Musicals, Film Music, Pop, Soul</p> <p>Respecting Each Other Through Composition</p>
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