Music Scheme of Work

EYFS

Autumn A Whole-school topic: Climate Sustainability/Fantastic Foundations **Kapow unit: Exploring sound** • Explore how to use voices and bodies to make sounds • Explore the different **timbres** of sound that can be made on tuned and untuned percussion instruments • Experiment with tempo and dynamics when playing instruments • Identify sounds in the environment and differentiate between natural ones and others • Use voices and instruments to find the right **timbre** of sound to express the idea of environmental sounds • Use simple graphic notation to draw environment sounds • Start to build an understanding of the words **timbre**, tempo and dynamics by using pictures that support the concepts	**Autumn B Whole-school topic: Fantastic Foundations** **Exploring the story of the Incarnation (Nativity)** • Learn a range of vocal and body warm ups • Use different **timbres** of voices e.g. Speaking, whispering, singing • Imitate melodic phrases by singing the pitch tone • Learn actions to support the remembering of words in songs • Put actions on the beat • Remember and sing entire songs with word accuracy and following the shape of the melody • Increasingly sing with good pitching when singing with a small group or as a soloist • Clap in time with the beat of a song • Sing songs with different tempos and dynamics • Talk about the story behind Christmas songs and remember key facts about the Incarnation Start to build an understanding of the words **timbre**, tempo and dynamics by using pictures that support the concepts
Spring A Whole-school topic: Mindful Moments **Kapow unit: Exploring musical stories** • Move to music with instruction, changing movements to tell the story of 'The Teddy Bears Picnic' • Learn about the woodwind family of instruments, talking about the **timbre** of sound that each plays to represent characters in 'Peter and the Wolf' by Sergei Prokofiev • Learn 'The Sleeping Princess' song, matching the pitch tone of each note, with actions to tell the story • Use vocal sounds to tell the story, 'We're Going on a Bear Hunt', speaking rhythmically • Choose the right **timbre** of sound with voices or instruments to express an idea from a story, such as a river flowing • Change dynamics or tempo to represent a feeling or an action in a story • Perform as a group to tell a story in sound • Point to picture symbols when talking about the **timbre**, tempo, pitch and dynamics •	**Spring B Whole-school topic: Mindful Moments** **Kapow unit: Exploring transport sounds** • Identify different transport sounds by listening carefully to a range of sounds • Learn songs about trains, cars and boats • Listen to 'The Little Train of Kaipira' by Villa Lobos and describe the **timbre** of sounds. • Listen to 'Short Ride in a Fast Machine' by John Adams and describe how the tempo changes • Build on previous learning experiences with choosing sounds • Imitate transport sounds with voices and instruments by thinking about the right **timbre** of sounds that are needed • Change tempo and dynamics appropriately • Compose word rhythm patterns about transport • Follow simple graphic scores to perform sound pieces about a transport journey • Point to picture symbols when talking about the **timbre**, tempo, pitch and dynamics

Summer A Whole-school topic: Building our Futures Kapow unit: Exploring music and movement	Summer B Whole-school topic: Building our Futures Kapow unit: Exploring big bands
• Imitate melodic phrases in songs to match the pitch with increasing accuracy • Imitate actions to songs • Understand why hand signs or actions can help with learning the pitch or words of a song • Learn simple Makaton signs to songs and understand how these can aid understanding of the words • Perform a range of action songs with increasing confidence, matching pitch and singing words with clarity • Build confidence in creating appropriate actions to signs that support the meaning of the words • Develop more skill in clapping, tapping, walking, stomping or marching to the beat whilst singing a song • Move to different tempos of music • Express the **timbre**, tempo, pitch or dynamic of the music using movement • Express feelings and emotions through movement • Help to create a whole-class dance performance Use one of these words when talking about sound: **timbre**, tempo, pitch	• Explore untuned and tuned percussion instruments to find different **timbres** of sound • Name and group percussion instruments appropriately according to **timbre** • Listen to a range of orchestral music such as 'Pirates of the Caribbean' by Klaus Badelt • Listen to and look at orchestral instruments and talk about how musicians use their hands, fingers or other body parts to play them • Find out about the four orchestral groups or families and group instruments accordingly • Talk about how the **timbre** or pitch of sounds are changed on the different types of orchestral instruments • Copy and follow a beat on a range of percussion instruments • Play instruments along with a well-known nursery rhyme • Choose the right **timbre** of sound on percussion instruments to express the meaning of the words in a song • Play a part in the class band to perform a class composition • Use one of these words when talking about sound: **timbre**, tempo, pitch and dynamics

Year 1

Autumn A Whole-school topic: Climate Sustainability/Fantastic Foundations Kapow unit: Keeping the pulse (My favourite things)	Autumn B Whole-school topic: Fantastic Foundations Exploring singing skills through Christmas songs
• Understand that a pulse or beat is where the same length of sounds is repeated • Imitate a beat or pulse by clapping and on an instrument • Perform actions in time to the pulse of the music • Play an instrument along to different songs • Show a developing awareness of pulse and tempo • Play and explore instruments to find long and short sounds • Understand that a rhythm is a mixture of long and short sounds • Imitate word rhythm patterns about favourite things such as food • Imitate a rhythm pattern by clapping and on an instrument • Copy a simple rhythm pattern played on an instrument. • Respond to graphic or staff notation rhythmic symbols • Compose rhythm patterns about favourite things • Notate rhythm patterns with picture symbols or staff notation • Recognise and understand the difference between pulse and rhythm • Use the words pulse and rhythm when talking about long and short sounds	• Warm up the voice carefully • Speak and chant short phrases rhythmically and expressively • Find different **timbres** of voice e.g. Whispering, speaking, singing • Find the singing voice • Maintain the overall shape of the melody and keep in time when singing • Sing a variety of songs both accompanied and unaccompanied, including some from different cultures • Create actions which will support the learning of words and perform the on the beat • Listen to Christmas songs from different cultures • Sing simple Christmas songs from memory e.g. a traditional carol, a song from a Nativity play • Sing songs in different ways • Make changes in tempo, **timbre** or dynamics with voices to express different moods, feelings or actions • Perform songs for a live audience • Use the words pitch, dynamics or tempo with some understanding, when talking about changes in a song •
Spring A Whole-school topic: Mindful Moments • **Kapow unit: Vocal and body sounds (By the sea)** • Listen to 'Storm' by Benjamin Britten and create movements that match the music • Identify the timbre of sounds within the music. • Recreate and then adapt descriptive sounds • Explore a range of untuned and tuned percussion to find the right timbres of sound to describe a storm • Listen to 'By the River' by Barrie Gleddon and compare the timbre of sounds with those in 'Storm' by Benjamin Britten	**Spring B Whole-school topic: Mindful Moments** **Kapow unit: Pitch (Superheroes)** • Understand that pitch means how high or low a note sounds – using picture symbols as a prompt • Identify whether a note is higher or lower when sung by someone • Imitate and identify steps and leaps in pitch • Sing a range of songs from notation where step and leap changes in pitch are clear • Listen to superhero themes and draw the shape of the key parts of the melody • Understand that tuned instruments play high or low sounds

• Take part in a seaside sound treasure hunt, discovering a range of sounds such as crabs clicking, feet treading on pebbles and seagulls crying • Control instruments and voices to make sounds of different **timbre**, dynamics and tempo to describe different aspects of the seaside. • Devise a seaside story with peers, so that a range of different sounds are heard • Combine instrumental and vocal sounds within a given structure • Contribute to and take part in a group performance • Create graphic symbols to show composed seaside sounds and perform using them. • Use the words **timbre**, pitch, dynamics or tempo with some understanding of their meaning. •	• Identify high and low notes on tuned instruments • Create a pattern using two pitches, then play or sing it • Explain by using picture symbols as a prompt, that tempo means the speed of the music • Identify simple tempo changes in music • Perform a pitch pattern that gradually gets faster (accelerando) • Compose a superhero theme using two or more pitches and perform at different tempos • Compose two-note pitch patterns or ostinatos using music technology (Chrome Music Lab: Song Maker) • Suggest improvements to their work
Summer A Whole-school topic: Building our Futures **Kapow unit: Sound patterns (Fairytales)** • Chant the well-known phrases from 'The Three Little Pigs': "I'll huff…" and 'Not by the hail'. Keeping to the beat • Make changes in the **timbre** of their voices to represent a character from 'The Three Little Pigs' • Act out the story using different **timbres** of voices for the different characters • Know that a voice can create different **timbres** to help tell a story • Choose a suitable **timbre** of sound on an instrument to represent a specific point in a story • Imitate saying and clapping the rhythm of words from the story e.g. Building materials • Create short phrases of words about the story e.g. Run little pig • Play the rhythm of the words as they are spoken • Play rhythms in time with the beat • Listen to 'Peter and the Wolf' by Sergei Prokofiev and describe the sounds that the compose uses for each character • Identify and hold up the correct sign to correspond to some character music. • Play rhythms or sounds to tell the whole story of 'The Three Little Pigs' • Recognise and understand the difference between pulse and rhythm • Use the words pulse and rhythm when talking about long and short sounds	**Summer B Whole-school topic: Building our Futures** **Kapow unit: Musical symbols (Under the sea)** • Clap a pulse to show that it is a steady beat throughout the music • Listen (only) to the theme from 'Jaws' by John Williams and move to the pulse of the music • Listen again and show what happens to the tempo by moving at appropriate speeds • Choose the right **timbre** of sounds to show different activities happening on and under the sea • Listen to 'Aquarium' by Saint-Saens and find out how he selected the right **timbre (or colour)** of sound • Choose instruments with appropriate **timbre** to represent sparkling fishes. • Know that dynamics means how loud or soft a sound is • Respond to dynamic changes in a piece of music. • Create pitched patterns and rhythms patterns to show the movement and actions of a diver. • Choose the right sounds to describe an aspect of an underwater scene and layer the sound with others to form a texture • Know that texture means the layers of sound in a piece of music • Perform a layer of the music within an overall piece, following the underwater scene as a type of graphic score.

Year 2

Autumn A Whole-school topic: Climate Sustainability/Fantastic Foundations **Kapow unit: Call and response (Animals)** • Use tempo, dynamics and **timbre** to compose short sequences of sounds about West African animals • Play in time with their group • Use instruments appropriately • Successfully sing back the melody line of a Ghanaian song 'Che Che Kule' in time and at the correct pitch • Play an animal word rhythm as part of a rhythmic call and response • Play either a call and/or response role in time with another pupil. • Choose a different animal and compose a rhythmic call and response about it, working with a partner to clap and play the rhythm of the words • Perform the call and response composition to other children, playing and saying the rhythm of the words Help to combine sounds and call and response rhythm patterns about animals into an African Safari class	**Autumn B Whole-school topic: Fantastic Foundations** **Exploring singing skills through Christmas songs** • Listen to a range of Christmas songs • Reflect on the context of a Christmas song • Sing a variety of songs from different cultures with more accuracy of pitch • Sing words clearly and breathe at the end of phrases • Sing with a sense of control of dynamics (volume) and tempo (speed) • Pronounce words well • Echo sing short melodic phrases & call and response • Identify if the pitch is getting higher or lower or is staying the same and copy with their voices or show with hand signs • Follow the leader starting and stopping together • Sing simple songs and chants from memory • Change words to well know tunes (e.g. nursery rhymes) • Hold a part in a round or part song with a group

composition	• Sing short phrases or responses on their own • Play a beat accompaniment to a song with their group • Prepare a performance for a Christmas nativity
Spring A Whole-school topic: Mindful Moments **Kapow unit: Instruments (Musical storytelling)** • Think about the different families of the orchestra and how sounds are made on the instruments • Listen attentively to 'The Three Bears – A Fantasy' by Eric Coates • Identify a few instruments that are used to tell parts of the story • Listen attentively to 'Do You Want to Build a Snowman?' from 'Frozen' and describe the **timbre**, tempo or dynamics used to show characters, actions or feelings • Work with a partner to think about a part of 'Little Red Riding Hood' or 'Jack and the Beanstalk' stories • Use the right **timbre** of sounds to describe different characters in 'Little Red Riding Hood' or 'Jack and the Beanstalk' stories • Suggest tempo changes for the actions that they make • Suggest different dynamics to express the emotions of the characters in the stories • Talk about what is working well and what could be even better • Perform confidently with a partner or in a small group using appropriate instrumental sounds • Play instrumental sounds at the appropriate time in a class composition about a story	**Spring B Whole-school topic: Mindful Moments** **Kapow unit: Pitch (Musical me)** • Clap the rhythm of their name in 'The Name Game' rhyme. • Imitate 'steps' and 'leaps' with the voice • Identify a 'step' or a 'leap' that has been sung • Learn to sing 'High Low Chikka Low', singing the melody accurately and showing high and low pitches with hand signs • Sing the song with different tempo and dynamics, responding to the picture symbols • Explore tuned instruments such as glockenspiels and chime bars and find high and low pitches • Identify 'steps' and 'leaps' when played on an instrument • Play 'High Low Chikka Low' from letter notation in the right order if not with the right rhythm • Sing the song while playing the instrument in time • Imitate the right pitches in the song 'Engine, Engine' • Sing the song expressing different speeds of the train with different tempos • Show different emotions with voices • Compose a melody using tuned instruments and music technology – Chrome Music Lab: Song Maker • Play a new melody from letter notation in the right order, if not in time
Summer A Whole-school topic: Building our Futures **Kapow unit: Dynamics, timbre, tempo and motifs (Space)** • Use voices to create different **timbre** of sounds that describe a journey into space • Use dynamics to create atmosphere or tempo to describe actions • Listen to 'Mars' by Gustav Holst and draw shapes and symbols to show the sounds you heard, correctly identifying some instruments in the piece • Show dynamic changes in 'Mars' and 'Star Wars' music by moving the body • Describe the different **timbre** of sounds that can be created by voices and instruments • Listen to 'Mars' and 'Venus' by Gustav Holst and compare them, using some musical vocabulary to describe the changes in tempo, dynamics and **timbre.** • Listen to different examples of motives: 'The James Bond Theme', 'Ghostbusters Theme' and Beethoven's 5th Symphony motif. • Play Beethoven's 5th Symphony motif from letter notation • Successfully create and play a motif. • Notate and write down a motif in some form. • Take part in a group performance of a journey into space with sounds and motives combined	**Summer B Whole-school topic: Building our Futures** **Exploring performing skills: Y2 Leavers Assembly** • Listen to the Leavers Assembly songs and describe the structure • Warm up the body well with musical body warm ups • Identify if the pitch of a phrase is getting higher, lower or staying the same. • With voices copy the pitch of a melodic phrase and show with hand signs • Follow the tune well in a range of warm up songs and Leavers Assembly songs • Sing words clearly and rhythmically, breathing at the end of phrases • Sing with a sense of control of dynamics (volume) and tempo (speed) • Pronounce words well • Express the meaning of the words • Follow the leader starting and stopping together • Hold a part in a round or part song with a group • Sing production songs from memory • Perform actions on the beat • Sing short phrases or responses as a soloist • Perform with a sense of the occasion and the audience