



Geography Scheme of Work

EYFS

<p>Autumn A Whole-school topic: Reading for Pleasure Kapow unit: Exploring sound</p> <ul style="list-style-type: none"> • 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 	<p>Autumn B Whole-school topic: Reading for Pleasure Exploring the story of the Incarnation (Nativity)</p> <ul style="list-style-type: none"> • 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
<p>Spring A Whole-school topic: Being Resilient Kapow unit: Exploring musical stories</p> <ul style="list-style-type: none"> • 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 	<p>Spring B Whole-school topic: Being Resilient Kapow unit: Exploring transport sounds</p> <ul style="list-style-type: none"> • 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

<p>Summer A Whole-school topic: Food and Farming Kapow unit: Exploring music and movement</p> <ul style="list-style-type: none"> • 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 <p>Use one of these words when talking about sound: timbre, tempo, pitch</p>	<p>Summer B Whole-school topic: Food and Farming Kapow unit: Exploring big bands</p> <ul style="list-style-type: none"> • 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

<p>Autumn A Whole-school topic: Reading for Pleasure Kapow unit: Keeping the pulse (My favourite things)</p> <ul style="list-style-type: none"> • 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 	<p>Autumn B Whole-school topic: Reading for Pleasure Exploring singing skills through Christmas songs</p> <ul style="list-style-type: none"> • 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 •
<p>Spring A Whole-school topic: Being Resilient Kapow unit: Vocal and body sounds (By the sea)</p> <ul style="list-style-type: none"> • 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 	<p>Spring B Whole-school topic: Being Resilient Kapow unit: Pitch (Superheroes)</p> <ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Use the words timbre, pitch, dynamics or tempo with some understanding of their meaning. 	<ul style="list-style-type: none"> • 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
<p>Summer A Whole-school topic: Food and Farming Kapow unit: Sound patterns (Fairytale)</p> <ul style="list-style-type: none"> • 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 	<p>Summer B Whole-school topic: Food and Farming Kapow unit: Musical symbols (Under the sea)</p> <ul style="list-style-type: none"> • 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

<p>Autumn A Whole-school topic: Reading for Pleasure Kapow unit: Call and response (Animals)</p> <ul style="list-style-type: none"> • 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 <p>Help to combine sounds and call and response rhythm patterns about animals into an African Safari class</p>	<p>Autumn B Whole-school topic: Reading for Pleasure Exploring singing skills through Christmas songs</p> <ul style="list-style-type: none"> • 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
---	--

<p>composition</p>	<ul style="list-style-type: none"> • 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
<p>Spring A Whole-school topic: Being Resilient Kapow unit: Instruments (Musical storytelling)</p> <ul style="list-style-type: none"> • 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 	<p>Spring B Whole-school topic: Being Resilient Kapow unit: Pitch (Musical me)</p> <ul style="list-style-type: none"> • 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
<p>Summer A Whole-school topic: Food and Farming Kapow unit: Dynamics, timbre, tempo and motifs (Space)</p> <ul style="list-style-type: none"> • 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 	<p>Summer B Whole-school topic: Food and Farming Exploring performing skills: Y2 Leavers Assembly</p> <ul style="list-style-type: none"> • 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