

## Scheme of Work – Music – Claire Crebbin

|       | <b>Continuous:</b> <ul style="list-style-type: none"> <li>To listen to a variety of music from a range of cultures, traditions and historical periods.</li> <li>Aurally recognise the sounds of a small range of classroom instrument</li> <li>Connections with other areas of the curriculum</li> </ul> |                                                                                                                                            |                                                                                                                                                                                         |                                                                                                                                                      |                                                                                                                                                                                                |                                                                                                                                                                                                                         |
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| Class | Autumn (1)                                                                                                                                                                                                                                                                                               | Autumn (2)                                                                                                                                 | Spring (1)                                                                                                                                                                              | Spring (2)                                                                                                                                           | Summer (1)                                                                                                                                                                                     | Summer (2)                                                                                                                                                                                                              |
| EYFS  | <b>Pulse &amp; Rhythm</b> <ul style="list-style-type: none"> <li>Move to pulse</li> <li>Repeating rhythms</li> <li>Songs and chants</li> </ul><br>PHYSICAL                                                                                                                                               | <b>Voices</b> <ul style="list-style-type: none"> <li>Explore voice in different ways</li> </ul><br>LANGUAGE                                | <b>Duration</b> <ul style="list-style-type: none"> <li>remember patterns</li> <li>Create long/short patterns</li> </ul><br>COMMUNICATION                                                | <b>Pitch</b> <ul style="list-style-type: none"> <li>So-mi patterns</li> <li>Control pitch changes</li> </ul><br>EXPRESSIVE ARTS                      | <b>Symbols</b> <ul style="list-style-type: none"> <li>Create and suggest symbols</li> <li>Respond to visual cues</li> </ul><br>LANGUAGE                                                        | <b>Timbre, texture, dynamics</b> <ul style="list-style-type: none"> <li>Respond to changes</li> <li>Create sounds using voice, body and instruments</li> </ul><br>LITERACY                                              |
| Y1    | <b>Pulse &amp; Rhythm</b> <ul style="list-style-type: none"> <li><b>Marching Band</b></li> <li>Find pulse</li> <li>Play pulse</li> <li>Clap and sing</li> </ul>                                                                                                                                          | <b>Pitch - Winter</b> <ul style="list-style-type: none"> <li>Respond physically</li> <li>Copy melodic phrase</li> </ul>                    | <b>Instruments and symbols - Healthy Me</b> <ul style="list-style-type: none"> <li>Experience range of structure</li> <li>Visual clues (stop/go)</li> </ul><br>PSHE                     | <b>Duration - Water</b> <ul style="list-style-type: none"> <li>Copy rhythms</li> <li>Perform songs from memory</li> </ul><br>GEOGRAPHY               | <b>Timbre - Africa</b> <ul style="list-style-type: none"> <li>Name / play percussion instruments</li> <li>Explore instruments to make an idea</li> </ul><br>GEOGRAPHY                          | <b>Voices - Summer</b> <ul style="list-style-type: none"> <li>Find singing voice</li> <li>Sing collectively</li> <li>Use voice expressively</li> </ul>                                                                  |
| Y2    | <b>Duration - Autumn Rhythms</b> <ul style="list-style-type: none"> <li>Maintain pulse</li> <li>Choose / maintain appropriate pulse</li> </ul><br>LITERACY                                                                                                                                               | <b>Rhythm - Stories</b> <ul style="list-style-type: none"> <li>Know difference between pulse/rhythm</li> <li>Internalise sounds</li> </ul> | <b>Symbols and composing</b> <ul style="list-style-type: none"> <li>Graphic score for performing</li> <li>Rhythm girds - crotchets and quavers</li> </ul> Make improvements to own work | <b>Pitch</b> <ul style="list-style-type: none"> <li>Pitch small intervals accurately</li> <li>Develop aural memory</li> <li>Sing in parts</li> </ul> | <b>Tempo &amp; Dynamics</b> <ul style="list-style-type: none"> <li><b>Fairy Tales</b></li> <li>Define changes and levels of dynamics</li> <li>Explore range of textures</li> </ul><br>LITERACY | <b>Singing and aural memory - Summer Songs</b> <ul style="list-style-type: none"> <li>Learning a variety of new songs</li> <li>Singing with increased breath control and phrasing</li> <li>Performing skills</li> </ul> |