

Scheme of Work – Music

St Thomas/E Crompton St James

	All units include singing, listening and appraising, composition, and notation Work is often recorded in class and played back to students for appraisal and ideas for improvement					
Class	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Yr 3	<u>Exploring notation (rhythm)</u> Can we create our own Stone Age song? Flintstones theme tune First a drip Okki tokki unga Own Flintstones song – Listen & improve Rhythm compositions	<u>Exploring Musical Styles</u> Can we sing Christmas songs from Around the World? Children of the World with percussion accomp. Different musical styles in songs Improvising instrumental parts to songs	<u>Exploring tempo and dynamics</u> Can we create a musical volcano story? Popocatepetl There's a rumbling and a rolling Mars (Holst) Own volcano story using graphic score	<u>Exploring texture and timbre</u> Instruments of the orchestra I am a fine musician Music Man Great Composers John Williams; Hedwig's Theme BBC Ten Pieces – Mozart/Bach/Beethoven/ Haydn/Anderson	<u>Exploring pitch</u> Can we use solfa to play a simple melody? It's all Greek to me Olympia Have you heard the story? Chest, chest, knee, toe Doh a deer Greek music Playing simple melodies with boomwhackers and glocks	<u>Exploring composition</u> Can we create our own Greek soundscape? It's all Greek to me Hello, guten tag Greek soundscape Creating graphic score and ordering sounds
Assessment criteria - Singing	<i>I can sing in tune with expression</i> <i>I am beginning to maintain an independent part in a small group when singing/playing (ostinato, singing in a round)</i>					
Assessment criteria – other areas	<i>I can read and play notation for a 4-beat pattern (crotchet, quaver, minim, crotchet rest)</i>	<i>I can improvise using rhythm patterns</i> <i>I can create accompaniments for tunes</i>	<i>I can begin to use a variety of dynamics and tempi in my playing</i> <i>I can create and play from a graphic score beginning to use conventional music markings</i>	<i>I have learnt about the lives of some Great Composers</i> <i>I am familiar with the instruments of the orchestra</i>	<i>I can play simple melodies on tuned percussion</i>	<i>I can combine different sounds to create a specific mood or feeling</i> <i>I can plan a structure for my composition</i> <i>I can use pictures and symbols to represent sounds</i> <i>I can improve my work</i>
Yr 4	<u>WCIT – Clarinets</u> Arts Mark Discovery Award					

Yr 5	<u>Exploring Musical Styles – Rock Music</u> Can we compose our own rhythmic music? Human drum kit Viking Rock Out of the Ark – The Vikings Livin’ on a Prayer – Bon Jovi Charanga rhythm grids incl. crotchet, quaver, minim, semiquavers, dotted crotchet Garage Band Composing 3 layer composition: drum/guitar/melody	<u>Classical composers Ride of the Valkyrie</u> Can we analyse and create our own composition? Billy the Kid Ride of the Valkyrie (Wagner) Viking Gods – leitmotif composition	<u>Exploring composition/pitch</u> Can we play a melody using notation? Can we create our own melodies? 12345 Chocolate molinillo Baiskili – Gwynneth Herbert Chest, chest, knee, toe Compose own melody to Rainforest words	<u>Exploring Music Technology</u> Can we use Audacity to capture, manipulate and edit sounds? The rainforest breathes – Lin Marsh Sound effects changes using technology Connect It – Anna Meredith Own rainforest composition based on Connect It	<u>Exploring Music Around the World</u> Can we create our own Round the World in 40 minutes class composition? (Including Samba, Calypso, pentatonic scale, African drumming, Antarctic soundscape, European Anthem) Mayan round Magic travel machine Any time you need a calypso - CFGC Yellow Bird - CFGC Lazy coconut tree Here’s a Japanese scale Calypso music Japanese music Adding ostinato to calypso songs Combining calypso rhythms – consecutive, overlapping, cumulative Creating pentatonic melody	
Assessment criteria - Singing	I can sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style I can confidently maintain an independent part in a small group when singing (ostinato, singing in a round)					
Assessment criteria	I can create a rhythmic round using rhythm notation and instruments I can combine layers of sound using music technology	I can improvise and compose music for a range of purposes using the inter-related dimensions of music	I can compose within given or chosen parameters (eg. structures, using particular notes, rhythms etc) I can follow a notated melody line as an aid to vocal performance	I can edit and manipulate sounds using music technology I can combine layers of sound to create a composition	I can maintain an independent part in a small group when singing I understand the pentatonic scale and can use it to compose melodies I can describe, compare and evaluate music using musical vocabulary	
Yr 6	<u>Exploring Arrangements Ancient Egyptians</u> Can we create our own Egyptian Round? Thumba, thumba Cleopatra Shalom cheverim Own recordings of song Using rhythm grids Writing own words to song	<u>Classical Composers Pictures at an Exhibition</u> Can we analyse and create our own composition? Matchstalk cats and dogs Listening: Great gate of Kiev Composition: Famous art works	<u>Classical Composers The Vlatava</u> Can we analyse and create our own composition? River Journey My paddle’s keen and bright/Land of the Silver Birch/minor solfa melody Vltava (Smetena) River journey – combine sections (using Audacity)	<u>Transition project MANCHESTER SONG</u> Can we create our own performance of the song including percussion, melody and singing? Around the Metro Manchester Song Machine music Machine music using variety of rhythms (rhythm grids)	<u>Exploring Accompaniments</u> Can we read and play chord accompaniments to songs? Hey Mr Miller Out of the Ark - World War 2 Run rabbit, run Hey little hen We’ll meet again Glenn Miller music Playing 12 bar blues on boomwhackers	<u>My Musical Evolution</u> Can we create a Leaver’s Rap using GarageBand? Billy the Kid Human Drum Kit Drake/Will.i.am/ Compose own rap using instrumental mix on GarageBand

	Creating introduction and coda to music					
Assesement criteria - Singing	<i>I can sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style</i> <i>I can sing in harmony confidently and accurately</i>					
Assessment criteria	<i>I can sing in harmony confidently and accurately</i> <i>I can use a variety of musical structures in my compositions eg: round, cumulative, ostinato, verse and chorus, call and response</i>	<i>I can use a variety of different musical devices in my composition</i> <i>I can choose from a variety of structures to use in my composition</i>	<i>I am beginning to include conventional dynamics in my compositions</i> <i>I am beginning to use conventional rhythm and pitch notation in my compositions</i>	<i>I can analyse features within different pieces of music</i> <i>I can suggest improvements to my own work and that of others</i>	<i>I can use notation to record groups of pitches (chords)</i> <i>I am familiar with the 12 bar blues pattern</i>	<i>I can play and perform in solo and ensemble context with increasing accuracy, fluency, control and expression</i> <i>I can use music technology to create a composition</i> <i>I can suggest improvements to my own work and that of others</i>