

**Corvedale Church of England Primary School
Music Scheme of Work**

Class 1

R, Y1 & Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	<p>Beat and Tempo (1); and Using The Voice</p> <p>By singing songs, speaking chants and rhymes, pupils will gain confidence in using their voice in ensemble and solo situations; and, through games and other activities, pupils will be able to recognise crotchet, minim and quavers from symbols and aurally</p>	<p>Developing singing skills</p> <p>Learning songs in preparation for the Christmas Nativity play</p>	<p>Pitch (1)</p> <p>Pupils will gain an understanding of pitch. They will recognise high and low sounds, and perform vocally and on tuned percussion with an awareness of leaping and stepwise patterns</p>	<p>Exploring Dynamics</p> <p>Through a variety of practical activities mainly centred around 'March of The Kitchen Utensils' by Vaughan Williams, pupils will learn to recognise and control dynamics using vocals, body percussion and instruments</p>	<p>Under the Sea</p> <p>Pupils will develop listening, singing and instrumental skills through activities relating to the topic 'The Sea'. They will explore instrumental timbre and play and create rhythm patterns from picture scores</p>	<p>Graphic Scores</p> <p>Pupils will learn to develop creative musical ideas in response to picture scores representing travel, the weather and aliens!</p>
Cycle B	<p>Beat and Tempo (2)</p> <p>Through songs, chants, movement and the use of percussion instruments, pupils will begin to develop an awareness of beat and tempo, linking to the topic 'Traditional Tales'</p>	<p>Developing singing skills</p> <p>Learning songs in preparation for the Christmas Nativity play</p>	<p>Instruments of The Orchestra</p> <p>Through listening tasks related to Young Person's Guide To The Orchestra (Britten) and Peter And The Wolf (Prokofiev), pupils learn to recognise and appreciate individuality of orchestral instruments, their characteristics and how these are used to convey a story. They then relate this to classroom percussion, selecting appropriate instruments to describe the characters in a well-known story.</p>	<p>Rhythm skills</p> <p>Through songs and chants related to jungle animals, pupils will use body and untuned percussion to develop their ability to combine ostinati and to compose their own.</p>	<p>Timbre and Dynamics</p> <p>Pupils will explore instrumental timbres and use dynamics to describe and enhance songs and the telling of stories, related to the topic 'Growing'</p>	<p>Pitch; bringing it all together!</p> <p>Through movement, singing, and the use of tuned percussion, pupils will begin to gain an understanding of pitch (e.g. high/low; ascending and descending) and use knowledge and skills from work on rhythm, dynamics and timbre to perform and compose music related to the topic 'Minibeasts'</p>

<p>Cycle C</p>	<p>Responding to signals</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> • move in time to a beat and/or to loud/quiet music. • start and stop playing/moving/singing to a given signal. • control instruments to produce loud and quiet sounds, following a conductor 	<p>Developing singing skills</p> <p>Learning songs in preparation for the Christmas Nativity play</p>	<p>Rhythms and Pitch</p> <p>Through songs related to the topic 'On The Farm', pupils will use instruments and body percussion to revise their work on beat and pattern. They will also use voices and tuned percussion to gain an understanding of pitch.</p>	<p>Using Dynamics</p> <p>Through a variety of performing and improvising activities, pupils will learn to recognise and use dynamics to enhance the telling of stories.</p>	<p>'Call and Response'</p> <p>Pupils will gain an understanding of call and response form, as used in African music, through singing, playing percussion instruments and improvising lyrics.</p>	<p>Bringing it all together</p> <p>Pupils will develop an understanding of timbre, rhythm and structure by composing and performing a class/group piece describing African animals under attack from an army of ants!</p>
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Class 2

Y3 & Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Recorders 1		Recorders 2		Recorders 3	
	<p>Pupils will establish good basic technique in recorder playing; learn to play the notes B, A and G; play and compose tunes using these pitches and rhythms that include crotchets, minims and semibreves and equivalent rests; listen to, compose and perform pieces based on Medieval and Renaissance music</p>		<p>Pupils will learn to perform and compose pieces using pairs of quavers and dotted minims; gain an understanding of 3/4 time; perform pieces using the notes C and D; play pieces in two separate parts; develop an understanding of the music of the Baroque and Classical periods through listening, performing and composing activities</p>		<p>Pupils will learn to play and compose pieces using the notes E and low D; learn about composers from the Romantic period and 20th/21st centuries and compose pieces based on their music. They will also prepare pieces to perform to an audience</p>	
Cycle B	Developing Musical Skills	Ragtime	Innovators	Marching	Music and Adverts	'Pictures At An Exhibition'
	<p>Through activities related to beat/pulse and rhythm, pupils develop their ability to identify, recall, perform and notate simple patterns in solo, group and whole class situations.</p>	<p>Through vocal and instrumental performances and composing exercises pupils will learn about the characteristics of ragtime music.</p>	<p>Exploring the works of composers who used sounds in innovative ways e.g. Anna Meredith's 'Connect It'; Villa Lobos' 'Little Train of The Caipira'</p>	<p>Identify the characteristics of marches and fanfares compose and perform marches using tuned and untuned percussion instruments.</p>	<p>Pupils will gain an understanding of the use of music in advertising through listening to (and watching) a range of TV adverts, and by composing and arranging adverts of their own</p>	<p>Inspired by Mussorgsky's Pictures At An Exhibition, pupils create music to describe pictures, considering the use of timbre and dynamics in particular</p>

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Class 3

Y5 & Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	<p align="center">Blues</p> <p>Pupils will gain an understanding of the history and characteristics of Blues music through listening, performing and composing activities</p>	<p align="center">Musical Structures</p> <p>Pupils will gain an understanding of two contrasting ways of organising and developing musical ideas through listening, performing and composing activities related to AABA form as seen in early songs by The Beatles; and minimalist techniques as seen in 'Music For 18 Musicians' by Steve Reich</p>	<p align="center">Miam</p> <p>Pupils will explore Ghanaian drumming music by learning to perform and combine a variety of traditional rhythms, responding to signals</p>	<p align="center">Samba</p> <p>Pupils will create and perform a class samba based on the techniques and patterns seen in samba batucada from Brazil</p>	<p align="center">Music for the Screen</p> <p>Pupils will analyse, compose and perform music for scenes from a silent movie and cartoon</p>	<p align="center">Class 3 Performance</p> <p>Learning songs for the end of term Class 3 performance</p>
Cycle B	<p align="center">The Interrelated Dimensions of Music</p> <p>Through a practical exploration of the traditional sea shanty 'Drunken Sailor', pupils will familiarise themselves with all interrelated dimensions of music</p>	<p align="center">Exploring Rounds</p> <p>Through exploration of rounds and their accompaniments pupils will develop their ensemble skills, particularly the ability to maintain an independent part</p>	<p align="center">Indian Music 1 Tala</p> <p>Pupils will learn about Indian musical instruments, gain a basic overview of Indian classical music, and explore, create and perform a variety of Indian talas.</p>	<p align="center">Indian Music 2 Raga and Drones</p> <p>Through study of Ravi Shankar's Symphony, pupils will gain an understanding of raga and drones and compose and improvise using ideas from the Shankar piece</p>	<p align="center">Exploring rhythm through rap</p> <p>Pupils will extend their knowledge of and ability to perform rhythmic patterns through work on rap and word-based activities.</p>	<p align="center">Class 3 Performance</p> <p>Learning songs for the end of term Class 3 performance</p>