

Music Scheme of Work Updated 2024	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<u>Me!</u> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	<u>My Stories</u> I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	<u>Everyone</u> Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	<u>Our World</u> Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	<u>Big Bear Funk</u> Big Bear Funk	<u>Reflect, Rewind & Replay</u> Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
	Copy-clap the rhythm of names.	Copy-clap the rhythm of small phrases from the songs.	Copy-clap some rhythms of phrases from the songs.	Copy-clap some rhythms of phrases from the songs.	Copy-clap 3 or 4 word phrases from the song.	Revise existing.
	Explore high sounds and low sounds using voices and glockenspiels.	Explore high pitch and low pitch in the context of the songs.	Explore high pitch and low pitch in the context of the songs.	Explore high pitch and low pitch using the images from the songs.		Revise existing.
Year 1	<u>My Musical Heartbeat</u> Learn what a steady beat is To know the difference between pulse and rhythm	<u>Dance, Sing. Play!</u> To explore different rhythms and the pitch linked to high and low sounds	<u>Exploring Sounds</u> Music is made up of high and low sounds, long and short sounds, and loud and quiet	<u>Learning to Listen</u> To develop good listening skills using a variety of music and songs-	<u>Having fun with Improvisation</u> Improvising is fun! It's an exciting activity where everyone is creating something new. It can be a	<u>Let's perform together!</u> Singing, dancing and playing together is called 'performing'. Performing together is great fun! Plan a

			sounds. Explore these sounds and create your own very simple melodies.	feel and the music through the body.	melody or a rhythm. Improvise in groups and individually.	concert together to celebrate all the songs you have learnt this year.
Year 2	<u>Pulse, Rhythm and Pitch</u>	<u>Playing in an orchestra</u>	<u>Inventing a musical story</u>	<u>Recognising Different Sounds</u>	<u>Exploring Improvisation</u>	<u>Our Big Concert</u>
	Explore pulse, rhythm and pitch of music and how they work together through singing and playing.	This unit features the orchestra - what can you learn about the orchestra?	Use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit and try to connect your feelings with what you hear.	Explore the voices and instruments used within the music in this unit to identify how and when harmony takes place.	Explore improvisation a bit further in this unit. Perhaps use two or three notes and have a go playing or singing on your own.	Put on a big concert! Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt.
Year 3	<u>Writing music down</u>	<u>Learning to play the recorder</u>	<u>Compose using your imagination</u>	<u>More musical styles</u>		
		Learn to play the recorder using Recorder world. Also learning songs from Charanga scheme	Use your imagination when creating your compositions in this unit. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell?	Loud and quiet changes are called 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Explore these changes in dynamics within the music in this unit.		

Year 4	<u>Musical Spotlight</u>	<u>Exploring Feelings When You Play</u>	<u>Compose with Your Friends</u>	<u>Feelings Through Music</u>	<u>Expression and Improvisation</u>	<u>The show must go on!</u>
	Explore the structure or form of different pieces of music	Explore how special effects in music can make the words we sing more meaningful. The sounds that we hear in music can also help to communicate specific moods.	To recognise and hear the ‘tonic pitch’ or the ‘home note’ which makes a melody or a song sound final – like it has been resolved. Practice listening, singing, and playing instruments to explore this important note in music.	To use instruments with different sounds to help communicate different emotions. Explore the music in this unit and try to connect feelings with what is heard.	Improvisation is a way to express our feelings. Music comes from our hearts. To make your improvisation more expressive in this unit, add dynamics.	Create and present a performance! Present what has been learnt in the lesson with confidence. Introduce the performance with an understanding of what the songs are about and any other connections.
Year 5	<u>Melody and Harmony in Music</u>	<u>Sing and Play in Different Styles</u>	<u>Composing and Chords</u>	<u>Enjoying Musical Styles</u>	<u>Freedom to Improvise</u>	<u>Battle of the Bands!</u>
	Recognise the difference between melody and harmony. Explore the voices that sing the melodies and the instruments used within the music in this unit to create the harmonies. Can you hear the difference?	In music, ‘tempo’ refers to the speed of the beat – or how fast or slow the music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change. When you are singing and playing, explore the various tempos of the music in this unit.	Chords provide the basis for accompaniment in music. By using chords in compositions- you will create an accompaniment and the composition extension activities will help you to learn about chords	Texture’ refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Explore how voices and instruments combine to create texture in music.	To learn how to improvise using glockenspiels and voices. To learn that an ‘interval’ in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion).	Create a fun and confident performance with your choice of music and songs.

Year 6	<u>Music and Technology</u>	<u>Developing Ensemble Skills</u>	<u>Creative Composition</u>	<u>Musical Styles Connect Us</u>	<u>Improvising with Confidence</u>	<u>Farewell Tour</u>
	Can you tell the difference between the live sounds and digital sounds? The YuStudio projects in the YuStudio tab will teach you invaluable skills in music production that will enrich and enhance your musical journey and inspire your creativity.	To use dynamics and expression, read a notated instrumental part. Make sure you listen to one another and follow the leader if there is one. By changing the dynamics of music, we can make the music more interesting.	Explore how chords are used within the music in this unit by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever.	Explore how the different styles of music in this unit developed from different social themes.	When you improvise in this unit, think about phrasing and dynamics. Explore how phrases fit together to make a melody. Change the dynamics of the music eg getting louder or getting quieter	This is your last performance before you move to high school. It will be a special performance, so take time to plan and include the songs and music that represent your class.