

## Music

### Scheme of Work



At The Orchard we want the children to master skills and gain a deep understanding of their knowledge across the curriculum. We want the children to be motivated to learn and enjoy their learning. We will provide opportunities for talk, collaboration, practical investigation and first-hand experiences to ensure learning is motivating, purposeful and secure.

#### Aims for Early Years

##### **Expressive Arts and Design - *Being Imaginative and Expressive***

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.

#### Aims for end of Key Stage 1

Pupils should be taught to:


- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

	EYFS	Year 1	Year 2
<b>Singing</b>	<ul style="list-style-type: none"> <li>Join in simple songs, chants and rhymes in a group</li> <li>Learn simple visual directions</li> <li>Sing nursery rhymes from memory</li> <li>Introduce vocabulary such as pitch, rhythm and volume</li> <li>Introduce Do, Re, Mi, Fa, So, La, Ti, Do (Solfege)</li> </ul>	<ul style="list-style-type: none"> <li>Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</li> <li>Begin with simple songs with a very small range, mi-so (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). Include pentatonic songs (e.g. Dr Knickerbocker).</li> <li>Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs regularly with a pitch range of do-so with increasing vocal control.</li> <li>Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.</li> <li>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</li> </ul>
<b>Resources/visitors/trips</b>	<p>Outdoor stage  Songs listed below (Youtube, Shared Music File, Out of the Ark)  Parents to listen to singing  Listening to parents singing  Nativity performance  Weekly singing assembly</p>	<p>Songs listed below (Youtube, Shared Music File, Out of the Ark)  Parents to listen to singing  Listening to parents singing  The dance residency (includes singing)  Nativity performance  Weekly singing assembly  Harvest performance</p>	<p>Songs listed below (Youtube, Shared Music File, Out of the Ark)  The dance residency (includes singing)  Parents to listen to singing  Nativity performance  Weekly singing assembly  Harvest performance</p>
<b>Songs and music to support learning</b>	<ul style="list-style-type: none"> <li>•Five Little Ducks</li> <li>•Itsby Bitsy Spider</li> </ul> <p>Happy Sun High Album:</p>	<p>Boom Chicka Boom • Voices  Foundation: Have you Brought your Whispering Voice? • Voices  Foundation: Hello, How are You •</p>	<p>Little Sally Saucer • Trad. Star Light, Star Bright, First Star I See Tonight • Trad. Hey, Hey, Look at Me • Trad. Rain, Rain Go Away •</p>

	<p>-Happy Sun High          -Hey Brown Duck          -Caterpillar          -Steam Train          -Laying in the Daisies</p>	<p>Bance: Copy Kitten • Voicelinks: I'm a Train • Bounce High, Bounce Low • Singing Sherlock: Dr Knickerbocker • Dragon Dance • Trad. Bangladesh: Mo matchi (Song of the Bees) • Trad. Ghana: Kye Kye Kule • Trad. England: An Acre of Land</p>	<p>Trad. Acka Backa • Voicelinks: The King is in the Castle • Young Voiceworks: Ebenezer Sneezzer • Trad. Oats and Beans and Barley Grow • Singing Sherlock 1: Teddy Bear Rock n Roll • Trad. Oliver Cromwell • Trad. Lovely Joan • Trad. Searching for Lambs • Voicelinks: Fireworks • Trad. Bangladesh: Hatti - ma tim tim (An Imaginary Bird) • Trad. Bangladesh: Charti Kula beng (Four Fat Frogs) • Trad. Australia: I Got Kicked by a Kangaroo • Trad. America: Built My Lady a Fine Brick House • Sing Up: Paintbox</p>
<p><b>Key vocabulary</b></p>	<p><b>Do, Re, Mi, Fa, So, La, Ti, Do (Solfege):</b> Many people would use Solfege before introducing written notation. Syllables are assigned to the notes of the scale, often used in sight-singing. Solfege can be used with hand signals to distinguish pitch visually. It can be used to learn to mentally hear the pitches of music before playing or singing them.</p> <p><b>Pitch:</b> How high or low a note is.</p> <p><b>Rhythm:</b> Variable sound patterns that fit over a steady pulse or beat: in songs, rhythms are dictated by the arrangement of syllables.</p> <p><b>Volume:</b> How loud a sound is.</p>	<p><b>Pitch:</b> How high or low a note is.</p> <p><b>Rhythm:</b> Variable sound patterns that fit over a steady pulse or beat: in songs, rhythms are dictated by the arrangement of syllables.</p> <p><b>Volume:</b> How loud a sound is.</p> <p><b>Range:</b> The distance from the lowest to the highest pitch it can play.</p>	<p><b>Crescendo:</b> Gradually getting louder.</p> <p><b>Decrescendo:</b> Gradually getting quieter.</p>

	EYFS	Year 1	Year 2
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</li> <li>• Listening to recorded music</li> <li>• Listening to live music</li> <li>• Listen to music from a range of time periods and countries</li> <li>• Listen to a range of music genres</li> </ul> <p><i>The listening skills are the same for each year group, however, the depth at which children can analyse the music and its origin will deepen with each year group, furthermore, the music they are exposed to will allow them to develop these skills further.</i></p>		
<b>Resources/visitors/trips</b>	Trips into the school and local area to listen for sounds Class laptops Youtube CDs Shared music drive Instruments	Trips into the local area to listen for sounds Listening stations Class laptops Youtube CDs Shared music drive Instruments Hobgolin performance	Listening stations Class laptops Youtube CDs Shared music drive Instruments Hobgolin performance
<b>Key vocabulary</b>	<p><b>Genre:</b> Music that shares a certain style or particular tradition is said to belong to a genre, e.g. 'Avant-garde' or 'Gospel Blues'</p> <p><b>Orchestra:</b> An ensemble of instruments, usually combining string, woodwind, brass and percussion.</p> <p><b>Pause:</b> The note or rest that the pause is assigned to should be prolonged.</p> <p><b>Pitch:</b> How high or low a note is.</p>	<p><b>Classical period:</b> Music written between c.1750 and c.1830. Periods and eras of music overlap and are not always distinct.</p> <p><b>Texture:</b> The overall effect of how melody, harmony and rhythm are combined in a piece of music.</p>	<p><b>Classical period:</b> Music written between c.1750 and c.1830. Periods and eras of music overlap and are not always distinct.</p>
<b>Songs and music to support learning</b>	<b>Introduce children to songs of different genres that span over different time periods:</b>	<ul style="list-style-type: none"> <li>• Rondo alla Turca- Mozart (classical)</li> </ul>	<b>Western Classical Tradition and Film:</b>

	<p>Pop: Count on Me - Bruno Mars</p> <p>Rock: We Will Rock You - Queen.</p> <p>Classic: Camille Saint-Saëns - The Carnival of the Animals</p> <p>Blues: What a Wonderful World- Louis Armstrong</p>	<ul style="list-style-type: none"> <li>• The Four Season- Vivaldi (classical)</li> <li>• Mars from The Planets-Holst (20<sup>th</sup> Century)</li> <li>• Wild Man- Kate Bush (Art Pop)</li> <li>• Runaway Blues-Ma Rainey (Blues)</li> <li>• Fanfarra- Sérgio Mendes/Carlinhos Brown (Samba, Brazil)</li> </ul>	<ul style="list-style-type: none"> <li>• Night Ferry- Anna Clyne (21<sup>st</sup> Century)</li> <li>• Bolero- Ravel (20<sup>th</sup> Century)</li> <li>• Rondo alla Turca- Mozart (Classical)</li> <li>• Mars from The Planets- Holst (20<sup>th</sup> Century)</li> </ul> <p><b>Popular Music:</b></p> <ul style="list-style-type: none"> <li>• Hound Dog- Elvis Presley (Rock n Roll)</li> <li>• With a Little Help From My Friends- The Beatles (Pop)</li> <li>• Wild Man-Kate Bush (Art Pop)</li> <li>• Runaway Blues- Ma Rainey (Blues)</li> </ul> <p><b>Musical Traditions:</b></p> <ul style="list-style-type: none"> <li>• Baris- GongKebyar of Peliatan (Indonesia, Gamelan)</li> <li>• Fanfarra- Sérgio Mendes/Carlinhos Brown (Brazil, Samba)</li> </ul>
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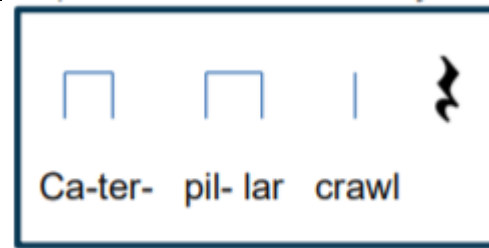
	EYFS	Year 1	Year 2
<b>Composing</b>	<p>Children learn simple chants to repeat and continue.</p> <p>Children create a sound pattern, repeat a sound pattern and continue a sound pattern.</p> <p>Use body to create percussion sounds.</p> <p>Introduce children to vocabulary including: -rhythm -pitch -pattern -sound</p> <p>Create own music in self-initiated learning periods.</p>	<p>Improvise simple vocal chants, using question and answer phrases.</p> <p>-Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</p> <p>-Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>-Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>-Use music technology, if available, to capture, change and combine sounds.</p> <p>-Recognise how graphic notation can represent created sounds. Explore and invent own symbols, for example:</p> 	<p>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</p> <ul style="list-style-type: none"> <li>• Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</li> <li>• Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</li> <li>• Use music technology, if available, to capture, change and combine sounds</li> </ul>
<b>Resources/visitors/trips</b>	<p>Percussion instruments (including year group set of boom whackers)</p> <p>Yellow bay laptops</p> <p>Youtube</p>	<p>Percussion instruments (including year group set of boom whackers)</p> <p>Listening stations</p> <p>Class laptops</p>	<p>Percussion instruments (including year group set of boom whackers)</p> <p>Non-percussion instruments</p> <p>Recorders (wind instrument)</p>

	Shared music file	Youtube CDs Shared music file	Listening stations Class laptops Youtube CDs Shared music file
<b>Key vocabulary</b>	<p><b>Body percussion:</b> Sounds produced using fingers, hands and feet plus mouthed effects, e.g. cheek pops, tongue clicks, clapping, and a wide range of vocal sounds.</p> <p><b>Chant:</b> Text spoken rhythmically, not sung.</p>	<p><b>Notation:</b> a series of symbols that represent music.</p> <p><b>Percussion:</b> An instrument that is struck with your hands or an object such as a drumstick or mallet. Examples include a drum, cymbal, tambourine, bell, triangle, etc.</p>	<p><b>Percussion:</b> An instrument that is struck with your hands or an object such as a drumstick or mallet. Examples include a drum, cymbal, tambourine, bell, triangle, etc.</p>

	EYFS	Year 1	Year 2
<b>Musicianship</b>  <b>Performing/Instrumental Performance</b>	<p><b>Pulse/Beat</b></p> <ul style="list-style-type: none"> <li>• Children can join in a walk, move or clap to a steady beat.</li> <li>• Children can copy a patterned clap.</li> <li>• Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Join in repeated rhythms led by the teacher in a group</li> <li>• Join in word pattern chants led by the teacher in a group</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• Go on sound walks and listen to sounds in the school environment and teacher introduce vocabulary of high and low pitch sounds.</li> <li>• Play games involving low and high voices</li> </ul> <ul style="list-style-type: none"> <li>• Explore percussion sounds to enhance storytelling, e.g.</li> </ul>	<p><b>Pulse/Beat</b></p> <ul style="list-style-type: none"> <li>• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>• Respond to the pulse in recorded/live music through movement and dance, e.g. <ul style="list-style-type: none"> <li>o Stepping (e.g. Mattachins from Capriol Suite by Warlock),</li> <li>o Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky)</li> <li>o Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky).</li> </ul> </li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Perform short copycat rhythm patterns accurately, led by the teacher.</li> <li>• Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</li> <li>• Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.</li> </ul>	<p><b>Pulse/Beat</b></p> <ul style="list-style-type: none"> <li>• Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</li> <li>• Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo.</li> <li>• Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). Know the difference between left and right to support coordination and shared movement with others.</li> <li>• Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</li> <li>• Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. <ul style="list-style-type: none"> <li>o in 2 Maple Leaf Rag by Joplin</li> <li>o in 3 The Elephant from Carnival of the Animals by Saint-Saëns</li> </ul> </li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Play copycat rhythms, copying a leader, and invent rhythms for</li> </ul>



o ascending xylophone notes to suggest Jack climbing the beanstalk,  
o quiet sounds created on a rainstick/shakers to depict a shower,  
o regular strong beats played on a drum to replicate menacing footsteps.



#### Pitch

Listen to sounds in the local school environment, comparing high and low sounds.

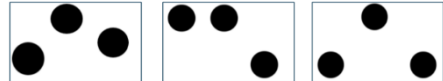
- Sing familiar songs in both low and high voices and talk about the difference in sound.
- Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.

others to copy on untuned percussion.

- Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).
- Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.
- Create and perform their own chanted rhythm patterns with the same stick notation.

#### Pitch

- Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.
  - Sing short phrases independently within a singing game or short song.
  - Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).

			<ul style="list-style-type: none"> <li>Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example:</li> </ul> 
<b>Resources/visitors/trips</b>	<p>Nativity performance</p> <p>Parent performances</p> <p>Within year group performances</p> <p>Performing to school</p>	<p>Nativity performance</p> <p>Parent performances</p> <p>End of year dance residency</p> <p>Hobgoblin visits</p> <p>Within year group performances</p> <p>Performing to school</p>	<p>Harvest performance</p> <p>Nativity performance</p> <p>End of year dance residency</p> <p>Hobgoblin visits</p> <p>Parent performances</p> <p>Recorders</p> <p>Within year group performances</p> <p>Performing to school</p>
<b>Performances</b>	<p>Christmas nativity to audience of staff and parents</p> <p>Music week performance in front of whole school</p> <p>Performances in small groups in setting and to class</p>	<p>Christmas nativity to audience of staff and parents</p> <p>Music week performance in front of whole school</p> <p>Performances to class</p>	<p>Christmas nativity to audience of staff and parents</p> <p>Music week performance in front of whole school</p> <p>Performances to class</p>
<b>Key vocabulary</b>	<p><b>Classroom percussion:</b> Untuned and tuned percussion instruments specifically designed for use in the classroom (e.g. boomwhackers).</p>	<p><b>Beat/pulse:</b> A basic unit of time marking out the speed at which the music is played.</p>	<p><b>Beat groupings:</b> Collecting beats into recognised groups within the bar</p>

## Skills that are used throughout the teaching of Music at The Orchard School

**Warm ups:** will help pupils use their voices safely. There are many places to find good examples of vocal warm ups, and they will typically include vocalising, sirening and simple scales, as well as games to energise pupils.

**Breathing:** Increasing control of airflow will help pupils to sing longer phrases, adjust dynamics, improve tuning and phrase melodies expressively.

**Posture:** A relaxed but stable stance (soft knees) sets the body up to produce an unforced but well-focused sound. Pupils, especially younger pupils, will often want to move to the music and this helps to facilitate that.

### **Dynamics:**

When appropriate, class singing should include a dynamic range as a key expressive tool. Confident singing will often be loud but need not tip over into shouting.

### **Phrasing:**

Gives shape to melodic lines. Through small dynamic changes, it helps emphasise important syllables and create musical interest in the melody.

### **Context:**

Music can often be brought to life by considering the context in which it was written, or by discussing the meaning of any words.

### **Vocal Health:**

Warming up before singing, staying hydrated, resting voices, particularly when there is lots of singing to do, keeping vocal muscles relaxed. Children understand why vocal health is an important part of singing

Teachers use the Learning Challenge Curriculum and AnimaRhythm to support them in the delivery of lessons.