

## Long Term Scheme of Work for Music

**Curriculum Intent:** At Dashwood our music curriculum will engage and inspire pupils to develop a love of music and their talent as musicians.

**Whole School thread:**

- i) Learn to sing and to use their voices, to create and compose music on their own and with others
- ii) Understand and explore how music is created, produced and communicated
- iii) Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions

Year group	‘Need to knows’ <i>Including: safety and programming</i>	Skills	Key Vocabulary
N	<p><b>i) Learn to sing and to use their voices, to create and compose music on their own and with others</b></p> <p>→ Know the songs</p> <ul style="list-style-type: none"> <li>- Twinkle Little Star</li> <li>- Row row row your boat</li> <li>- Oh mcdonald</li> <li>- Wheels on the bus</li> <li>- 1,2,3,4,5 caught a fish alive</li> <li>- 2 dickie birds</li> <li>- 1 elephant went out to play</li> <li>- Head, shoulders, knees and toes</li> <li>- Nativity songs</li> </ul>	<ul style="list-style-type: none"> <li>→ Sings a few familiar songs and select their favourite song.</li> <li>→ Begins to move rhythmically and imitates movement in response to music.</li> <li>→ Taps out simple repeated rhythm</li> <li>→ Respond to stop and play</li> </ul>	<ul style="list-style-type: none"> <li>● Bang</li> <li>● Tap</li> <li>● Shake</li> <li>● Blow</li> <li>● Bell</li> <li>● Drum</li> <li>● Beater</li> <li>● Claves</li> </ul>

	<p>→ Know that tapping, clapping, stamping makes different sounds and can be done at different speeds</p> <p><b>ii) Understand and explore how music is created, produced and communicated</b></p> <p>→ Know that loud sounds can create big movements and quiet sounds can create small movements.</p> <p>→ Know the names of some instruments including: bell, drum, beater, claves.</p> <p><b>iii) Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions</b></p> <p>→ Know some songs that relate to different times of the year that link to various cultures and traditions</p>		
R	<p><b>i) Learn to sing and to use their voices, to create and compose music on their own and with others</b></p> <p>Know the Songs:</p> <ul style="list-style-type: none"> <li>- Will learn trickier/rhyming songs such as:</li> <li>- Miss Polly had a dolly</li> <li>- 5 little men in a flying saucer</li> <li>- 5 little speckled frogs</li> <li>- 10 sizziling sauages</li> <li>- 10 green bottles</li> <li>- Nativity songs</li> </ul> <p><b>ii) Understand and explore how music is created, produced and communicated</b></p> <p>→ Know that instruments make a variety of sounds</p>	<p>→ Explores the different sounds of instruments</p> <p>→ Experiment with different ways of changing music e.g. quiet, loud, fast and slow.</p> <p>→ Builds up a repertoire of songs and change aspects.</p>	<ul style="list-style-type: none"> <li>● Quiet</li> <li>● Loud</li> <li>● Fast</li> <li>● Slow</li> <li>● Maracas</li> <li>● Xylophone</li> <li>● Keyboard</li> <li>● Symbols</li> <li>● Tambourines</li> <li>● Triangle</li> </ul>

	<ul style="list-style-type: none"> <li>→ Know that our bodies can make different sounds e.g clicking, nodding, rubbing, snapping</li> <li>→ Know the names of the instruments: Maracas, Xylophone, Keyboard, Symbols , Tambourines and Triangle</li> </ul> <p><b>iii) Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions</b></p> <ul style="list-style-type: none"> <li>→ Know some songs that relate to different times of the year and relate to different cultures and traditions</li> </ul>		
1	<p><b>i) Learn to sing and to use their voices, to create and compose music on their own and with others</b></p> <ul style="list-style-type: none"> <li>→ To know that a chant is a repeated phrase.</li> <li>→ To know that a song is a set of words to music</li> </ul> <p><b>ii) Understand and explore how music is created, produced and communicated</b></p> <ul style="list-style-type: none"> <li>→ To know a rhythm is a repeated pattern of movement or long and short sounds</li> <li>→ To know that an orchestra is a group of musicians playing together.</li> <li>→ To know that different instruments make different sounds</li> <li>→ To know that instruments can make short/ long/high pitch/low pitch notes to create certain moods or represent certain things e.g animals</li> <li>→ To know the names of some tuned instruments e.g glockenspiel, xylophone, flute, guitar</li> <li>→ To know the name of some untuned instruments e.g drum and tambourine</li> <li>→ To know that a composition is the process of</li> </ul>	<ul style="list-style-type: none"> <li>→ I can use my voice to speak, sing and chant.</li> <li>→ I can use instruments to perform as groups and individuals.</li> <li>→ I can clap short rhythmic patterns.</li> <li>→ I can make different sounds with my voice and with instruments.</li> <li>→ I can make a sequence of sounds for a composition.</li> <li>→ I can respond to different moods in music.</li> <li>→ I can say whether I like or dislike a piece of music.</li> <li>→ I can choose sounds to represent different things and explain why</li> <li>→ I can follow instructions about when to play and sing.</li> <li>→ To identify instruments e.g flute, clarinet, violin and guitar</li> <li>→ To use words to describe a piece of music e.g. Gloomy, angry, soft, cheerful, romantic, mysterious, calm, lonely, tense.</li> </ul>	<ul style="list-style-type: none"> <li>Percussion</li> <li>Sequence</li> <li>Composition</li> <li>Chant</li> <li>Rhythmic patterns</li> <li>Flute</li> <li>Clarinet</li> <li>Violin</li> <li>Guitar</li> </ul>

making a new piece of music

**iii) Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions**

→ To know that different parts of our body can be used to make different sounds e.g, tap, stomp, stamp with feet, shhh with our mouths, snap, clap, click with fingers

2

**i) Learn to sing and to use their voices, to create and compose music on their own and with others**

→ Know that a melody is a tune with no words.

**ii) Understand and explore how music is created, produced and communicated**

- Know that a pulse is a steady beat felt throughout music
- Know that tempo is the speed of the music
- Know that a piece of music can tell a story and has a beginning, a middle and an end
- Know that notes/sounds can be represented by symbols (soundscape) to reflect certain movements or objects
- Know that instruments can be played in different ways e.g plucked, strummed, banged, shaken

**iii) Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions**

- Know that Antonio Vivaldi is a composer is a person who writes music
- Know that he wrote classical music
- Know that his music is normally bright and cheerful

Genre: Hip hop

- Know that hip hop music is also known as rap

**Voice sounds (i)**

- Know that a A national anthem is a song that gives identity to that country. (linked to queen topic

- I can sing and follow a melody.
- I can perform simple patterns and accompaniments keeping a steady pulse.
- I can play simple rhythmic patterns on an instrument
- I can sing or clap increasing and decreasing tempo.
- I can order songs to create a beginning, middle and end.
- I can create music in response to different starting points.
- I can choose sounds which create an effect.
- I can listen out for particular things when listening to music.

- Melody
- Tempo
- Increasing
- Decreasing
- Bang
- Hit
- Shake
- Pluck
- Strum
- Pulse
- Contrast

3

**i) Learn to sing and to use their voices, to create and compose music on their own and with others**

- Know that our voices can be used to make different notes
- Know that our voices can be used in different ways to create different moods and expressions
- Know that a composition is a piece of music that has been written using different musical instruments including our voices

**ii) Understand and explore how music is created, produced and communicated**

- Know that there is a connection between musical notations and sounds ( create soundscapes using symbols or pictures)
- Know the notes B, A, G on the recorder
- Know how to play Hot Cross Buns and The Sailer went to sea
- Know term terms: Forte (loud), Fortissimo (very loud), Decrescendo (getting soft), Piano (soft), Pianissimo (very soft)
- Know that a piece of music can change speed in finer graduations
- Know that all these musical tones affect a piece of music and the way you feel

**iii) Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions**

- Know that Beethoven is a classical composer from the romantic period of history
- Know that he was deaf but still managed to compose amazing music

- I can sing a tune with expression.
- I can play clear notes on instruments including recorders
- I can use different elements in my composition.
- I can create repeated patterns with different instruments.
- I can compose melodies, songs, raps and combine different sounds to create a specific mood or feeling.
- I can sing songs from memory and different occasions.
- I can use symbols to represent sound.
- I can make connections between notations and musical sounds.
- I can use musical words to describe a piece of music and compositions.
- I can use musical words to say what I like and do not like about a piece of music.
- I can recognise the work of at least one famous composer.
- I can recognise whether a change in a piece of music is gradual or sudden
- I can recognise repetition, contrasts and variations in pieces of music.

Rap  
Symbols  
Notations  
Composer  
Crotchet – 1 beat  
Quaver – ½ beat  
Forte (loud)  
Fortissimo (very loud)  
Decrescendo (getting soft)  
Piano (soft)  
Pianissimo (very soft)

	<ul style="list-style-type: none"> <li>→ Know that rap is rhythmic rhyming speech</li> <li>→ Know that raps usually tell stories about rappers and their backgrounds</li> </ul>		
4	<p><b>i) Learn to sing and to use their voices, to create and compose music on their own and with others</b></p> <ul style="list-style-type: none"> <li>→ Know that pitch means how high or low a note is</li> <li>→ Know that silence is important in singing and when playing musical instruments e.g rests</li> <li>→ Know that different notes (notations) represent different pitches and durations</li> <li>→ Know that improvise means to make up on the spot without any practise</li> </ul> <p><b>ii) Understand and explore how music is created, produced and communicated</b></p> <ul style="list-style-type: none"> <li>→ Know the different between a crotchet (1 beat), quaver 1/2 beat) and a minim (2 beats)</li> <li>→ Know that treble clef is symbol that is placed on every line of music to show the notes which will be sung or played by voices and instruments that can achieve higher notes.</li> <li>→ Know that different pitches are combined to create different moods or feelings</li> </ul> <p>Violins and Cellos</p> <ul style="list-style-type: none"> <li>→ Know that a conductor is a person who ensures all musicians play well together</li> <li>→ Know that a violin and cello can be plucked or played with a bow</li> <li>→ Know that the violin and cello are from the string family</li> </ul>	<ul style="list-style-type: none"> <li>→ I can perform a simple part rhythmically.</li> <li>→ I can sing songs from memory with accurate pitch.</li> <li>→ I can improvise using repeated patterns</li> <li>→ I can use notation to record and interpret sequences of pitches (3 notes)</li> <li>→ I can use notation to record compositions in a small group or on my own.</li> <li>→ I can explain why silence is often needed in music and explain what effect it has.</li> <li>→ I can compose melodies, songs, raps and combine different sounds to create a specific mood or feeling.</li> <li>→ I can identify the character in a piece of music.</li> <li>→ I can identify and describe the different purposes of music.</li> <li>→ I can begin to identify the style of work of famous composers</li> </ul>	<p>Dynamics Notation Scales Stave Treble clef Rests</p>

	<p><b>iii) Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions</b></p> <ul style="list-style-type: none"> <li>→ Know that composers use a variety of techniques e.g changes in timbre, tempo, duration to create different moods and feelings in music</li> <li>→ Know that Miles Davis was an American Jazz trumpeter and composer</li> <li>→ Know that jazz music is where rhythms can shift throughout the song</li> </ul>		
5	<p><b>i) Learn to sing and to use their voices, to create and compose music on their own and with others</b></p> <ul style="list-style-type: none"> <li>→ Know that breathing controls your voice e.g when you exhale it controls to quality of the sound, the volume, pitch and tone</li> <li>→ Know the difference between semibreve (4 beats) and semiquaver (<math>\frac{1}{4}</math> beat)</li> <li>→ Know that a harmony is when notes within the same chord are sung together</li> </ul> <p><b>ii) Understand and explore how music is created, produced and communicated</b></p> <ul style="list-style-type: none"> <li>→ Know that the dynamics can be changed for expressive effect</li> <li>→ Know that timbre is the quality of sound made by voice or instruments</li> <li>→ Know that a syncopation is the disturbance or interruption of the regular flow of <b>rhythm</b></li> </ul>	<ul style="list-style-type: none"> <li>→ I can breathe in the correct place when singing.</li> <li>→ I can maintain my part whilst others are performing their part.</li> <li>→ I can improvise within a group using melodic and rhythmic phrases.</li> <li>→ I can change sounds and organise them differently to change the effect.</li> <li>→ I can compose 4 bars of music which meets specific criteria ( at least 5 notes)</li> <li>→ I can use notation and symbols to record compositions (at least 5 notes)</li> <li>→ I can choose the most appropriate tempo for a piece of music.</li> <li>→ I can describe, compare and evaluate music using musical vocabulary.</li> <li>→ I can explain why I think music is successful or unsuccessful.</li> <li>→ I can suggest improvement to my own work and that of others.</li> <li>→ I can explore the work of a famous composer and explain my preferences.</li> </ul>	<p>Music phrasing Pulse Syncopation Contract Melody rhythm Dynamic Timbre</p>

	<p><b>iii) Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions</b></p> <ul style="list-style-type: none"> <li>→ Know that Debussy write music for orchestras or for the piano</li> <li>→ Know that his music was inspired by impressionist painters</li> <li>→ Know that Stranvinsky was Russian composer who wrote music for ballets</li> <li>→ Know that his music was very complicated and lively</li> <li>→ Know that the Samba is South American music style that is always performed with lots of percussion instruments.</li> <li>→ Know that every member of the ensemble has a specific role as the music often involves the layering of different rhythms over each other.</li> </ul>		
6	<p><b>i) Learn to sing and to use their voices, to create and compose music on their own and with others</b></p> <ul style="list-style-type: none"> <li>→ Know that singing in harmony is the playing or singing of musical tones</li> </ul> <p><b>ii) Understand and explore how music is created, produced and communicated</b></p> <ul style="list-style-type: none"> <li>→ Know that a chord is when 2 notes are played together</li> <li>→ Know that the chromatic scale uses every <b>note</b> as it goes up or down</li> <li>→ Know that a melody refers to the combination of a particular rhythm with a series of pitches.</li> <li>→ Know that a base line is played with your left hand</li> </ul>	<ul style="list-style-type: none"> <li>● I can sing in harmony confidently and accurately.</li> <li>● I can perform parts from memory.</li> <li>● I can take the lead in a performance.</li> <li>● I can use a variety of different musical devices in my composition (including melody, rhythms and chords).</li> <li>● I can perform a piece of music which contains two (or more) distinct melodic or rhythmic parts</li> <li>● I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.</li> </ul>	<ul style="list-style-type: none"> <li>● Chromatic pitches</li> <li>● Chords</li> <li>● Melodic lines</li> <li>● Bass lines</li> </ul>

**iii) Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions**

- Know that Mozart was an Austrian composer and instrumentalist
- Know that he was a classical composer in the Baroque period
- Know that Haydo was an Austrian classical composer
- Know that he composed chamber music e.g piano trio