

Music Scheme of Work

Year 1 - Autumn 1

Topic: Hey You!

<https://charanga.com/scheme/1311933-year-1/1312259-hey-you>

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Listening</u> Listen and appraise: Me, Myself And I by De La Soul Fresh Prince Of Bel-Air by Will Smith Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC Follow the musical activities. Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.</p> <p>Recognise and name two or more instruments they hear, e.g. Male vocal, bass guitar, drums,</p> <p><u>Musical Activities</u> Find the pulse and march in time with the pulse. Be an animal finding the pulse.</p> <p>Clap rhythms. Copy back the rhythms they hear. Clap the rhythm of their name over the track. Create their own rhythm for others to copy.</p> <p><u>Singing</u> Sing the song. Rap and sing in time to the music. Lead the groups that are rapping and singing.</p>	<p>Respond physically when listening to music.</p> <p>Begin to identify simple repeated patterns or repetition of a chorus in a song.</p> <p>Discuss how musical elements can be used to create different moods and effects.</p> <p>Accompany a song or piece of music by clapping the rhythm or playing un-tuned percussion</p> <p>Listen to a musical pattern and clap/sing/play back your own answers.</p> <p>Create rhythms from words, our names, favourite food, colours and animals.</p> <p>Sing notes of different pitches (high and low)</p> <p>Learn about voices, singing a melody accurately at their own pitch</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm</p>	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform.</p>
		<p>Assessment Opportunities</p> <p>Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Others will create their own rhythms.</p> <p>I can...</p> <ul style="list-style-type: none"> • Find the pulse • Copy rhythms • Play the glockenspiel along to the song • Improvise to the song • Compose a simple melody
		<p>Resources</p> <p>Glockenspiels Percussion instruments</p>

<p><u>Playing</u> Play instrumental parts. Play accurately and in time as part of the performance. Most will play C. Greater depth will play C + G</p> <p><u>Improvise</u> Improvise in the lessons and as part of the performance. Most will use C. Greater depth will play C + G.</p> <p><u>Compose</u> Compose a simple melody using simple rhythms, and use as part of the performance. Most will use C + D. Some will play C, D + E.</p> <p><u>Perform & Share</u> Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?</p>	<p>Sing with a sense of awareness of pulse and control of rhythm Sing with the sense of shape of the melody Play un-tuned instruments with some control</p> <p>Treat instruments carefully and with respect</p> <p>Play instruments in different ways</p> <p>Play a tuned instrumental part with the song they perform</p> <p>Listen to a musical pattern and clap/sing/play back your own answers.</p> <p>Create a simple melody using one, two or three notes.</p> <p>Recognise the need for performance and audiences.</p> <p>Perform whilst showing an awareness of others.</p>	
--	---	--

Music Scheme of Work

Year 1 - Autumn 2

Topic: Rhythm in the Way We Walk / Banana Rap

Christmas

<https://charanga.com/scheme/1311933-year-1/1312267-rhythm-in-the-way-we-walk-and-banana-rap>

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Listening</u> Listen to: The Planets, Mars by Gustav Holst (Classical) Tubular Bells by Mike Oldfield (Pop) The Banana Rap by Jane Sebba (Hip Hop) Happy by Pharrell Williams (Pop) When I'm 64 by The Beatles Find the pulse as they are listening to the different pieces of music and understand that it is the heartbeat of the music. Use instruments to play in time to the music.</p> <p>Answer questions such as: Do you like the music? What instruments can you hear? What is the style of the music?</p> <p><u>Musical Activities</u> Find the pulse and march in time with the pulse. Be an animal finding the pulse.</p> <p>Clap rhythms. Copy back the rhythms they hear. Clap the rhythm of their name over the track. Create their own rhythm for others to copy.</p> <p><u>Singing</u> Sing the song Rhythm in the Way we Walk. Sing in time to the music.</p>	<p>Respond physically when listening to music.</p> <p>Begin to identify simple repeated patterns or repetition of a chorus in a song.</p> <p>Discuss how musical elements can be used to create different moods and effects.</p> <p>Recognise and name two or more instruments they hear, e.g. Singers, keyboard, bass, guitar, percussion, trumpets and saxophones</p> <p>Listen to a musical pattern and clap/sing/play back your own answers.</p> <p>Create rhythms from words, our names, favourite food, colours and animals.</p> <p>Sing notes of different pitches (high and low)</p>	<p>Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform.</p>
		<p>Assessment Opportunities</p> <p>Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Others will create their own rhythms.</p> <p>I can...</p> <ul style="list-style-type: none"> Find the pulse Copy rhythms Play the glockenspiel along to the song Perform in a concert
		<p>Resources</p>

Music Scheme of Work

Year 1 - Spring 1

Topic: In The Groove

<https://charanga.com/scheme/1311933-year-1/1312275-in-the-groove>

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Listening</u></p> <p>Listen to: How Blue Can You Get by B.B. King (Blues) Let The Bright Seraphim by Handel (Baroque) Livin' La Vida Loca by Ricky Martin (Latin/Pop) Jai Ho by J.R. Rahman (Bhangra/Bollywood) Lord Of The Dance by Ronan Hardiman (Irish) Diggin' On James Brown by Tower Of Power (Funk)</p> <p>Find the pulse as they are listening to the different pieces of music and understand that it is the heartbeat of the music. Use instruments to play in time to the music.</p> <p>Answer questions such as: Do you like the music? What instruments can you hear? What is the style of the music?</p> <p><u>Musical Activities</u></p> <p>Find the pulse and march in time with the pulse. Be an animal finding the pulse.</p> <p>Clap rhythms. Copy back the rhythms they hear. Clap the rhythm of their name over the track.</p> <p>Create their own rhythm for others to copy.</p>	<p>Respond physically when listening to music.</p> <p>Begin to identify simple repeated patterns or repetition of a chorus in a song.</p> <p>Discuss how musical elements can be used to create different moods and effects.</p> <p>Identify five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them</p> <p>Listen to a musical pattern and clap/sing/play back your own answers.</p> <p>Create rhythms from words, our names, favourite food, colours and animals.</p>	Assessment Opportunities
		<p>Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.</p> <p>Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Others will create their own rhythms.</p> <p>I can...</p> <ul style="list-style-type: none"> Find the pulse Copy rhythms Play the glockenspiel along to the song Improvise to the song Compose a simple melody
		Resources

<p><u>Singing</u> Sing the following songs in time to the music: In the Groove Blues In the Groove Baroque In the Groove Latin In the Groove Bhangra In the Groove Folk In the Groove Funk</p> <p><u>Playing</u> Play instrumental parts. Play accurately and in time as part of the performance. Most will play C. Greater depth will play C + D</p> <p><u>Improvise</u> Improvise in the lessons and as part of the performance. Most will use C. Greater depth will play C +D</p>	<p>Sing notes of different pitches (high and low)</p> <p>Learn about voices, singing a melody accurately at their own pitch</p> <p>Sing together and in time and in all the different styles</p> <p>Sing with a sense of awareness of pulse and control of rhythm Sing with the sense of shape of the melody Play un-tuned instruments with some control</p> <p>Accompany a song or piece of music by clapping the rhythm or playing un-tuned percussion</p> <p>Treat instruments carefully and with respect</p> <p>Play instruments in different ways</p> <p>Play a tuned instrumental part with the song they perform</p> <p>Play un-tuned instruments with some control</p> <p>Name the main percussion instruments used in class</p> <p>Listen to a musical pattern and clap/sing/play back your own answers.</p> <p>Use un- tuned percussion to improvise and make their own musical patterns.</p>	<p>Glockenspiels</p> <p>Percussion instruments</p>
--	---	--

<p>Make up own rhythmic patterns to play on different percussion instruments</p> <p><u>Compose</u> Compose a simple melody using simple rhythms, and use as part of the performance. Most will use C and D. Greater depth will use C, D and E</p> <p><u>Perform & Share</u> Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?</p>	<p>Create a simple melody using one, two or three notes.</p> <p>Recognise the need for performance and audiences.</p> <p>Perform whilst showing an awareness of others.</p>	
--	---	--

Music Scheme of Work

Year 1 - Spring 2

Topic: Round and Round

<https://charanga.com/scheme/1311933-year-1/1313445-round-and-round>

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Listening</u> Listen to: Livin' La Vida Loca by Ricky Martin (Latin/Pop) Imperial War March by John Williams (Film) It Had Better Be Tonight by Michael Bublé (Latin/Big Band) Why Don't You by Gramophonedzie (Big Band/Dance) Oya Como Va by Santana (Latin/Jazz) Find the pulse as they are listening to the different pieces of music and understand that it is the heartbeat of the music. Use instruments to play in time to the music.</p> <p>Answer questions such as: Do you like the music? What instruments can you hear? What is the style of the music?</p> <p><u>Musical Activities</u> Find the pulse and march in time with the pulse. Be an animal finding the pulse.</p> <p>Clap rhythms. Copy back the rhythms they hear. Clap the rhythm of their name over the track. Create their own rhythm for others to copy.</p> <p><u>Singing</u> Learn and sing 'Round and Round'</p>	<p>Respond physically when listening to music.</p> <p>Begin to identify simple repeated patterns or repetition of a chorus in a song.</p> <p>Discuss how musical elements can be used to create different moods and effects.</p> <p>Recognise and name two or more instruments they hear, e.g. singers, keyboard, bass, guitar, percussion, trumpets and saxophones</p> <p>Listen to a musical pattern and clap/sing/play back your own answers.</p> <p>Create rhythms from words, our names, favourite food, colours and animals.</p> <p>Sing notes of different pitches (high and low)</p> <p>Learn about voices, singing a melody accurately at their own pitch</p>	<p>Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience.</p>
		<p>Assessment Opportunities</p> <p>Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Others will create their own rhythms.</p> <p>I can...</p> <ul style="list-style-type: none"> • Find the pulse • Copy rhythms • Play the glockenspiel along to the song • Improvise to the song • Compose a simple melody
		<p>Resources</p>

<p><u>Compose</u> Compose a simple melody using simple rhythms, and use as part of the performance. Most will use C and D. Some will use C, D and E</p> <p><u>Perform & Share</u> Perform the year 1 concert to a variety of audiences</p>	<p>Create a simple melody using one, two or three notes.</p> <p>Recognise the need for performance and audiences.</p> <p>Perform whilst showing an awareness of others.</p>	
--	---	--

Music Scheme of Work

Year 1 - Summer 1

Topic: Your Imagination

<https://charanga.com/scheme/1311933-year-1/1314285-your-imagination>

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Listening</u> Listen to: Supercalifragilisticexpialidocious from Mary Poppins Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack Daydream Believer by The Monkees Rainbow Connection from The Muppet Movie A Whole New World from Aladdin Find the pulse as they are listening to the different pieces of music and understand that it is the heartbeat of the music. Use instruments to play in time to the music.</p> <p>Answer questions such as: Do you like the music? What instruments can you hear? What is the style of the music?</p> <p><u>Musical Activities</u> Find the pulse and march in time with the pulse. Be an animal finding the pulse.</p> <p>Clap rhythms. Copy back the rhythms they hear. Clap the rhythm of their name over the track. Create their own rhythm for others to copy.</p>	<p>Respond physically when listening to music.</p> <p>Begin to identify simple repeated patterns or repetition of a chorus in a song.</p> <p>Discuss how musical elements can be used to create different moods and effects.</p> <p>Recognise and name two or more instruments they hear: Keyboard, drums, bass, a female singer</p> <p>Listen to a musical pattern and clap/sing/play back your own answers.</p> <p>Create rhythms from words, our names, favourite food, colours and animals.</p> <p>Sing notes of different pitches (high and low)</p>	<p>Keyboard, drums, bass, pulse, rhythm, pitch, improvise</p>
		<p>Assessment Opportunities</p> <p>Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Others will create their own rhythms.</p> <p>I can...</p> <ul style="list-style-type: none"> • Find the pulse • Copy rhythms • Play the glockenspiel along to the song • Improvise to the song • Compose a simple melody
		<p>Resources</p>

Singing

Learn and sing 'Your Imagination' in unison and two parts.

See Unit of Work on Charanga titled Minibeasts. There are a variety of topic songs to choose from.

Learn about voices, singing a melody accurately at their own pitch

Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm

<p>Sing with a sense of awareness of pulse and control of rhythm</p> <p>Sing with the sense of shape of the melody</p> <p>Play un-tuned instruments with some control</p>

Accompany a song or piece of music by clapping the rhythm or playing un-tuned percussion

Play un-tuned instruments with some control

Name the main percussion instruments used in class

Treat instruments carefully and with respect

Play instruments in different ways

Play a tuned instrumental part with the song they perform

Recognise the need for performance and audiences.

Perform whilst showing an awareness of others.

Playing

Play instrumental parts. Play accurately and in time as part of the performance. Most will play C. Greater depth will play C + D.

Glockenspiels

Percussion instruments

<u>Perform & Share</u> Perform the song to other classes in the year group.		
--	--	--

Music Scheme of Work

Year 1 - Summer 2

Topic: Reflect, Rewind and Replay

<https://charanga.com/scheme/1311933-year-1/1314332-reflect-rewind-and-replay>

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Listening</u> Listen to: A Song Before Sunrise by Frederick Delius – 20th Century The Firebird by Igor Stravinsky – 20th Century The Bird by Sergei Prokofiev – 20th Century Grand March from Aida by Giuseppe Verdi – Classical Bolero by Maurice Ravel – 20th Century The Lamb by John Tavener – Contemporary Find the pulse as they are listening to the different pieces of music and understand that it is the heartbeat of the music. Use instruments to play in time to the music.</p> <p>Answer questions such as: Do you like the music? What instruments can you hear? What is the style of the music?</p> <p><u>Musical Activities</u> Find the pulse and march in time with the pulse. Be an animal finding the pulse.</p> <p>Clap rhythms. Copy back the rhythms they hear. Clap the rhythm of their name over the track. Create their own rhythm for others to copy.</p>	Respond physically when listening to music.	Pulse, rhythm, pitch, improvise, compose, melody, perform.
	Begin to identify simple repeated patterns or repetition of a chorus in a song.	
	Discuss how musical elements can be used to create different moods and effects.	
	Recognise and name two or more instruments they hear, e.g. Male vocal, bass guitar, drums,	
	Listen to a musical pattern and clap/sing/play back your own answers.	
	Create rhythms from words, our names, favourite food, colours and animals.	
	Sing notes of different pitches (high and low)	
		<p>Assessment Opportunities</p> <p>Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Others will create their own rhythms.</p> <p>I can...</p> <ul style="list-style-type: none"> • Find the pulse • Copy rhythms • Play the glockenspiel along to the song • Improvise to the song • Compose a simple melody
		Resources

Singing

Re-cap singing all of the songs learnt this year.

Learn about voices, singing a melody accurately at their own pitch

Learn that they can make different types of sounds with their voices

Sing with a sense of awareness of pulse and control of rhythm

Sing with the sense of shape of the melody

Play un-tuned instruments with some control

Accompany a song or piece of music by clapping the rhythm or playing un-tuned percussion

Play un-tuned instruments with some control

Name the main percussion instruments used in class

Treat instruments carefully and with respect

Play instruments in different ways

Play a tuned instrumental part with the song they perform

Recognise the need for performance and audiences.

Perform whilst showing an awareness of others.

Glockenspiels

Percussion instruments

Playing

Play instrumental parts. Play accurately and in time with music they hear or sing along to.

Perform & Share

Perform the songs learnt this year in a singing assembly to the whole school.