



An Daras
Multi Academy Trust



An Daras Multi Academy Trust St Stephens Community Academy

Integrated Curriculum Scheme of Learning- 2016	
Domain of Learning:	Creative
National Curriculum Subjects:	Music
Domain Leader:	Kari Gilbert
Agreed and Approved:	September 2016
Leader In Year Review Dates:	Kari Gilbert
Related Documents and Guidance:	National Curriculum 14 SSCA Music Policy 14/15 SSCA Music Curriculum Statement 15

St Stephens Community Academy

Music Scheme of Learning – 2016

Curriculum Statement	<p>At St Stephens Community Academy, we believe that music gives children a chance to be creatively expressive. Throughout the week children get to experience a range of musical activities including singing assemblies, a range of extra-curricular activities, music lessons in the classroom and peripatetic teaching including a range of instruments.</p> <p>Below you will find an overview of what your child will be expected to learn in each of the Key Stages.</p> <p>In Key Stage 1 the children will learn to use their voices to sing expressively through learning songs. The children will begin to learn a range of musical vocabulary and will understand the terms texture, timbre, rhythm, dynamics, pitch and tempo. They will begin to recognise how different sounds are made using a range of musical instruments and will learn to perform with them in pairs, groups and a whole class situation. In Key Stage 1 the children also have a chance to listen to a range of music from different time eras and from different parts of the world.</p> <p>In Key Stage 2 the children will explore the ways sounds can be combined and used expressively to convey mood and emotion. The children will listen to and compose different sequences of music using tuned and un-tuned instruments to create a mood or setting. Children create their own songs and begin to use a range of notation. They also refine and improve their work through evaluation, analysis and comparison and have the chance to comment on how intentions have been achieved. Children also use technology to aid their understanding of music and to record their compositional work.</p> <p>Currently we have a school samba band which works on joint projects with children at one of our trust partner schools, Windmill Hill Academy. There are also peripatetic teachers who provide group or individual lessons on drums, keyboard or guitar.</p> <p>Progression in music is assessed through observation, performance and at times the use of technology, where children will make videos or audio recordings of their musical learning. Self and peer assessments will be made within the lessons, giving the children a chance to refine and improve their work and to praise each other too. An annual report will inform parents of their child's progress against age related standards based on the National Curriculum objectives.</p>
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Music - Curriculum Scheme of Work – Year Group /Units of work

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1– Unit Title	Reduce, Reuse, Recycle Everyday Materials	Celebrations Light and Dark	Near and Far Seasonal Changes	Gardeners World Plants	Myself and Other Animals Animals, including Humans	Up, Up and Away! Electricity
Nat Curriculum 14	P196-197	P196-197	P196-197	P196-197	P196-197	P196-197
Academy Aims Link	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.
Scheme Reference	<ul style="list-style-type: none"> National Curriculum Links to Class Topics each half term. 	<ul style="list-style-type: none"> National Curriculum Links to Class Topics each half term. 	<ul style="list-style-type: none"> National Curriculum Links to Class Topics each half term. 	<ul style="list-style-type: none"> National Curriculum Links to Class Topics each half term. 	<ul style="list-style-type: none"> National Curriculum Links to Class Topics each half term. 	<ul style="list-style-type: none"> National Curriculum Links to Class Topics each half term.
Key Knowledge Suggested approach : cover aspects and elements in varying detail over the term's course as befits the class and topics.	1.Rehearse and perform - singing. 2.Rehearse and perform - instrumental. 3.Listen with concentration. 4.Improvise and compose. 5.Know the terms pitch, rhythm, pulse, dynamics, tempo, tone / texture, structure. 6.Analyse and evaluate using the language of music.		1.Rehearse and perform - singing. 2.Rehearse and perform - instrumental. 3.Listen with concentration. 4.Improvise and compose. 5.Know the terms pitch, rhythm, pulse, dynamics, tempo, tone / texture, structure. 6.Analyse and evaluate using the language of music.		1.Rehearse and perform - singing. 2.Rehearse and perform - instrumental. 3.Listen with concentration. 4.Improvise and compose. 5.Know the terms pitch, rhythm, pulse, dynamics, tempo, tone / texture, structure. 6.Analyse and evaluate using the language of music.	

Key Skills and Understanding Suggested approach : cover aspects and elements in varying detail over the term’s course as befits the class and topics.	1.Watching and listening to the director and to the whole group; blending voice to fit the music’s pitch & pulse; internalising melody, rhythm & words; showing awareness of an audience and of a sense of occasion. 2. Watching and listening to the director and to the whole group; understanding how own instrument plays a part in the whole; developing control of a range of instruments; internalising melody & rhythm; showing awareness of an audience and of a sense of occasion. 3.Develop the skills to listen ‘generally’, so as to be able to ask & answer questions / sing back the melody; extending the concentration span, so as to listen to a piece two or three times. 4.Making a simple, unplanned contribution towards creating a particular effect; improvising rhythmically by first identifying a pulse and by using speech rhythms; creating repeatable rhythm or melody to fit a desired outcome. 5.Develop listening skills : by identifying extremes of pitch, dynamic and tempo in a piece; by clapping back simple rhythms heard; by clapping the pulse of a piece; by recognising simple structures eg return of a melody or particular rhythm. 6.Listening, interpreting and comparing, giving opinions using taught musical language.		1.Watching and listening to the director and to the whole group; blending voice to fit the music’s pitch & pulse; internalising melody, rhythm & words; showing awareness of an audience and of a sense of occasion. 2. Watching and listening to the director and to the whole group; understanding how own instrument plays a part in the whole; developing control of a range of instruments; internalising melody & rhythm; showing awareness of an audience and of a sense of occasion. 3.Develop the skills to listen ‘generally’, so as to be able to ask & answer questions / sing back the melody; extending the concentration span, so as to listen to a piece two or three times. 4.Making a simple, unplanned contribution towards creating a particular effect; improvising rhythmically by first identifying a pulse and by using speech rhythms; creating repeatable rhythm or melody to fit a desired outcome. 5.Develop listening skills : by identifying extremes of pitch, dynamic and tempo in a piece; by clapping back simple rhythms heard; by clapping the pulse of a piece; by recognising simple structures eg return of a melody or particular rhythm. 6.Listening, interpreting and comparing, giving opinions using taught musical language.		1.Watching and listening to the director and to the whole group; blending voice to fit the music’s pitch & pulse; internalising melody, rhythm & words; showing awareness of an audience and of a sense of occasion. 2. Watching and listening to the director and to the whole group; understanding how own instrument plays a part in the whole; developing control of a range of instruments; internalising melody & rhythm; showing awareness of an audience and of a sense of occasion. 3.Develop the skills to listen ‘generally’, so as to be able to ask & answer questions / sing back the melody; extending the concentration span, so as to listen to a piece two or three times. 4.Making a simple, unplanned contribution towards creating a particular effect; improvising rhythmically by first identifying a pulse and by using speech rhythms; creating repeatable rhythm or melody to fit a desired outcome. 5.Develop listening skills : by identifying extremes of pitch, dynamic and tempo in a piece; by clapping back simple rhythms heard; by clapping the pulse of a piece; by recognising simple structures eg return of a melody or particular rhythm. 6.Listening, interpreting and comparing, giving opinions using taught musical language.	
Ideas for possible cross curricular links : (NB Cbeebies ‘Melody’ – visual intro to well-known classical pieces.) <						

Assessment Pathway	Knowledge-Questioning & elicitation tasks; AFL within lessons; previous teacher knowledge of class.
(How and what)	Skills-Teacher AFL; assessment against topic unit and session outcomes; events eg shows / performances; HAP/SEN register; recordings. Understanding—Application of skills & knowledge within sessions across the curriculum. Standards-Class & school standards assessed by class adults, pupils and subject leaders, against the NC.

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
2– Unit Title	Can we Fix it? Uses of everyday materials	Fire! Fire! Animals, including humans	Carnival of the Animals Living things and their habitats	Green Fingers Plants	Fantasy Island/Land Ahoy/Shiver Me Timbers Plants	Journeys/All aboard Forces
Nat Curriculum 14	P196-197	P196-197	P196-197	P196-197	P196-197	P196-197
Academy Aims Link	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.
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Key Knowledge Suggested approach : cover aspects and elements in varying detail over the term's course as befits the class and topics.	1.Rehearse and perform – singing. 2.Rehearse and perform – instrumental. 3.Listen with concentration. 4.Improvise and compose. 5.Know the terms pitch, rhythm, pulse, dynamics, tempo, tone / texture, structure. 6.Analyse and evaluate using the language of music.		1.Rehearse and perform – singing. 2.Rehearse and perform – instrumental. 3.Listen with concentration. 4.Improvise and compose. 5.Know the terms pitch, rhythm, pulse, dynamics, tempo, tone / texture, structure. 6.Analyse and evaluate using the language of music.		1.Rehearse and perform – singing. 2.Rehearse and perform – instrumental. 3.Listen with concentration. 4.Improvise and compose. 5.Know the terms pitch, rhythm, pulse, dynamics, tempo, tone / texture, structure. 6.Analyse and evaluate using the language of music.	

<p>Key Skills and Understanding</p> <p>Suggested approach : cover aspects and elements in varying detail over the term's course as befits the class and topics.</p>	<p>1.Watching and listening to the director and to the whole group; blending voice to fit the music's pitch & pulse; internalising melody, rhythm & words; showing awareness of an audience and of a sense of occasion.</p> <p>2. Watching and listening to the director and to the whole group; understanding how own instrument plays a part in the whole; developing control of a range of instruments; internalising melody & rhythm; showing awareness of an audience and of a sense of occasion.</p> <p>3.Develop the skills to listen 'generally', so as to be able to ask & answer questions / sing back the melody; extending the concentration span, so as to listen to a piece two or three times; listen whilst doing something else.</p> <p>4.Making a simple, unplanned contribution towards creating a particular effect; improvising rhythmically by first identifying a pulse and by using speech rhythms; creating repeatable rhythm or melody to fit a desired outcome.</p> <p>5.Develop listening skills : by identifying extremes of pitch, dynamic, tempo and texture in a piece; by clapping back simple rhythms heard; by clapping the pulse of a piece; by recognising simple structures eg return of a melody or particular rhythm.</p> <p>6.Listening, interpreting and comparing, giving opinions using taught musical language.</p>	<p>1.Watching and listening to the director and to the whole group; blending voice to fit the music's pitch & pulse; internalising melody, rhythm & words; showing awareness of an audience and of a sense of occasion.</p> <p>2. Watching and listening to the director and to the whole group; understanding how own instrument plays a part in the whole; developing control of a range of instruments; internalising melody & rhythm; showing awareness of an audience and of a sense of occasion.</p> <p>3.Develop the skills to listen 'generally', so as to be able to ask & answer questions / sing back the melody; extending the concentration span, so as to listen to a piece two or three times; listen whilst doing something else.</p> <p>4.Making a simple, unplanned contribution towards creating a particular effect; improvising rhythmically by first identifying a pulse and by using speech rhythms; creating repeatable rhythm or melody to fit a desired outcome.</p> <p>5.Develop listening skills : by identifying extremes of pitch, dynamic, tempo and texture in a piece; by clapping back simple rhythms heard; by clapping the pulse of a piece; by recognising simple structures eg return of a melody or particular rhythm.</p> <p>6.Listening, interpreting and comparing, giving opinions using taught musical language.</p>	<p>1.Watching and listening to the director and to the whole group; blending voice to fit the music's pitch & pulse; internalising melody, rhythm & words; showing awareness of an audience and of a sense of occasion.</p> <p>2. Watching and listening to the director and to the whole group; understanding how own instrument plays a part in the whole; developing control of a range of instruments; internalising melody & rhythm; showing awareness of an audience and of a sense of occasion.</p> <p>3.Develop the skills to listen 'generally', so as to be able to ask & answer questions / sing back the melody; extending the concentration span, so as to listen to a piece two or three times; listen whilst doing something else.</p> <p>4.Making a simple, unplanned contribution towards creating a particular effect; improvising rhythmically by first identifying a pulse and by using speech rhythms; creating repeatable rhythm or melody to fit a desired outcome.</p> <p>5.Develop listening skills : by identifying extremes of pitch, dynamic, tempo and texture in a piece; by clapping back simple rhythms heard; by clapping the pulse of a piece; by recognising simple structures eg return of a melody or particular rhythm.</p> <p>6.Listening, interpreting and comparing, giving opinions using taught musical language.</p>
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Ideas for possible cross curricular links : (NB Cbeebies ‘Melody’ – visual intro to well-known classical pieces.)	Can we Fix it? Music using tools; joining musical phrases ABAB. Uses of everyday materials Make an instrument.	Fire! Fire! Hot & cold – major / minor; songs around the campfire. Animals, including humans Speech rhythms.	Carnival of the Animals Saints Saens. Living things and their habitats Soundscapes – art & music.	Green Fingers Pitch & colour. Plants Bark patterns – texture.	Fantasy Island/Land Ahoy/Shiver Me Timbers Sea shanties; water music. Plants Music showing growth eg increase in tempo, dynamics & texture.	Journeys/All aboard Directions – following, giving, representing, listening. Forces Counting in beat cycles showing strong beat on 1.
Ideas for musical structures :	AB AB Binary – roughly equal lengths – B answers A as a conversation.	Call & Response – copy response / different response each time / set response different to call.				
Assessment Pathway (How and what)	Knowledge-Questioning & elicitation tasks; AFL within lessons; previous teacher knowledge of class. Skills-Teacher AFL; assessment against topic unit and session outcomes; events eg shows / performances; HAP/SEN register; recordings. Understanding—Application of skills & knowledge within sessions across the curriculum. Standards-Class & school standards assessed by class adults, pupils and subject leaders, against the NC.					

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3– Unit Title	Todo Sobre Espana! Rocks	Todo Sobre Espana! Forces and Magnets	Fire to forts Plants	Fire to forts Animals including Humans	Egyptian Beliefs and Rituals Animals including Humans	Egyptian Beliefs and Rituals Light
Nat Curriculum 14	P196-197	P196-197	P196-197	P196-197	P196-197	P196-197
Academy Aims Link	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.
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Key knowledge Suggested approach : cover aspects and elements in varying detail over the term's course as befits the class and topics.	1.Rehearse and perform - singing. 2.Rehearse and perform - instrumental. 3.Listen for specific musical elements, to increase aural memory. 4.Improvise and compose using formal musical structures. 5.Begin to use staff and other notations. 6.Know the terms pitch, rhythm, pulse, dynamics, tempo, tone / texture, structure as well as other music-specific vocab. 7.Analyse and evaluate using the language of music.	1.Rehearse and perform - singing. 2.Rehearse and perform - instrumental. 3.Listen for specific musical elements, to increase aural memory. 4.Improvise and compose using formal musical structures. 5.Begin to use staff and other notations. 6.Know the terms pitch, rhythm, pulse, dynamics, tempo, tone / texture, structure as well as other music-specific vocab. 7.Analyse and evaluate using the language of music.	1.Rehearse and perform - singing. 2.Rehearse and perform - instrumental. 3.Listen for specific musical elements, to increase aural memory. 4.Improvise and compose using formal musical structures. 5.Begin to use staff and other notations. 6.Know the terms pitch, rhythm, pulse, dynamics, tempo, tone / texture, structure as well as other music-specific vocab. 7.Analyse and evaluate using the language of music.

Key Skills and Understanding Suggested approach : cover aspects and elements in varying detail over the term's course as befits the class and topics.	1.Watching and listening to the director and to the whole group; blending voice to fit a group's pitch & pulse, texture & dynamics; internalising melody, rhythm & words; showing awareness of an audience and of a sense of occasion. 2. Watching and listening to the director and to the whole group; understanding how own instrument plays a part in the whole; developing control of a range of instruments; internalising melody & rhythm; showing awareness of an audience and of a sense of occasion. 3.Develop the skills to listen more specifically, picking out musical elements using taught vocabulary. 4.Creating a spontaneous, simple melody using a pentatonic scale; improvising rhythmically by fitting patterns to a pulse; fitting repeatable rhythm / melody to a simple form eg ABA Ternary; incorporating simple musical elements such as dynamic contrast. 5.Devising ways to make a written record of music; learning note names in bass and treble clefs on the stave. 6.Develop listening skills : by describing music in terms of pitch, dynamic, tempo, structure and texture; by identifying more than one rhythm heard; by identifying the strong beat in a pulse cycle. 7.Listening, interpreting and comparing, giving opinions	1.Watching and listening to the director and to the whole group; blending voice to fit a group's pitch & pulse, texture & dynamics; internalising melody, rhythm & words; showing awareness of an audience and of a sense of occasion. 2. Watching and listening to the director and to the whole group; understanding how own instrument plays a part in the whole; developing control of a range of instruments; internalising melody & rhythm; showing awareness of an audience and of a sense of occasion. 3.Develop the skills to listen more specifically, picking out musical elements using taught vocabulary. 4.Creating a spontaneous, simple melody using a pentatonic scale; improvising rhythmically by fitting patterns to a pulse; fitting repeatable rhythm / melody to a simple form eg ABA Ternary; incorporating simple musical elements such as dynamic contrast. 5.Devising ways to make a written record of music; learning note names in bass and treble clefs on the stave. 6.Develop listening skills : by describing music in terms of pitch, dynamic, tempo, structure and texture; by identifying more than one rhythm heard; by identifying the strong beat in a pulse cycle. 7.Listening, interpreting and comparing, giving opinions using taught musical language.	1.Watching and listening to the director and to the whole group; blending voice to fit a group's pitch & pulse, texture & dynamics; internalising melody, rhythm & words; showing awareness of an audience and of a sense of occasion. 2. Watching and listening to the director and to the whole group; understanding how own instrument plays a part in the whole; developing control of a range of instruments; internalising melody & rhythm; showing awareness of an audience and of a sense of occasion. 3.Develop the skills to listen more specifically, picking out musical elements using taught vocabulary. 4.Creating a spontaneous, simple melody using a pentatonic scale; improvising rhythmically by fitting patterns to a pulse; fitting repeatable rhythm / melody to a simple form eg ABA Ternary; incorporating simple musical elements such as dynamic contrast. 5.Devising ways to make a written record of music; learning note names in bass and treble clefs on the stave. 6.Develop listening skills : by describing music in terms of pitch, dynamic, tempo, structure and texture; by identifying more than one rhythm heard; by identifying the strong beat in a pulse cycle. 7.Listening, interpreting and comparing, giving opinions

	using taught musical language.				using taught musical language.	
Ideas for possible cross curricular links :	Todo Sobre Espana! Early music – the Moors, sacred music, notation. Rocks Rock! – pedal notes. Geological strata – layers – texture. Ternary form ABA – B contrasts – repeat of A can be identical or close.	Todo Sobre Espana! Flamenco. Forces and Magnets Pushes, pulls & other forces that make instrumental sounds. Rounds (= musically identical repeating canons .)	Fire to forts Marching music. Plants Seeds for shakers. <			

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
4– Unit Title	It's All Greek States of Matter	It's All Greek States of Matter	Eco Warriors Living things and their habitats	Eco Warriors Animals, including humans	Who were the Romans Sound	Who were the Romans Electricity
Nat Curriculum 14	P196-197	P196-197	P196-197	P196-197	P196-197	P196-197
Academy Aims Link	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.
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Key Knowledge Suggested approach : cover aspects and elements in varying detail over the term's course as befits the class and topics.	1.Rehearse and perform - singing. 2.Rehearse and perform - instrumental. 3.Listen for specific musical elements, to increase aural memory. 4.Improvise and compose using formal musical structures. 5.Use staff and other notations. 6.Know the terms pitch, rhythm, pulse, dynamics, tempo, tone / texture, structure as well as other music-specific vocab. 7.Analyse and evaluate using the language of music.		1.Rehearse and perform - singing. 2.Rehearse and perform - instrumental. 3.Listen for specific musical elements, to increase aural memory. 4.Improvise and compose using formal musical structures. 5.Use staff and other notations. 6.Know the terms pitch, rhythm, pulse, dynamics, tempo, tone / texture, structure as well as other music-specific vocab. 7.Analyse and evaluate using the language of music.		1.Rehearse and perform - singing. 2.Rehearse and perform - instrumental. 3.Listen for specific musical elements, to increase aural memory. 4.Improvise and compose using formal musical structures. 5.Use staff and other notations. 6.Know the terms pitch, rhythm, pulse, dynamics, tempo, tone / texture, structure as well as other music-specific vocab. 7.Analyse and evaluate using the language of music.	
Key Skills and Understanding Suggested approach : cover aspects and elements in varying detail over the term's course as befits the class and topics.	1.Watching and listening to the director and to the whole group; blending voice to fit a group's pitch & pulse, texture, dynamics & changes of tempo; internalising melody, rhythm & words; developing a positive relationship with an audience. 2. Watching and listening to the director and to the whole group; understanding how own instrument plays a part in the whole; developing control of a range of instruments in terms of pitch & pulse, rhythm, tone, tempo & dynamics ; internalising melody & rhythm; developing a positive relationship with an audience. 3.Develop the skills to listen more specifically, picking out musical elements using taught vocabulary.		1.Watching and listening to the director and to the whole group; blending voice to fit a group's pitch & pulse, texture, dynamics & changes of tempo; internalising melody, rhythm & words; developing a positive relationship with an audience. 2. Watching and listening to the director and to the whole group; understanding how own instrument plays a part in the whole; developing control of a range of instruments in terms of pitch & pulse, rhythm, tone, tempo & dynamics ; internalising melody & rhythm; developing a positive relationship with an audience. 3.Develop the skills to listen more specifically, picking out musical elements using taught vocabulary. 4.Creating a spontaneous, simple melody using a pentatonic		1.Watching and listening to the director and to the whole group; blending voice to fit a group's pitch & pulse, texture, dynamics & changes of tempo; internalising melody, rhythm & words; developing a positive relationship with an audience. 2. Watching and listening to the director and to the whole group; understanding how own instrument plays a part in the whole; developing control of a range of instruments in terms of pitch & pulse, rhythm, tone, tempo & dynamics ; internalising melody & rhythm; developing a positive relationship with an audience. 3.Develop the skills to listen more specifically, picking out musical elements using taught vocabulary.	

	<p>4. Creating a spontaneous, simple melody using a pentatonic scale; improvising rhythmically by fitting patterns to a pulse; fitting repeatable rhythm / melody to a simple form eg ABBA Rondo; incorporating contrasts in more than one musical element eg tempo and dynamic; using ideas from listening work.</p> <p>5. Devising ways to make a written record of music; learning note names in bass and treble clefs on the stave.</p> <p>6. Developing listening skills : by describing music in terms of pitch, dynamic, tempo, structure and texture; by identifying rhythms heard; by identifying the strong beat in a pulse cycle.</p> <p>7. Listening, interpreting and comparing, giving opinions using taught musical language.</p>		<p>scale; improvising rhythmically by fitting patterns to a pulse; fitting repeatable rhythm / melody to a simple form eg ABBA Rondo; incorporating contrasts in more than one musical element eg tempo and dynamic; using ideas from listening work.</p> <p>5. Devising ways to make a written record of music; learning note names in bass and treble clefs on the stave.</p> <p>6. Developing listening skills : by describing music in terms of pitch, dynamic, tempo, structure and texture; by identifying rhythms heard; by identifying the strong beat in a pulse cycle.</p> <p>7. Listening, interpreting and comparing, giving opinions using taught musical language.</p>		<p>4. Creating a spontaneous, simple melody using a pentatonic scale; improvising rhythmically by fitting patterns to a pulse; fitting repeatable rhythm / melody to a simple form eg ABBA Rondo; incorporating contrasts in more than one musical element eg tempo and dynamic; using ideas from listening work.</p> <p>5. Devising ways to make a written record of music; learning note names in bass and treble clefs on the stave.</p> <p>6. Developing listening skills : by describing music in terms of pitch, dynamic, tempo, structure and texture; by identifying rhythms heard; by identifying the strong beat in a pulse cycle.</p> <p>7. Listening, interpreting and comparing, giving opinions using taught musical language.</p>	
Ideas for possible cross curricular links :	<p>It's All Greek Greek instruments – Bazouki. States of Matter Sounds to represent solid, liquid, gas.</p>	<p>It's All Greek Music of the Spheres & Maths. States of Matter Changes of state.</p>	<p>Eco Warriors Songs of conscience. Living things and their habitats Performing in different places.</p>	<p>Eco Warriors Warrior music. Animals, including humans Mythical beasts.</p>	<p>Who were the Romans? Mosaics – pictures & patterns. Sound History of music – ages of classical music.</p>	<p>Who were the Romans? Roman instruments. Electricity Music and technology.</p>
Ideas for musical structures :	<p>Rondo – ABACADAE (=asymmetrical) / ABACABA (=symmetrical) – contrasting sections are 'episodes'.</p>	<p>Arch form – completely symmetrical – ABCBA.</p>	<p>Harmony : pedal note – sustained or repeated note in the bass, underneath the melody eg first & fifth note of a scale(=tonic pedal & dominant pedal).</p>			
Assessment Pathway (How and what)	<p>Knowledge-Questioning & elicitation tasks; AFL within lessons; previous teacher knowledge of class. Skills-Teacher AFL; assessment against topic unit and session outcomes; events eg shows / performances; HAP/SEN register; recordings. Understanding—Application of skills & knowledge within sessions across the curriculum. Standards-Class & school standards assessed by class adults, pupils and subject leaders, against the NC.</p>					

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
5– Unit Title	Invaders Space	Invaders Forces	Where does chocolate come from? Materials	Where does chocolate come from? Materials	Mayans Living things and their habitats	Mayans / What do you aspire to be? Animals incl Humans
Nat Curriculum 14	P196-197	P196-197	P196-197	P196-197	P196-197	P196-197
Academy Aims Link	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.
Scheme Reference	<ul style="list-style-type: none"> National Curriculum Links to Class Topics each half term. 	<ul style="list-style-type: none"> National Curriculum Links to Class Topics each half term. 	<ul style="list-style-type: none"> National Curriculum Links to Class Topics each half term. 	<ul style="list-style-type: none"> National Curriculum Links to Class Topics each half term. 	<ul style="list-style-type: none"> National Curriculum Links to Class Topics each half term. 	<ul style="list-style-type: none"> National Curriculum Links to Class Topics each half term.
Key Knowledge Suggested approach : cover aspects and elements in varying detail over the term's course as befits the class and topics.	1.Rehearse and perform - singing. 2.Rehearse and perform - instrumental. 3.Listen for specific musical elements, to increase aural memory. 4.Improvise and compose using formal musical structures. 5.Use staff and other notations. 6.Know the terms pitch, rhythm, pulse, dynamics, tempo, tone / texture, structure as well as other music-specific vocab. 7.Analyse and evaluate using the language of music.		1.Rehearse and perform - singing. 2.Rehearse and perform - instrumental. 3.Listen for specific musical elements, to increase aural memory. 4.Improvise and compose using formal musical structures. 5.Use staff and other notations. 6.Know the terms pitch, rhythm, pulse, dynamics, tempo, tone / texture, structure as well as other music-specific vocab. 7.Analyse and evaluate using the language of music.		1.Rehearse and perform - singing. 2.Rehearse and perform - instrumental. 3.Listen for specific musical elements, to increase aural memory. 4.Improvise and compose using formal musical structures. 5.Use staff and other notations. 6.Know the terms pitch, rhythm, pulse, dynamics, tempo, tone / texture, structure as well as other music-specific vocab. 7.Analyse and evaluate using the language of music.	
Key Skills and Understanding Suggested approach : cover aspects and elements in varying detail over the term's course as befits the class and topics.	1.Watching, listening & directing with awareness of the whole group effect; blending voice to fit a group's pitch & pulse, texture, dynamics & changes of tempo; internalising melody, rhythm & words; developing : a positive relationship with an audience, performance preparation and stage presence. 2. Watching, listening & directing with awareness of the whole group effect; understanding how own instrument plays a part in the whole; developing control of a range of instruments in terms of pitch & pulse, rhythm, tone, tempo & dynamics ; internalising melody & rhythm; developing : a positive relationship with an audience, performance preparation and stage presence. 3.Develop the skills to listen more specifically, picking out		1.Watching, listening & directing with awareness of the whole group effect; blending voice to fit a group's pitch & pulse, texture, dynamics & changes of tempo; internalising melody, rhythm & words; developing : a positive relationship with an audience, performance preparation and stage presence. 2. Watching, listening & directing with awareness of the whole group effect; understanding how own instrument plays a part in the whole; developing control of a range of instruments in terms of pitch & pulse, rhythm, tone, tempo & dynamics ; internalising melody & rhythm; developing : a positive relationship with an audience, performance preparation and stage presence. 3.Develop the skills to listen more specifically, picking out		1.Watching, listening & directing with awareness of the whole group effect; blending voice to fit a group's pitch & pulse, texture, dynamics & changes of tempo; internalising melody, rhythm & words; developing : a positive relationship with an audience, performance preparation and stage presence. 2. Watching, listening & directing with awareness of the whole group effect; understanding how own instrument plays a part in the whole; developing control of a range of instruments in terms of pitch & pulse, rhythm, tone, tempo & dynamics ; internalising melody & rhythm; developing : a positive relationship with an audience, performance preparation and stage presence. 3.Develop the skills to listen more specifically, picking out	

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
6– Unit Title	The World at War Electricity	The World at War Light	Post War Britain Animals including humans	Post War Britain Living things and their habitats	Earth Matters Living things and their habitats	Earth Matters Evolution and inheritance
Nat Curriculum 14	P196-197	P196-197	P196-197	P196-197	P196-197	P196-197
Academy Aims Link	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.	Create an enjoyable and creative curriculum that meets the learning needs of children. Provide inclusive curricular provision. Set challenging targets to raise achievement.
Scheme Reference	<ul style="list-style-type: none"> National Curriculum Links to Class Topics each half term. 	<ul style="list-style-type: none"> National Curriculum Links to Class Topics each half term. 	<ul style="list-style-type: none"> National Curriculum Links to Class Topics each half term. 	<ul style="list-style-type: none"> National Curriculum Links to Class Topics each half term. 	<ul style="list-style-type: none"> National Curriculum Links to Class Topics each half term. 	<ul style="list-style-type: none"> National Curriculum Links to Class Topics each half term.
Key Knowledge	1.Rehearse and perform - singing. 2.Rehearse and perform - instrumental. 3.Listen for specific musical elements, to increase aural memory. 4.Improvise and compose using formal musical structures. 5.Use staff and other notations. 6.Know the terms pitch, rhythm, pulse, dynamics, tempo, tone / texture, structure as well as other music-specific vocab. 7.Analyse and evaluate using the language of music.		1.Rehearse and perform - singing. 2.Rehearse and perform - instrumental. 3.Listen for specific musical elements, to increase aural memory. 4.Improvise and compose using formal musical structures. 5.Use staff and other notations. 6.Know the terms pitch, rhythm, pulse, dynamics, tempo, tone / texture, structure as well as other music-specific vocab. 7.Analyse and evaluate using the language of music.		1.Rehearse and perform - singing. 2.Rehearse and perform - instrumental. 3.Listen for specific musical elements, to increase aural memory. 4.Improvise and compose using formal musical structures. 5.Use staff and other notations. 6.Know the terms pitch, rhythm, pulse, dynamics, tempo, tone / texture, structure as well as other music-specific vocab. 7.Analyse and evaluate using the language of music.	
Key Skills and Understanding	1.Watching, listening & directing with awareness of the whole group effect; blending voice to fit a group's pitch & pulse, texture, dynamics & changes of tempo; internalising melody, rhythm & words; developing : a positive relationship with an audience, performance preparation and stage presence. 2. Watching, listening & directing with awareness of the whole group effect; understanding how own instrument plays a part in the whole; developing control of a range of instruments in terms of pitch & pulse, rhythm, tone, tempo & dynamics ; internalising melody & rhythm; developing : a positive relationship with an audience, performance preparation and stage presence. 3.Develop the skills to listen more specifically, picking out		1.Watching, listening & directing with awareness of the whole group effect; blending voice to fit a group's pitch & pulse, texture, dynamics & changes of tempo; internalising melody, rhythm & words; developing : a positive relationship with an audience, performance preparation and stage presence. 2. Watching, listening & directing with awareness of the whole group effect; understanding how own instrument plays a part in the whole; developing control of a range of instruments in terms of pitch & pulse, rhythm, tone, tempo & dynamics ; internalising melody & rhythm; developing : a positive relationship with an audience, performance preparation and stage presence. 3.Develop the skills to listen more specifically, picking out		1.Watching, listening & directing with awareness of the whole group effect; blending voice to fit a group's pitch & pulse, texture, dynamics & changes of tempo; internalising melody, rhythm & words; developing : a positive relationship with an audience, performance preparation and stage presence. 2. Watching, listening & directing with awareness of the whole group effect; understanding how own instrument plays a part in the whole; developing control of a range of instruments in terms of pitch & pulse, rhythm, tone, tempo & dynamics ; internalising melody & rhythm; developing : a positive relationship with an audience, performance preparation and stage presence. 3.Develop the skills to listen more specifically, picking out	

	musical elements using taught vocabulary. 4.Creating a spontaneous, simple melody or harmony ; improvising rhythmically by fitting patterns to a pulse; fitting repeatable rhythm / melody to a wider range of forms; making simple chords; incorporating contrasts in musical elements; using ideas from listening work. 5.Learning note values in terms of duration within a bar; using time signatures. 6.Develop listening skills : by describing music in terms of pitch, dynamic, tempo, structure and texture; by identifying rhythms heard; by identifying the strong beat in a pulse cycle. 7.Listening, interpreting and comparing, giving opinions using taught musical language.		musical elements using taught vocabulary. 4.Creating a spontaneous, simple melody or harmony ; improvising rhythmically by fitting patterns to a pulse; fitting repeatable rhythm / melody to a wider range of forms; making simple chords; incorporating contrasts in musical elements; using ideas from listening work. 5.Learning note values in terms of duration within a bar; using time signatures. 6.Develop listening skills : by describing music in terms of pitch, dynamic, tempo, structure and texture; by identifying rhythms heard; by identifying the strong beat in a pulse cycle. 7.Listening, interpreting and comparing, giving opinions using taught musical language.		musical elements using taught vocabulary. 4.Creating a spontaneous, simple melody or harmony ; improvising rhythmically by fitting patterns to a pulse; fitting repeatable rhythm / melody to a wider range of forms; making simple chords; incorporating contrasts in musical elements; using ideas from listening work. 5.Learning note values in terms of duration within a bar; using time signatures. 6.Develop listening skills : by describing music in terms of pitch, dynamic, tempo, structure and texture; by identifying rhythms heard; by identifying the strong beat in a pulse cycle. 7.Listening, interpreting and comparing, giving opinions using taught musical language.	
Ideas for possible cross curricular links :	The World at War Music of conflict. Electricity Music technology.	The World at War Music of the world wars – classical & popular. Light Shade, shadow, texture, opposites.	Post War Britain Jazz and dance music. Animals including humans Songs.	Post War Britain 50s – 80s and present day. Living things and their habitats Changing habitats.	Earth Matters Volcanoes, earthquakes & weather. Living things and their habitats Music for species.	Earth Matters Water. Evolution and inheritance Tree of life; evolution of music – classical music history; theme & variations – evolving music.
Ideas for musical structures :	Fugues – a more complex canon in three sections : exposition = theme / subject introduced & imitated at different pitches; development – of theme; final entry – of theme; coda – ending or tailpiece.	Pop songs & ballads – include verse, chorus, bridge, intro, outro, fills, middle 8, riff .	Harmony : Ground Bass – simple melody in the bass repeated throughout (may be called riff in pop/rock music) – harmony & melody change around the bass, which provides the stability.			
Assessment Pathway (How and what)	Knowledge-Questioning & elicitation tasks; AFL within lessons; previous teacher knowledge of class. Skills-Teacher AFL; assessment against topic unit and session outcomes; events eg shows / performances; HAP/SEN register; recordings. Understanding—Application of skills & knowledge within sessions across the curriculum. Standards-Class & school standards assessed by class adults, pupils and subject leaders, against the NC.					
Music Pool : Suggested pieces / genres / composers.	Cyclic music : Gamelan; samba; Twinkle Twinkle; rounds eg Frere Jaques. Scarborough Fair (minor); Grand Old Duke of York (major). 2001 theme - Also Sprach Zarathustra (dynamic contrast). Nature : Four Seasons, Vivaldi (also Try Coat of Leaves, ‘Melody’, CBeebies); Moonlight Sonata – Beethoven; The Firebird; The Rite of Spring – Stravinsky Octopuses’ Garden – Beatles; Carnival of the Animals, Saint-Saens; Flight of the Bumble Bee – Rimsky Korsakov. Pedal point : Van Halen – Jump; Genesis - Cinema Show; Stevie Wonder - intro Too High. Pachelbel’s Cannon. Music for the Royal Fireworks – Handel. Interesting keys/ rhythms / harmonies : The mighty Treacherous Orchestra; Ali Hutton & Ross Ainslie – Symbiosis album - ‘Sisters’; Lady Maisery - Album ‘Cycle’ – Song for the Morning; Paint it Black – Stones. Historic : Zorba the Greek. Bollywood : Nagada Sang Dohl; London Thumakda. Afro-pop : Fuse ODG – Antenna; ‘Classical’ playing pop : Two Cellos; Nigel Kennedy; Appocalyptica. Rock playing classical : Florian Opahle : Bach’s Toccata & Fugue in Dmin; Emerson, Lake & Palmer : Copland’s Fanfare for the Common Man. Medaeval composers : Hildegard von Bingen, Leonin, Perotin, Machaut. Renaissance composers : Tallis, Monteverdi, Byrd, Palestrina. Baroque composers : JC Bach, Handel, Vivaldi, Purcell. Classical composers : Mozart, Beethoven, Clementi, Haydn. Romantic composers : Chopin, Liszt, Tchaikovsky, Clara Schumann. 20 th C composers : Britten, Gershwin, Stravinsky, Vaughan Williams.					

