



Hillborough Infants Music Scheme of Work 2022-2023

Hillborough Infants School – LMS Music Scheme of Work

Key Learning	EYFS Musical Awakenings: Autumn 1	Musical Awakenings: Autumn 2
Week 1	<ul style="list-style-type: none"> Use songs to find the beat or pulse of a piece of music Moving to the pulse Exploring Dynamics Playing instruments to a beat Copy back rhythms Singing and learning new songs 	<ul style="list-style-type: none"> Use songs to find the beat or pulse of a piece of music Moving to the pulse Exploring Dynamics Playing instruments to a beat Copy back rhythms Singing and learning new songs
Week 2	<ul style="list-style-type: none"> Introduce myself and say that you will be teaching music. What do we do in music? Singing, listening to music and playing instruments. Who likes singing? What songs do you know? Sing a few well known nursery rhymes show props of characters to help. Round and round the garden, twinkle twinkle, baa black sheep, Humpty dumpty etc. Let the children take the lead but sing as a whole class after too. While children sing, tap knees gently to show the pulse. See if children copy. What was I doing? I was finding the beat or pulse of the music. Most people can't help but tap the pulse when they are singing or listening to a song. Introduce animal moves from charanga Hey you. Show pic of pets at home and discuss pets they have or may want. Then teach the copy back song: come to the pet shop Song and action game: Can you stand on one leg? 	<ul style="list-style-type: none"> Finding the pulse using Animal moves, big bear funk Learn what is yellow song Children to add a new colour, brown, for autumn leaves, conk Can you stand on 1 leg? Action song: Hey you in the middle Bear hunt with percussion instruments (ask if needed)

Hillborough Infants School – LMS Music Scheme of Work

		one. Repeat with child leading, then use 2 children at once to get 2 groups playing at the same time.
Week 3	<ul style="list-style-type: none"> Animal moves blame it on the boogie (in dance scarfs) Timbre game with claves, triangle, tambourine and maraccas: march, sit down, hop and jump Introduce 3 different percussion instruments to the class and show how to hold them correctly to play a good pulse beat. SEND 13 This is how I play along, starting and stopping Bang bang the stick go bang dynamics activity (with instruments) Review Turkey song Dance scarfs to LL track Butterflies and then throw and catch activity song 	<ul style="list-style-type: none"> Hands feet and heart charanga to find the pulse. Copy back rhythms Learn Wonderful water Show the children how to play the instruments properly in the correct hand. Play along to this is how I play along SEND 13 (Assessment opp)start and stop, adult then child led Game: Make your sound the same as mine, same as mine, the same as mine, make your sound the same as mine and make it after me <p>Play a sound long, short, fast, slow, rhythm and chdrn repeat</p>
Week 4	<ul style="list-style-type: none"> Clap back rhythms adult and child led. Dynamic game, 3 tapping teddies with claves Review timbre/Sounds game: Tambourine (jump) wooden block (march), marracas (hop), triangle (sit down). This time get children to play the instruments Head shoulders knees and toes Charanga everyone What goes in your socks sam? 	<ul style="list-style-type: none"> Warm up pulse finding: Charanga music, pulse quiz: obb what is the tempo? How does the music make you feel? Review: Wonderful water Hedgehog song with instruments Nativity: as requested
Week 5	<ul style="list-style-type: none"> Warm up to boogie wonderland. Can you remember the animal friends who will help us to find the pulse. What were they? What did they do? Select chn to name animal and show the move . Bear, chicken, monkey, duck, fox, pig, hippo, snake Review Three tapping teddies Head shoulders knees and toes Charanga Learn Wonderful water, what other uses could we put in our song for next week? Learn My teacher 	<ul style="list-style-type: none"> Pulse finding activity using animal moves: Don't stop believing Rhythms- copy back teacher led, and then children make their own rhythms for class to copy Wonderful water – re invnetion, children decide what we use water for Hey you in the middle/Nativity christmas song as required

Hillborough Infants School – LMS Music Scheme of Work

Week 6/7	<ul style="list-style-type: none"> • LL track:Fiddlesticks using claves to show the pulse • Repeat back rhythms using claves. Adult and then child led • Pitch activity. Show children chime bars. Show the different size of bars on them. Show the high and low sounds. Can they show the high and low sounds and show with their hands? On heads for high sounds and laps for low • OR Going on a bear hunt story: activity with sound effects using percussion instruments (if required this term) • Review songs from the term: Turkey, Pet shop, what goes in your socks 	<ul style="list-style-type: none"> • Use dance scarfs to Butterflies, LL track • Throw and catch activity with scarfs • Music market with body percussion: one enormous jump, Clapping hands, stamping feet, rubbing palms, tapping knees • Christmas songs
National Curriculum Covered	<ul style="list-style-type: none"> ✚ Sings familiar songs building a repertoire of songs and movement. ✚ Begins to move rhythmically. ✚ Uses movement to express feelings and in response to music heard. ✚ Taps out simple, repeated rhythms, makes up rhythms. ✚ Explores the different sounds of instruments. ✚ Performs alongside other children who are engaged in the same theme. ✚ Performs co-operatively as a group 	<ul style="list-style-type: none"> ✚ Sings familiar songs building a repertoire of songs and movement. ✚ Begins to move rhythmically. ✚ Uses movement to express feelings and in response to music heard. ✚ Taps out simple, repeated rhythms, makes up rhythms. ✚ Explores the different sounds of instruments. ✚ Performs alongside other children who are engaged in the same theme. ✚ Performs co-operatively as a group
Key learning	EYFS Musical Awakenings: Spring 1 <ul style="list-style-type: none"> ✚ Exploring hand held musical instruments ✚ Finding the pulse with instruments and scarves ✚ Storytelling with instruments and soundscapes ✚ Introduction to body percussion 	EYFS Musical Awakenings: Spring 2 <ul style="list-style-type: none"> ✚ Exploring child leaders ✚ Combining singing and instruments ✚ Begin to work in small groups ✚ More pulse, rhythm and dynamics
Week 1	<ul style="list-style-type: none"> • Find the pulse activity: clap your hands LL track 1 • Claves activity claves in the air for rhythms, plus nursery rhymes keeping the pulse steady e.g. hickory dickory dock, wheels on the bus • Things for fingers: Charanga Me step 6 • Jump Jim Joe 	<ul style="list-style-type: none"> • Animal tea party with egg shakers • Learn: Bread and butter song, add colours for the foods, green peas, yellow butter, yellow bananas, red apples, green apples, carrot cake, orange carrots • Song learn: What's your favourite colour • Review Hey you in the middle

Hillborough Infants School – LMS Music Scheme of Work

Week 2	<ul style="list-style-type: none"> • Warm up to find the pulse Awesome Animals LL track • Find an instrument you can play activity. Selection of instruments in the centre for a circle. Sit class around the circle, they sing and play along on shakers to find an instruments. One child in the middle then selects an instrument and plays. Assess. • Copy back rhythms using clapping teacher led. • Finish Things for fingers, or if topic used: • Bear hunt story with instruments: Shakers (grass), glocks (river), mud (scrapers), forest (claves), snow storm (tamborines), Were going on a bear hunt, were going to find a big one, etc. see Smart slides 	<ul style="list-style-type: none"> • Pulse finding to SB 24 • Review:Bang bang the sticks go bang using claves • Warm up pulse finding using instruments to show the pulse SEND 23 Take it slowly. Include start and stop. • Select a child to lead the conducting • Rhythms copy back using instruments. • Review Food song • Learn: Whats your favourite colour
Week 3	<ul style="list-style-type: none"> • Pulse work animal moves to Dinosaur tribe LL track • Clap some rhythms for the children to copy, use tea and coffee help with finding the rhythms. • The players in the ring activity with instruments. • Egg shakers for ring children, selection for the centre child • Review/finish things for fingers • Jump jim joe • Learn: My teacher 	<ul style="list-style-type: none"> • Warm up wiggle to Colonel Bogey march Let your spirit fly 3 Marching, shoulders, clapping, knee bends. • Learn Please Mr Noah using voices only. • Split class into 6 groups so they begin to see when to perform on as a groups • Song: Baby animals
Week 4	<ul style="list-style-type: none"> • Finding the pulse toTthe Swan from The Carnival of the animals with scarves • Find rhythms using tea and coffee • Pitch activity playing the Toy Town game • Up and down, up and down, this is the way to toy town • Children do the moves for toy town then decide on their own destination. e.g. chocolate town, lego land, sweetie land, fruit land etc. • Song: My teacher 	<ul style="list-style-type: none"> • Warm up wiggle to animal moves In the groove (funk) • Review Please Mr Noah Using instruments for the different animal groups. Split class into 6 groups of animals on 6 on instruments. • Review Baby animals
Week 5	<ul style="list-style-type: none"> • Pulse activity SB1 body percussion • Repeat using body moves eg jumps, hip shake, march and shark • Review my teacher song 	<ul style="list-style-type: none"> • Warm up wiggle to Wiggle your fingers • Rhythms to tea and coffee on claves. • Invite a child to lead the activity • Dynamics using claves from smart board

Hillborough Infants School – LMS Music Scheme of Work

	<ul style="list-style-type: none"> Dynamics using instruments forte and piano. Play long to Charanga SEND 13 this is how showing F or P to play loud or quietly. Select children to lead the activity. Can they show small movements and large movements for dynamic Learn: Down there under the sea 	<ul style="list-style-type: none"> The player's in the ring with variety of instruments including glocks, cow bells etc. Start with one child in the centre and go up to 3 children playing at once. Focus on playing at the right time. Song: You wouldn't have a pig as a pet
Week 6	<ul style="list-style-type: none"> Pulse finding to we are family (Charanga bring us to step 4) Pulse activity using orf track with four beat rest for freeze Orf again using 8 beat rest for coping Rhythms on claves Jump jim Joe Head shoulders knees and toes Review songs learned this term 	<ul style="list-style-type: none"> Review you wouldn't have a pig as a pet but add now animals chosen by the children Song: Don't drop litter. Review music market with instruments Hey you in the middle.
National Curriculum Covered	<ul style="list-style-type: none"> Sings familiar songs building a repertoire of songs and movement. Begins to move rhythmically. Uses movement to express feelings and in response to music heard. Taps out simple, repeated rhythms, makes up rhythms. Explores the different sounds of instruments. Performs alongside other children who are engaged in the same theme. Performs co-operatively as a group 	<ul style="list-style-type: none"> Sings familiar songs building a repertoire of songs and movement. Begins to move rhythmically. Uses movement to express feelings and in response to music heard. Taps out simple, repeated rhythms, makes up rhythms. Explores the different sounds of instruments. Performs alongside other children who are engaged in the same theme. Performs co-operatively as a group
Key learning	<p>EYFS Musical Awakenings: Summer 1</p> <ul style="list-style-type: none"> Moving to the pulse with increased accuracy showing a steady beat Copy back rhythms on instruments Singing and learning new songs Taking part in circle games to gain confidence in performance 	<p>EYFS Musical Awakenings: Summer 2</p> <ul style="list-style-type: none"> Moving to the pulse with increased accuracy showing a steady beat Leading circle games to gain confidence in performance Playing instruments to a pulse and rhythms Adding instrument sound effects to enhance a story Using dynamics Singing and learning new songs

Hillborough Infants School – LMS Music Scheme of Work

Week 1	<ul style="list-style-type: none"> • Can't stop the feeling pulse finding • Copy back rhythms and then children lead with own rhythms • Learn Baby Animals • Who's that in the middle of the circle activity game 	<ul style="list-style-type: none"> • Pulse finding to We are family • Review using instruments, rest position ready and go • Review dynamics, piano and forte • Assess children tapping rhythms on instruments • Song Animal train
Week 2	<ul style="list-style-type: none"> • Pulse finding to SB 15(assess children) • Review song Baby animals • Action song Oh Belinda • Learn Not too difficult (Charanga My Stories) 	<ul style="list-style-type: none"> • Pulse finding to Dance to the music • Review and finish Animal train song • Following a score using shapes to represent different percussion instruments. • Hey you in the middle
Week 3	<ul style="list-style-type: none"> • Pulse finding to Bits and Pieces • Assess rhythm with individual children • Learn Joey the tadpole song • Repeat back rhythms to a backing track 	<ul style="list-style-type: none"> • Animal tea party song with egg shakers • Dinosaur story Earth shaker, story and introductions • Doubling song
Week 4	<ul style="list-style-type: none"> • Pulse finding using dance scarfs to LL Butterflies • Throw and catch scarf activity • Continue to assess individual children with rhythm • Review Joey song • Review not too difficult with instruments • Hey you in the middle action game 	<ul style="list-style-type: none"> • Animal pulse moves to Aint no stopping us • Dynamics using egg shakers, forte and piano • Review Doubling song • Earth shaker with instruments
Week 5	<ul style="list-style-type: none"> • Pulse finding LL Dinosaur Tribe • Continue to assess individual children with rhythm • Can I help you • Hey you in the middle 	<ul style="list-style-type: none"> • Warm up wiggle, head shoulders knees and toes Charanga • Review Down there under the sea • Pass the instrument activity with child led rhythms • Hey you in the middle activity
Week 6		<ul style="list-style-type: none"> • Warm up wiggle Awesome animals/or dance scarfs • Review Not too difficult, my stories then repeat using instruments • Rhythms using SEND track step up using percussion instruments • Learn grumpy face
Week 7		<ul style="list-style-type: none"> • Warm up wiggle to Dancing in the street • Grumpy face with backing track, re invention actions decided by children

Hillborough Infants School – LMS Music Scheme of Work

		<ul style="list-style-type: none"> Review Wonderful water song.
National Curriculum Covered	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music
Key learning	Year 1 Musical Awakenings: Autumn 1 <ul style="list-style-type: none"> I can find the pulse I can show the pulse using my body and instruments I can learn a simple rap I know the difference between rap and song I can copy a rhythm 	Year 1 Musical Awakenings: Autumn 2 <ul style="list-style-type: none"> Songs: Stories I know Continue to investigate pitch using visual representations Play the pulse and rhythms on a variety of percussion instruments Play/learn rhythms by words and or notation. Understanding dynamics (forte and piano) and apply when using body percussion/instruments Begin to investigate the structure of music, chorus and verse Music appreciation, how music makes us feel
Week 1	<ul style="list-style-type: none"> Introduce self to the class. Hello.....class, hello, Mrs Coombes using a fourth interval. What is music, what favourite songs do the children have? What was their favourite part/song of music in Reception? Sing some of the ones they say to hear their voices (pat the pulse on your knee for children to copy). Can the children feel the beat in the songs? This is the pulse of the music, all songs have a pulse or beat. You can show the beat with your hands, heads and bodies. We are going to find the pulse of a piece of music using our bodies today. Let me see who can show me that they can find the pulse. Tap your lap to a song they know (twinkle twinkle). For children I have not seen before. 	<ul style="list-style-type: none"> Brain gym: find the pulse to SB1 use the slides to show that there is a chorus, use the same body percussion move (tap laps) each time the chorus is played. Teach word chorus, what does it mean, what chorus songs do they know? Happy, Frozen let it go, then review the piece but see if the children can hear when the music changes to the chorus. Learn song I hear thunder song clap the pulse Look at the four parts and add body percussion for each line Nursery rhyme rap: What nursery rhymes do you know? Now review the term rap (rhythm and poetry). This song has a mixture of rap as a chorus and songs for the verse. Teach the rap and nursery rhymes in it.

Hillborough Infants School – LMS Music Scheme of Work

	<ul style="list-style-type: none"> • Now show the animals moves using Hey You Charanga and move to the pulse • Teach the word and meaning of rhythm (this is used in the song too) using ta, tete: copy back rhythms • Introduce term RAP (rhythm and poetry). Use Twinkle Twinkle as an example of how a rap works, i.e. saying it without the melody is a rap (rhythm and pulse) • Learn rap song: Hey You! With actions • Learn song: Growing 	
Week 2	<ul style="list-style-type: none"> • Hello greeting • Warm up the brain review • What did we do last week? We found the pulse using animal moves to rap music. Find pulse to Fresh prince of bel air using moves. This is a rap song • Review rhythms (ta te te) Then introduce rhythm cards • Review song from last week: Hey you, learn the song with actions rapping first. Review what a rap is (use Old MacDonald melody this week) and then the difference between rap and singing. • Learn the pitched version of the song. High and low sounds. • Listening, appreciation and analysis: Flight of the bumble bee. 3 images, which one matches the mood of the music? Is it fast, happy, slow, sad, long, or short sounds. • Learn/review Growing song 	<ul style="list-style-type: none"> • Pulse finding to SB15 with body percussion • Review I hear thunder, are the children secure with it yet? • Review nursery rhyme rap. • Now add nursery rhymes of the children's choice. • Humpty dumpty, twinkle twinkle, baa black sheep, the wheels on the bus, abc song etc • Split the class into four groups. Each group will select a nursery rhyme to SING then the whole class will rap each chorus. • Listening activity: Sunrise Which image does the music match the best and why? Think about the dimensions of music to influence your answer.
Week 3	<ul style="list-style-type: none"> • What style of music did we listen to last week? Rap. Used the animal (or class moves) moves to find the pulse to Rappers Delight • Review hey you song: performance of hey you, showing our rap voices singing, keeping the pulse and rhythm making! • Introduce chn to the percussion instruments, and show how to play pulse accurately (holding the instrument correctly) • Now do the performance version of Hey you with percussion instruments playing the pulse. 	<ul style="list-style-type: none"> • Pulse finding activity using animal moves to Dancing in the street (pop music genre) • Clap some rhythms using four beats. Children copy back. • Review: add the rest or ssh. Use notation cards for children to read • Charanga quiz, rhythms to well known songs GF • New song: Fairy tale tea party

Hillborough Infants School – LMS Music Scheme of Work

	<ul style="list-style-type: none"> • Break into rhythms if the class is ready • Song Growing/Postman • Song: The postman /Rainbow song for Bushmead 	
Week 4	<ul style="list-style-type: none"> • Warm up wiggle: Charanga Round and Round step 5 why don't you? • Was the song hip hop and rap? Was there singing? new genre today • Review rhythm using the Rhythm cards to clap rhythms. • Teach pitch: Jack and the beanstalk activity with pitched instrument (xylophone) look at the size of the bars in relation to the sound of the pitch. The smaller the bar the higher the pitch. Children to sing the song with the xylophone using their pitch hand to show the rise in pitch as they sing. • Listening activity fossils: Carnival of the animals • Which picture best matched the music, why? • Review/learn: Postman, what new weather conditions could we sing about? Select children to lead Sunny, frosty, cloudy, icy. 	<ul style="list-style-type: none"> • Skill builders pulse find body percussion: track 2 What at country does it come from? (asian genre) • Own versions of rhythms of well known songs. Class chooses 4 new songs/nursery rhymes, child taps the rhythm on an instrument and the class works out which one it is. • Music market with body percussion, jumps etc and instruments vite to your fairy tale tea party? • Review Fairy tale tea party • Take ideas from the children to write their own version of the song. Who would they invite?. Who would be our baddy this time? Troll? Wicked witch? Big bear?
Week 5	<ul style="list-style-type: none"> • Brain gym, body percussion to SB24 • Pulse quiz- charanga OBB slow, medium, fast very fast • Clap back rhythm activity. Show cards • Timbre, explain that different instruments make different kinds of sounds, song long and some short. • Sing - Some sounds are short, some sounds are long, what kind of sound will come after this song? (peas pudding) • Clap for short, spread hands apart for long sound • Teacher led. Have a selection of instruments with long and short sounds, triangle, wooden block, claves, xylophone chime bars. • Music appreciation 3 images the aquarium: Carnival of the animals • Learn song: postman, sing of a rainbow growing, grumpy face or miracle 	<ul style="list-style-type: none"> • Pulse finding using animal moves: don't stop believing SEND • Review Music market using instruments • Review dynamics forte and piano on smart board • Play along to SEND unit 13 This is how. Choose a person to be the conductor (teacher be the conductor the first time to show the children what to do). • Explain that when piano is pointed to they should play quietly, when they see forte they can play loudly. Use other had to stop the class playing. • Music appreciation 3 images - Albatross- Fleetwood Mac

Hillborough Infants School – LMS Music Scheme of Work

Week 6	<ul style="list-style-type: none"> • Warm up to Can't stop the feeling Stop step 4 • Clap back rhythms teacher then child led • Review pitch using glock and xylophone, compare the sounds, review timbre from last week and pitch using jack and the beanstalk activity. • Introduce dynamics, using smart board clapping and then on instruments reading forte and piano, crescendo, diminuendo • Hand out instruments and get class to play pulse/rhythms to SEND Unit 13 this is how I play along • Children play pulse during singing section and rhythms for instrumental. Use dynamics too • Listening activity Sunrise • Learn I'm a miracle/ sing of a rainbow/the postman 	<ul style="list-style-type: none"> • Pulse finding warm up to Mama Mia • Review pitch using SB 25 include pitch hand movement • Learn Red Riding Hood rap. Children to clap their laps with teacher to keep pulse/beat • Christmas songs
Week 7	<ul style="list-style-type: none"> • Warm up pulse finding activity:Boogy wonderland • Understanding rhythm: Copy me clapping rhythms with hands and then claves • Review dynamics and play hidden toy game • Review Pitch using the recorder with Jack and the beanstalk • Drag a drop identifying percussion instruments Charanga quizzes and wordsearches • Review singing songs of the term so far: • Growing and Postman 	<ul style="list-style-type: none"> • Find the pulse to Sleigh ride by Prokofiev(do not reveal name of the piece) What happened to the music at the end? (it slowed down, why do you think the composer did that) What did the music make you think of, how did it make you feel? • Review pitch using SB 25 (children to do it on their own this time) how did we show pitch? • Review rhythms using cards, then • Review dynamics using instruments playing pulse and rhythms (assess children) • Review christmas songs
National Curriculum Covered	<ul style="list-style-type: none"> ✚ 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. 	<ul style="list-style-type: none"> ✚ 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.



















Hillborough Infants School – LMS Music Scheme of Work

Key learning	Year 1 Musical Awakenings: Spring 1	Year 1 Musical Awakenings: Spring 2
Week 1	<ul style="list-style-type: none"> ✚ Exploring different styles of music ✚ Moving to music and using bodies to express ✚ Learning to start and stop when directed – ensemble skills ✚ Explore pitch 	<ul style="list-style-type: none"> ✚ Introduction to timbre – different types of sound ✚ Easter and spring songs ✚ Further pitch exploration ✚ Rhythms – notation beginnings
Week 2	<ul style="list-style-type: none"> • Warm up activity: slap, clap, clap • March/pulse finding moves to In the groove, step one • Now clap the rhythm to in the groove. Review meaning of the word rhythm • Explain that this term we will be learning about different styles of music: Baroque, Latin, Bhangra, Folk and Funk. • First we listen to in the groove and learn the song. • Explain that the song is fairly easy because we are focusing on the genre or style of music this term rather than tricky words or melodies. • Song: You'll never see a dinosaur 	<ul style="list-style-type: none"> • <i>Hello warm up</i> • Warm up brain gym latino track 24 SB. Teacher led then children do on their own with teacher calling out moves Assess • Perfect pitch challenge show pitch with hand and voice animal sounds led by smart board images • Sounds or timbres: Pair up the children and hand out the instruments, find 3 different ways of making sounds on instruments. Model for children with a wooden block and describe it, soft, smooth, spiky, hard etc. Children now experiment. If needed, adult lead from the front. Select children to show a sound they could make on the instrument • Listen to the ideas and descriptions. • Game: copy my sound/rhythm. Can they copy a sound their partner makes accurately on their instrument? • Learn the song: mirror mirror • Animal moves warm up to supercalli Mary Poppins or SB 24 • Hello activity • Hello adult and then child led • Pitch challenge using animal sounds (assess) • Review mirror mirror. Add clapping the rhythm of the song • Hand out claves and tambourines. Class play the rhythm of the song. Perform song 3x first singing, second rhythms and singing, third rhythm only. • Easter songs I'm a little chick, spring chicken, pancake song

Hillborough Infants School – LMS Music Scheme of Work

Week 3	<ul style="list-style-type: none"> • Listen to in the groove Bhangra. March to the new track. • Repeat track with clapping rhythm to : We are in the groove • Finally test for the ultimate challenge - Have more children succeeded in showing the pulse and rhythm together? • Musical walk with instruments. Create 5 zones with instruments. The children must only play when the leader or conductor is near them. When they walk away you stop playing. • Next let a child lead the activity. Increase to 2 children. • Give each group a rhythm card. Teacher to play a rhythm, only the group with the rhythm plays back. • Song: Animals live in the forest 	<ul style="list-style-type: none"> • Hello activity child led (assess) • SB 26 Brain gym find the pulse. • Perfect pitch challenge using animal sounds • Show the slides for SB 26. Children sing the pitch slides Taj Mahal. • Teacher play a selection of the pitch slides on the melodica and the class identify which one is being played looking at the slides. (DED, DEG, GEG, GED, AA) • Finish: Your Imagination
Week 4	<ul style="list-style-type: none"> • Dance scarfs to Jai Ho Bhangra then throw and catch • Now listen to new In the groove week 4 Bhangra. What instruments can you hear? How did the music make you feel. • Do ultimate challenge: feet do the pulse and hands clap I am in the groove. How many children met our challenge? • Aliens space activity game • Song: Even numbers/ I the deep blue sea/Animals live in the forest 	<ul style="list-style-type: none"> • Hello warm up Child led assess • Perfect pitch challenge (continue to assess) • Review your imagination • Show the 3 x Rhythms on smartboard(ta ta te te ta, te te ta, te te ta, te te te t e ta ta). Learn the rhythms, then play which rhythm quiz, adult led and then child led. • Play the 3 rhythms along to your imagination on claves • Song: I'm a little chick or Spring in my toes
Week 5	<ul style="list-style-type: none"> • Find the pulse then rhythm to Folk in the groove • Do ultimate challenge to Folk music (assess and mark down which children can do the ultimate challenge) • Review dynamics with slides (using instruments) • This is how Charanga SEND 23 . Children play instruments as directed by leader. Show the rhythm they should be playing on the cards. Assess how the children are playing the instruments/ rhythms. • Review songs 	<ul style="list-style-type: none"> • Warm up animal moves to Ain't no stopping us now • Song Animal tea party with egg shakers to show the pulse • Cyborge chase activity from Skill Builders • Finish assesment for pitch using pitch perfect challenge • Use storm image from training day. Can the children build a storm using the sounds they have created using body percussion? What quiet sounds can they make? Medium sounds and then loud sounds? • Easter song: Spring Chicken/I'm a little chick
Week 6	<ul style="list-style-type: none"> • Final ultimate challenge for pulse and rhythm Folk • Hand out stickers • Review rhythms to well-known songs: Baa Baa black sheep, hickory dickory dock, happy birthday, head shoulders knees and 	<ul style="list-style-type: none"> • Skill builders 6 Andean bird. Children keep the pulse on their laps. What happened to the pulse of the music? How mant beats in do we count? • Use storm image from last week

Hillborough Infants School – LMS Music Scheme of Work

	<p>toes. Adult led, can the class identify the song you have clapped? Then children tap a song and class identify.</p> <ul style="list-style-type: none"> Review pitch, high and low using jack and the beanstalk on the recorder. Play Charanga quiz on pitch Lost in Forest-finding out about music, listening game pitch Listening activity: Sunrise, which picture best matches the music? 	<ul style="list-style-type: none"> Review use of instruments, that they have different sounds, hard, tinkely and soft sounds; that we can play them using dynamics, loud or quiet. Show the sounds on one or two instruments and model quiet and loud playing. Now recreate storm using instruments. Rhythm grids from charanga reading crotchets,quavers and rests. Playing on instruments(assess children for rhythm) Songs from the term
National Curriculum Covered	<ul style="list-style-type: none">  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. 	<ul style="list-style-type: none">  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.
Key learning	<p>Year 1 Musical Awakenings: Summer 1</p> <ul style="list-style-type: none">  To learn the vocabulary of the dimensions of music  To review dynamics  To play rhythms and pulse on percussion instruments with increased accuracy  To sing increasingly difficult songs with accuracy  To tell a story using songs  To begin to understand the term timbre 	<p>Year 1 Musical Awakenings: Summer 2</p> <ul style="list-style-type: none">  To sing songs with increased accuracy  To play/read rhythms clearly on percussion instruments  To recognise pitch by listening and matching to a visual representation of it  To add sound effects to stories
Week 1	<ul style="list-style-type: none"> Warm up song Get going Round and round (Charanga) Learn the song with actions Review dynamics with claves. Then play along to SEND 22 track children playing Forte or Piano as shown on the board. Select children to lead the activity. Song Caterpillar munch 	<ul style="list-style-type: none"> Pulse finding to SB 8 Show insect rhythm smart board Teach the rhythms to the class. Play the rhythms to backing track SEND 23 (take it slowly) Animal train

Hillborough Infants School – LMS Music Scheme of Work

Week2	<ul style="list-style-type: none"> Review Get going Dimensions of music game: pulse, rhythm, pitch, dynamics, conducting Review song Round and round Add instruments to round and round. 2 groups, one play the pulse, the second a rhythm. Review caterpillar munch 	<ul style="list-style-type: none"> Pulse finding to SB 3. Listening activity, can the children hear the ping or knock and clap immediately afterwards? Review animal train Pitch patterns. SB 15. Teacher show the slides and children sing the pitch patterns shown. Teacher play one of the patterns on the stylophone. Children to identify which one was played
Week 3	<ul style="list-style-type: none"> Pulse finding to we are family Dimensions of music game: pulse, rhythm, pitch, dynamics Dynamics game find the toy using claves and egg shakers Review a known song: Fairy tale tea party 	<ul style="list-style-type: none"> Pulse finding SB3 using brain gym Listening activity. Children move to a set of actions after the ping or knock. Alien story with percussion instruments. Song Marching band
Week 4	<ul style="list-style-type: none"> Find the pulse using dance scarfs to Butterflies LL track Throw and catch dance scarf activity Learn the song: going round the world with dance moves Learn the I will make a gingerbread man song (topic based) 	<ul style="list-style-type: none"> Animal tea party with claves Review dynamics with claves using smart boards P, F and crescendo, de crescendo Play sound chair game. Child listens to the dynamic being played f>p, p<f and works out which one is being played. Review Marching band
Week 5	<ul style="list-style-type: none"> Pulse finding to SB15 Independently, teacher calls actions but does not do them (assess children) Dimensions of music game Round the world song with instruments Review ginger bread man songs 	<ul style="list-style-type: none"> Pulse finding to Ain't no stopping us now Adding sounds to a written stimulus (a walk in the woods) Children decide which instruments would suit each description. Can body percussion be used too? Well known song: I never saw a dinosaur
Week 6	<ul style="list-style-type: none"> Orff track, clap back body percussion rhythms Review pitch using recorder and jack and the beanstalk activity Review long and short sounds of instruments, wooden and metal Play some sounds are long game Continue with ginger bread man songs (run run run) 	<ul style="list-style-type: none"> Pulse finding to SB 8, children freeze when aliens chatter Review Red riding hood story call and response activity Review song The postman.
Week 7		<ul style="list-style-type: none"> Pulse finding to Sound trail using a visual stimulus Kandinsky. Use short and long sounds on instruments around the picture.

Hillborough Infants School – LMS Music Scheme of Work

		<ul style="list-style-type: none"> Review song Dinosaur song
National Curriculum Covered	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
Key learning	Year 2 Musical Awakenings: Autumn 1 <ul style="list-style-type: none"> Can find the pulse of music and can clap back a rhythm Knows the difference between pulse and rhythm Participates in singing using actions Plays instruments musically to a beat To remember the terms pulse, rhythm, dynamics and pitch and show understanding of the terms each clearly when performing To understand the term tempo To begin to read notation of crotchets, quavers and minims and the associated rests on a music stave. To sing accurately as a class 	Year 2 Musical Awakenings: Autumn 2 <ul style="list-style-type: none"> Can find the pulse of music and can clap back a rhythm Knows the difference between pulse and rhythm Participates in singing using actions Plays instruments musically to a beat To remember the terms pulse, rhythm, dynamics and pitch and show understanding of the terms each clearly when performing To understand the term tempo To begin to read notation of crotchets, quavers and minims and the associated rests on a music stave. To sing accurately as a class
Week 1	<ul style="list-style-type: none"> Warm up brain gym: pulse La Poubelle. Tap pulse through as class changing movements every 16 beats What other musical words do you know? Rhythm, dynamics, tempo, stave, timbre, mimin, crotchet etc. Review rhythm (say ta tete) Make children familiar with what a rhythm is. Chn copy back rhythms (crotchets and quavers and rests). Next start the rhythm game. Teach two rhythms. Split the class into 2 groups. Each group repeatedly clap their own rhythm 	<ul style="list-style-type: none"> Warm up with SB track 3 ping pong. Children clap after sounds and then do actions after the sounds- hands together, hands on head, shoulders and hips. Explain what an orchestra is and show the instruments. Which ones do the children know already? How? Show how they are arranged in the orchestra into the different families. Wood wind, brass, string, percussion. Put each pic of the instruments and ask which family they belong to. Say why – this is made of brass, we blow raspberry

Hillborough Infants School – LMS Music Scheme of Work

	<p>(ostinato). Clap along to Charanga SEND Unit 22 Swing instrumental: see Smart boards Yr 1</p> <ul style="list-style-type: none"> Song: Conkers 	<p>down it-this is made of wood, we blow it, it may have a reed, this has strings, we hit or strike this instrument etc.</p> <ul style="list-style-type: none"> Listen to Beethoven's 5th. Explain that the conductor sets the pace, keeps the tempo and helps to show the players when to come in (explain this). Let's all be conductors. Learn song. Sing sing together(with actions)/ topic song
Week 2	<ul style="list-style-type: none"> Pulse brain gym. SB8 Alien space men Discuss how the music made you feel, what images did it conjure up? Show use of notation using ta, te te (crotchets and quavers), clap back rhythms reading cards. Review last week's game in 2 parts ostinato rhythms Add instruments claves and egg shakers. Play along to track Charanga SEND unit 22 Swing instrumental Song: Conkers 	<ul style="list-style-type: none"> SB 3 Ping pong review with eyes closed (to show understanding) with actions from last week Last week we listened to an orchestra play Beethoven. This week we are going to listen to a piece by another composer called Vivaldi (1725) who was alive before Beethoven (1804). Today only one family of the orchestra are playing, the string family, review the names of the instruments and the pitch of them. Encourage the children to 'play' an imaginary violin when they hear the music. Can you hear the high and low sounds, can you work out which instruments of the string family are playing? They were using their bow to create that sound. Review orchestra smart board to remind children of the families of instruments. Show slide of different instruments to the children and ask what family they belong to and what they are called, answers on white boards Explain the jobs of composer, conductor and orchestra Review: Sing sing together/ topic song
Week 3	<ul style="list-style-type: none"> Brain gym warm up SB 15 Pitch: Explain/review what pitch is using the small glock or xylophone. Play Jack and the beanstalk activity on glockenspiel. (Use in the park activity if I taught the class 1 year 1) Now show slides for Pitch activity (SB 15). Show slides (Pitch Skill builder 3), have children move their pitch hand to show the change in the pitch. Add game, which one am I playing (on the glock) AB or C 	<ul style="list-style-type: none"> Listen to Thunder and Blazes (conduct) Summer term listening. This piece focuses on brass and woodwind sounds Review key vocab, orchestra, conductor, composer, pulse, strings, woodwind, brass and percussion. Look at a score and orchestral layout Look at rhythms (using grid or cards) using minims, rests, crotchets and quavers. Say rhythms, Clap rhythms. Children to write their own rhythm on a white board and clap them with their learning partners (we are composers)

Hillborough Infants School – LMS Music Scheme of Work

	<ul style="list-style-type: none"> Dynamics review/teach using slides showing piano and forte < and > use body percussion and then instruments. Listening activity flight of the bumble bee: Which picture matches the music (new year 2 only) or for year 2 classes I have taught before: Listening activity: hall of the mountain king, how did it make you feel, what happened in the music? What was the story. Song: In my paintbox or other topic based song. 	<ul style="list-style-type: none"> Review pitch with hi low chickalo action activity (Hands up for hi, laps for low, clap for chick a low) work alone then in pairs.
Week 4	<ul style="list-style-type: none"> Warm up brain gym finding the pulse to SB 24 Children to do it independently eyes shut to show they can find the pulse on their own. Call out the actions. Show rhythm grid with 4 different rhythms, clap one, which one did I clap? Select child to do the same to the class. Repeat using claves, then select a child to lead the activity. Play along to track SB24 Listening activity: the aquarium or Storm Benjamin britain. Does the music match the title? Children to explain how. Song: Nocturnal animals 	<ul style="list-style-type: none"> Watch Elgar (Charanga great composers - Romantic period) for conducting and orchestra. Talk through instruments seen, use of bow for string family, the number of players in each section, the way the conductor uses his arms for the pulse and dynamics. Explain story of Peter and the wolf. That each instrument represents a person. Listen to the sound of strings using Peter and the Wolf tracks. What family did each instrument belong to in the orchestra? Carry on with the rest of the instruments, clarinet, flute, oboe and bassoon, french horn and timpani Review songs so far for the term
Week 5	<ul style="list-style-type: none"> Warm up the brain, shake shake shake etc SB18 :tempo changing: Andean bird Find pulse, using lap and two claps. What happened to the music, the pulse? Discuss the term tempo. How did the change in tempo make you feel. Explain the story of the Andean bird, does it match the music? Look at the SB slides (music notation and words) for the andean bird. Can they recognise the ta, te te and rests? Explain the stave and use of pitch on the music. Class clap the rhythm of andean bird (use of rests and counting in 3). Now teacher clap to a certain point, can the children say what word of the song you stopped at. Charanga quiz: Glut fest pulse activity. Listen to the pieces and select what happens to the tempo of the piece 	<ul style="list-style-type: none"> Track 8 SB How did the music make you feel? What images came to mind Pulse, pitch, dynamics, rhythm Holst, Mars orchestral piece (Spring term listening) Questions: What does the word mars mean to you? Explain the solar system, how close we are to mars etc. How does the composer describe mars in his music? What sort of planet does he make it sound like, happy, scary, war, peaceful etc. What instruments do you think you will hear? <p>Once the class have listened to the piece and said how it makes them feel and the images it has conjured up, ask what the music could have been representing: Marching martians, rockets landing, explosions, meteor landings etc. Listen again and talk about the instruments used.</p>

Hillborough Infants School – LMS Music Scheme of Work

	<ul style="list-style-type: none"> Song: paintbox or topic related 	<p>What instrument would you use for space rockets, aliens, explosions etc, think about the size of the instrument and the pitch/use of dynamics</p> <ul style="list-style-type: none"> Or show and pass around instruments of the orchestra: Violin, clarinet, oboe, flute and trumpet (all children to have a try on the violin) Christmas song
Week 6	<ul style="list-style-type: none"> Warm up brain gym pulse SB track 8 Tell cyborg story and show moves for the track. Show the slides for the rhythms Review andean bird activity. Children to clap this week, what word did they stop on. The teacher using the recorder. What word did I stop on. RAP activity: rap and counter rhythms SB developing music skills – 10 for the original rap and add to the SB Rhythm builder 10 walk with me track Use track from SEND unit 24 Pitch-ups and downs drone to say the rap too. Song Self portrait 	<ul style="list-style-type: none"> Watch the story of Peter and the wolf. Remind the class that they need to listen out for the different instruments, see how the music makes them feel. Does the music match the story, is it sad when the story is sad etc What did the music do to improve the story, would it have been as exciting without it? (internet required, use class laptops or hall laptop at stopsley) http://www.dailymotion.com/video/xmbg64 Christmas songs
Week 7	<ul style="list-style-type: none"> Charanga warm up games with pulse, rhythm, pitch Round and round Review pitch playing hi, low chickaloo game. First on own and then with a partner Obwisana song. Children learn song and then introduce ostinato rhythm on one clave and then 2. Review songs from the term 	<ul style="list-style-type: none"> Listening :Sleigh ride Prokofiev (have questions up not name of the song) and children copy the beat from the class teacher. How does the music make you feel, what does it remind you of? Why? Now reveal the name of the song. Classical music, played by an orchestra. Prokofiev wrote both this and Peter and the wolf Investigating pitch and voice control. Use fun warm up brr sounds. Encourage glissando, swooping noise and then clear up and down. Show pitch hand to show rising and lowering pitch. Listen to Beat box toons SB31(oh hi ho), have the children repeat the pitch boxes or toonz and use hands to show it Show skill builders slide pitch 7 and listen to the track hi ho, repeat the singing of it.

Hillborough Infants School – LMS Music Scheme of Work

		<ul style="list-style-type: none"> Split the class into 4 groups, can they hold their own toon rhythm while the others play (follow the last slide) Christmas songs
National Curriculum Covered	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and un tuned 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. 	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and un tuned 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.
Key learning	Year 2 Musical Awakenings: Spring 1 <ul style="list-style-type: none"> To learn about rock music and rock bands An introduction to ostinato patterns To begin learning about the structure of pieces of music Improvisation – an introduction Notation, what the notes look like on the stave 	Year 2 Musical Awakenings: Spring 2 <ul style="list-style-type: none"> Ensemble skills, playing in groups together Understanding timbre, being able to recognise sounds Composing – how do we create our own music
Week 1	<ul style="list-style-type: none"> Rubber chicken warm up song (4x8 tap back of hands, 4x4 cross body, 4x2 shoulders 4x1claps- rubber chicken) Review: What did we learn about last term? Orchestras. Today we are going to listen to a different type of music. Rock music and rock bands. What instruments do you think we will hear? Pulse activity to I wanna play in a band with rock star moves! Show the stave. We already know how rhythm is put on a stave, today learn about the notes on it. This shows pitch. Show slides and finish on children working out which one you are playing. Song: I can play 	<ul style="list-style-type: none"> Warm up brain gym to plink,plank plonk.? Look at dragon slides (rainforest yr 2 sp 2) learn the rhyme and add a beat. Now listen to the track, what changes each time with the sounds. (glock pitch, pulse, rhythm on tambourine, addition of triangle, scraper and drums) Song: Spring chicken/Hey litte frog Crazy clapping song
Week 2	<ul style="list-style-type: none"> Play We will rock you. Who knows the song? Do rock moves to the track 	<ul style="list-style-type: none"> Assess pulse using SB3 what instruments can you hear? All percussion. Review dragon beats rhyme.

Hillborough Infants School – LMS Music Scheme of Work

	<ul style="list-style-type: none"> • It has a rhythm all the way through, ostinato. Play it on the claves using floor and upward taps. Play song again with the class playing the ostinato on the claves. • Look at the structure of the piece, i.e. verse chorus and instrumental (where the musicians show off) • Review: I can play using instruments. • Now play game of 'Don't clap this one back'. Children read rhythms but freeze when reading ta te te ta ta reading the rhythms • Music appreciation Cat and mouse 	<ul style="list-style-type: none"> • Practise the whole poem with the class or a selected group of children to show how the instrumentation fits in • Take out instruments, split class into groups to decide what we could use for noises of the dragon • Scales, smoke, shiny bright etc. add ostinato with boomwackers, chime bar or keys. And drum pulse. • Decide sounds for other instruments. G D • Review Easter song
Week 3	<ul style="list-style-type: none"> • Band instruments mime to deep purple • What instruments could you hear? • Discuss the repeated riff or hook on the guitar, did we have one last week with Queen, we will rock you? • Next analyse structure using key words chorus, verse, instrumental. Look at the colours to help. Clue! The chorus often has the title of the song in it. • Review pitch using music of frere jaques with chn reading the pitch. Look at the beats in the bar show bar lines. Teacher play the melody, which bar/word did I stop at? • If not done in year 1 sound scape weather (Warden Hill) or John kanakana activity • Topic song if required 	<ul style="list-style-type: none"> • Warm up track: Cyborg chase • Look at the notation of the slides. Split the class into 4 groups and then play four parts on instruments • Second time around instruments stay playing so all instruments are playing at the end. • Morning sounds listen to the track and then discuss how to create your own classroom sounds. • Easter songs:
Week 4	<ul style="list-style-type: none"> • Listen to rock music Status quo. Clear use of piano this time (not keyboard- may be they did not have one or wanted that effect!) • Show the classic dance of status quo during final instrumental • Reading/writing notation including rests on whiteboards. Review beats in a bar and write 2 bars of 4 beats. • Review dynamics forte, piano and crescendo, decrescendo • Review song: Geography song/Healthy me 	<ul style="list-style-type: none"> • Find the pulse to Desafinado Classroom jazz step 2 with egg shakers • Learn Hey little frog • Read rhythms using cards or charanga. Play along to track SEND 13
Week 5	<ul style="list-style-type: none"> • Beetles (using stamp, clap, heead or jump moves) I saw her standing there 1963. A bit later than last week. • Structure new colour black! That is the bridge! 	<ul style="list-style-type: none"> • Review Morning sounds listen to the track and then discuss how to create your own classroom sounds • Create your own classroom sounds

Hillborough Infants School – LMS Music Scheme of Work

	<ul style="list-style-type: none"> • Can you hear the guitars, the lead singer and harmonies? • Improvisation using voice, use charanga week 5 • Improvisation: is making something up that goes with the style of music you are listening to. It is like making up a song, or story. • Start a story, the boy went into the woods..... How would you finish it? It's the same with improvisation. You need to relate the two parts of the sentence. • First copy the improvisation, next try to make up your own. Now get 2 children to do the 2 parts of the musical sentence. • Song Healthy me 	<ul style="list-style-type: none"> • Books dropping/ fanning,Pencils snipping scissors, • Rattling pencils, Shaking water bottles • Tapping rulers, Zipping a coat/fleece • Put class into 6 groups, each group has their own sound or possibly rhythm,(like the drippy tap) to perform. • Show the smart for the order of the groups. • Perform the piece and record so the children can listen to the sounds. Analyse which sounds were the loudests, quietest. How could we make the quiet sounds louder(by moving close to the source of the sound), which sounds sounded different to what was expected • Review Hey little frog
Week 6	<ul style="list-style-type: none"> • SB pulse finding to Unsquare dance lesson • Why was it hard to find beat, it is in 5 time! • Review song (from year 1) Mirror mirror- learn song and add instruments. • John Kanakanaka • Listening activity- Sunrise Aut 1 slides 	<ul style="list-style-type: none"> • Warm up pulse finding to the Lion sleeps tonight • Composition: Jungle walk. Using different instruments to represent the sounds of the animals, rain and sunshine In the jungle. • Review last weeks lesson, what did we do? Improvisation. Could we repeat it today? Exactly the same? No we need to write down the ideas and when to play. This is composton, Suggest ways to annotate the piece? On boards design a symbols for your sound so we could show others how to play your piece of music on your instrument. • Adult led and then Select children to conduct/lead the groups of instruments reading the score created.
National Curriculum Covered	<ul style="list-style-type: none"> ✚ use their voices expressively and creatively by singing songs and speaking chants and rhymes ✚ play tuned and un tuned 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 	<ul style="list-style-type: none"> ✚ use their voices expressively and creatively by singing songs and speaking chants and rhymes ✚ play tuned and un tuned 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

Hillborough Infants School – LMS Music Scheme of Work

Key learning	Year 2 Musical Awakenings: Summer 1	Year 2 Musical Awakenings: Summer 2
	<ul style="list-style-type: none"> To play up to 3 notes on the glockenspiel (a pitched instrument) To begin to read notation on a stave To play as a group 	<ul style="list-style-type: none"> To play up to 3 notes on a glockenspiel To play a well-known melody by ear. To play as a group in 3 parts on percussion instruments to a backing track To listen and discuss different Genres of music To compose and play a piece of music on percussion instruments
Week 1	<ul style="list-style-type: none"> Pulse finding to Shine by Aswad (Charanga zootime) Show the anatomy of a glock, the material of the bars, the size of the bars. How do I know this will be a pitched instrument? Show how to use the beater Read and clap back strictly D. Look at the stave and the position of the note D Play Strictly D on claves 	<ul style="list-style-type: none"> Warm up on glocks Assess children playing glocks Strictly D Drive CD blues Show the children the notes for Baby shark C D F F F etc can they name the tune?
Week 2	<ul style="list-style-type: none"> Hand out beaters for the glockenspiel. Children to practise holding the beater correctly and tapping on their hands etc. Hand out the glocks. Play the warm up scale, 3 counts on each note. C to C Add backing track to keep time. Learn strictly D on glocks 	<ul style="list-style-type: none"> Continue to assess glock playing Learn to sing the song zoo time (Charanga). Teach Zoo time on the glockenspiel. Children to play by ear not by reading music. Sing and play the piece together Show the notation for twinkle twinkle little star, can the children find the melody on the glock?
Week 3	<ul style="list-style-type: none"> Warm up scale C to C with backing track Review strictly D Learn Drive 	<ul style="list-style-type: none"> Sing Zootime Show two rhythms and teach to the class Group 1 plays first rhythm on tambourines, group 2 plays the second on claves. Once secure play both together to zoo time backing track Select 4 or 5 competent glock players to play the melody Perform the piece. Assess with class how the performance went. What was good, what could be improved and how?

Hillborough Infants School – LMS Music Scheme of Work

Week 4	<ul style="list-style-type: none"> • Warm up on glocks with C to C scale (assess use of beater and accuracy) • Play Strictly D • Review Drive • Listen to Zoo time Charanga and learn the song 	<ul style="list-style-type: none"> • Baroque period: Listen to Spring by Vivaldi. How did the music make you feel? Explain the spring story Vivaldi was setting. What instruments could you hear? • Obwisana claves activity
Week 5	<ul style="list-style-type: none"> • Theory assessment • Hand out paper for each child • Rhythm: Write down the rhythms I have clapped using correct notation. Ta, te te and sh • Pitch: play jack and the beanstalk activity, children write down H L M for where Jack ended up • SB3 activity pitch. Play the pitch boxes on the recorder, children identify and write down which one was played. 	<ul style="list-style-type: none"> • Classical period: Beethoven 5th symphony listen to the track and discuss. • Romantic period: Chopin Minute waltz. What instrument could you hear, how did the music make you feel? • Jungle sounds. Plan the composition of the piece, decide on which instruments best match the images seen.
Week 6	<ul style="list-style-type: none"> • Warm scale activity to backing track • Strictly D • Drive • Learn CD blues • Sing Zootime 	<ul style="list-style-type: none"> • 20th century music Ives Central park in the dark. Listen to the piece, how does it differ from pieces we have heard in the past 2 weeks. • Continue with composition of jungle walk. Write down the piece so it can be repeated again and again. Preform the piece
National Curriculum Covered	<ul style="list-style-type: none"> ✚ use their voices expressively and creatively by singing songs and speaking chants and rhymes ✚ play tuned and un tuned 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. 	<ul style="list-style-type: none"> ✚ use their voices expressively and creatively by singing songs and speaking chants and rhymes ✚ play tuned and un tuned 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.
Key learning	<p>KS1 Singing Assembly:</p> <ul style="list-style-type: none"> ✚ To sing in unison with confidence, showing an understanding and control of pitch and a sense of phrase and emotion ✚ To sing with an understanding of simple dynamics (loud and quiet), tempo (fast and slow) and be able to vocally explore getting louder (crescendo) and getting quieter (decrescendo/diminuendo) ✚ To begin singing in a round or using partner songs ✚ To show an enthusiasm for music through participating fully 	

Hillborough Infants School – LMS Music Scheme of Work

Week 1	<ul style="list-style-type: none"> • Listen to music as entering the hall, sit quietly waiting for the rest of the school, actively listening and be able to answer questions about the instrumentation, emotions, meaning and style if asked • Learn new songs and warm up songs which are relevant to the time of year, seasons, festivals, and curriculum, plus some fun songs purely for the love of singing
Week 2	<ul style="list-style-type: none"> • Revise songs learnt last week plus learn new ones • Active listening
Week 3	<ul style="list-style-type: none"> • Revise songs learnt last week plus learn new ones • Active listening
Week 4	<ul style="list-style-type: none"> • Revise songs learnt last week plus learn new ones • Active listening
Week 5	<ul style="list-style-type: none"> • Revise songs learnt last week plus learn new ones • Active listening
Week 6	<ul style="list-style-type: none"> • Big Sing – sing through everything learnt this half term
National Curriculum Covered	<ul style="list-style-type: none"> ✚ Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes ✚ Listen with concentration and understanding to a range of high quality live and recorded music (when coming in to assembly)