



# Oasis Academy Byron

## Music Scheme of Work

### Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>How are you/Say Cheese?</b> IPC – no music</p> <p><b>Recognising instruments</b> Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p><b>The circus is in town.</b> IPC Find out about music for the circus. How to compose and write rhythms and tunes about circus performers.</p> <p>LO : -know a number of songs -know a number of musicians and how they use elements for effect and purpose. -recognise and explore ways sound is made, changed and organised. -play simple rhythms. -compose simple musical patterns. -use symbols to represent sounds.</p> <p><b>NC LINKS :</b> Play tuned and untuned instruments musically.</p> <p>Play tuned and untuned instruments musically</p>	<p><b>Time Travellers</b> IPC – no music</p> <p>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</p>	<p><b>Buildings</b> IPC To know the structure of tunes and songs. To compare own music. LO : -to know the ways music can be made, changed and organised. -play simple rhythms. -compose simple musical patterns. -perform individually and with others. -listen carefully to pieces of music and comment. -suggest how to improve work. -understand music creates different effects. -understand music is for a variety of purposes.</p> <p><b>NC LINKS :</b> -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.</p>	<p><b>Flowers and Insects</b> IPC To know the famous composer Rimsky-Korsakov. To know how to create our own music. LO : -know a number of pieces of music. -know how musicians use elements for effect and purposes. -play rhythms with a steady beat. -listen to a piece of music carefully and comment on it. -understand that elements can be used for effects.</p> <p><b>NC LINKS :</b> - 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.</p> <p>Use their voices</p>	<p><b>Hooray – Let’s go on holiday.</b> IPC – no music</p> <p><b>Music from other countries.</b></p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and detuned instruments</p>

			Experiment with, create, select and combine sounds using the inter-related dimensions of music.	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	
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## Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>People of the Past</u></b> IPC To know about the life of a famous composer. To know how to use music to tell the story of a famous composer. LO : -know a number of pieces of music. -know a number of musicians and how they use elements to create effects and purpose. -recognise and explore ways sound can be made, changed and organised. -sing familiar songs. -play simple rhythms. -compose musical patterns. -perform individually and with others. -use symbols to represent sounds. -listen to music and comment on it. -recall a simple tune. -suggest ways of improving work.</p> <p><b>NC LINKS :</b> -Use voices expressively and creatively by singing songs, speaking chants and rhymes.</p>	<p><b><u>We are what we eat</u></b> IPC – no music Learn GFOL songs – In 1666, London’s burning, singing in a round – use voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p><b><u>Waterworld</u></b> IPC – no music Creating the sounds of the sea – creative project making own instruments and experimenting with other instruments to recreate the seaside sounds.</p>	<p><b><u>From A-B</u></b> IPC To know the sounds transport makes. To know how to create a sound journey. LO : -to know a number of songs. -to recognise and explore ways sounds can be made, changed and organised. -compose musical patterns. -perform individually. -use symbols to represent sounds. -listen carefully to music and comment. -know that musical elements can create different effects.</p> <p><b>NC LINKS :</b> -Use voices expressively and creatively by singing songs, speaking chants and rhymes. -experiment with, create, select and combine sounds using the inter-related</p>	<p><b><u>The Magic Toymaker</u></b> IPC – no music Toy rhymes/story telling – accompanied with sound – experiment with, create, select and combine sounds</p>	<p><b><u>SuperHumans</u></b> IPC – no music Listen with concentration and understanding to a range of high-quality live and recorded music – local link with Samuel Coleridge-Taylor Summer songs</p>

<p>-play tuned and untuned instruments musically.</p> <p>Play tuned and un-tuned instruments musically – exploring instruments and making own instruments using simple materials</p>			<p>dimensions of music.</p> <p>Sea shanties – use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically (accompany a sea shanty?)</p>		
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Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>Paintings, Portraits and Photographs</u></b></p> <p>IPC</p> <p>How symbols are used to represent sounds.</p> <p>How visual images can inspire musical compositions.</p> <p>LO :</p> <ul style="list-style-type: none"> <li>-recognise and explore the way sounds can be used expressively.</li> <li>-compose music to create intended effects.</li> <li>-choose sounds and instruments which are appropriate to the task.</li> <li>-explain their work – what they have done and why.</li> </ul> <p><b>NC LINKS :</b></p> <ul style="list-style-type: none"> <li>- To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>-improvise and compose music for a range of purposes using the inter-</li> </ul>	<p><b><u>Brightsparks</u></b></p> <p>IPC – no music</p> <p><b>Sing and Feel the Beat</b></p> <ul style="list-style-type: none"> <li>- passing songs - patterns in 4's - graphics</li> <li>- accompanying with the beat and rhythmic patterns</li> <li>- improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>	<p><b><u>Different places/similar lives</u></b></p> <p>IPC – no music</p> <p><b>Sounds Effective</b></p> <ul style="list-style-type: none"> <li>- Listening and responding using simple musical vocabulary - contrasting music - controlling untuned and tuned sounds - rounds</li> </ul> <p>Percussion instruments and analysing rhythms</p> <ul style="list-style-type: none"> <li>- play and perform in solo and ensemble contexts, using their voices and playing musical instruments</li> </ul>	<p><b><u>How Humans Work</u></b></p> <p>IPC – no music</p> <p><b>Musical Patterns</b></p> <p>recognising rhythm patterns - listening skills - creating rhythmic patterns - repeating patterns by ear and from symbols - using ICT</p> <p>Beat and rhythms</p> <ul style="list-style-type: none"> <li>- play and perform in solo and ensemble contexts, using their voices and playing musical instruments</li> </ul>	<p><b><u>Scavengers and Settlers</u></b></p> <p>IPC – no music</p> <p><b>Question and Answer/Call and Response</b></p> <ul style="list-style-type: none"> <li>- vocal and rhythmic - tuned instruments - compose ideas - overlapping sounds - echo effects</li> </ul> <p>Movements and sounds</p> <ul style="list-style-type: none"> <li>- listen with attention to detail and recall sounds with increasing aural memory</li> </ul>	<p><b><u>Digital Games</u></b></p> <p>IPC – no music</p> <p><b>Exploring and Responding</b></p> <p>Vegetable orchestra</p> <ul style="list-style-type: none"> <li>- play and perform in solo and ensemble contexts, using their voices and playing musical instruments</li> </ul>

<p>related dimensions of music.</p> <ul style="list-style-type: none"> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul> <p><b>Linked to tribal music</b></p> <ul style="list-style-type: none"> <li>- tempo (fast/slow) - duration (long/short/silence) - symbols and graphics - movement - play in simple parts - recognise and control pitch</li> <li>- play and perform in solo and ensemble contexts, using their voices and playing musical instruments</li> </ul>					
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## Year 4

Sound Progress (NC LINK : To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression).

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>Temples, Tombs and Treasures</u></b></p> <p>IPC</p> <p>To know the instruments used in Ancient Egypt and Ancient Sumer.</p> <p>How to create music to retell a story from an Ancient civilisation.</p> <p>LO:-know a number of musicians and know how they organise sounds and use them expressively.</p> <p>-know how musicians choose sounds and instruments appropriate to the task.</p> <p>-recognise and explore how sounds can be organised and used expressively.</p> <p>-sing in tone and with expression.</p> <p>-perform simple pieces rhythmically.</p> <p>-improvise repeated patterns.</p>	<p><b><u>Shake It!</u></b></p> <p>IPC – No music</p> <p>Pentatonic Music</p> <p>- improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p><b><u>Living Together</u></b></p> <p>IPC – No music</p> <p>P4C What is music? play and perform in solo and ensemble contexts, using their voices and playing musical instruments</p>	<p><b><u>On Tap</u></b></p> <p>IPC – No music</p> <p>Beat and rhythms</p> <p>- play and perform in solo and ensemble contexts, using their voices and playing musical instruments</p>	<p><b><u>Saving the world</u></b></p> <p>IPC</p> <p>How to represent a rainforest scene using music.</p> <p>LO :</p> <p>-know a number of musicians and know how they organise sounds and use them expressively.</p> <p>-know how musicians choose sounds and instruments appropriate to the task.</p> <p>-recognise and explore how sounds can be organised and used expressively.</p> <p>-sing in tone and with expression.</p> <p>-perform simple pieces rhythmically.</p> <p>-improvise repeated patterns.</p> <p>-compose simple pieces for intended effect.</p> <p>-choose sounds appropriate for the task.</p> <p>-improve and explain work.</p> <p>-explain how musical elements are combined and varied for effect.</p> <p><b>NC LINKS :</b></p> <p>-improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>-listen with attention to detail and recall sounds with increasing aural memory.</p> <p>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Rhythm Patterns</p>	

<p>-compose simple pieces for intended effect.</p> <p>-choose sounds appropriate for the task.</p> <p>-improve and explain work.</p> <p>-explain how musical elements are combined and varied for effect.</p> <p><b>NC LINKS:</b></p> <p>-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>-develop an understanding of the history of music.</p> <p>Controlling Sounds</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments</p>				<p>Movements and sounds</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>Musical Signals and Patterns</p>
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Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>The great, the bold and the brave</u></b></p> <p>IPC How to write and perform our own Greek chorus. LO : -know music is concerned with expression and communication. -be able to sing songs in unison. -play tuned and untuned instruments with control and rhythmical accuracy. -perform as an ensemble. -perform with an awareness of audience. -compose musical pieces combining musical elements within a structure. -be able to listen attentively with attention to detail. -Be able to make judgements about music showing understanding, appreciation, respect, enjoyment as appropriate. -consider music in terms of meaning, mood, structure, place and time. -understand musicians use music to express emotions.</p>	<p><b><u>Bake it</u></b></p> <p>IPC – No music</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p><b><u>Weather and Climate</u></b></p> <p>IPC – No music</p> <p>To develop an understanding of the history of music.</p>	<p><b><u>Look, hear</u></b></p> <p>IPC How to play homemade instruments LO : To be able to perform with an awareness of an audience</p> <p><b>NC LINKS:</b> -improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To use and understand staff and other musical notations</p>	<p><b><u>Mission to Mars</u></b></p> <p>IPC – No music</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p>	<p><b><u>They See the World like this</u></b></p> <p>IPC How to compose impressionist music. How to record and perform our work. How music reflects a time and a place. LO : -be able to play tuned and untuned instruments. -perform as part of an ensemble. -perform with awareness of audience. -compose musical pieces combining musical elements within a structure. -improve work in regard to purpose. -listen carefully with attention to detail. -understand work of musicians is influenced by their environment.</p> <p><b>NC LINKS :</b></p>

<p><b>NC LINKS :</b></p> <ul style="list-style-type: none"> <li>-Use and understand staff and other musical notations.</li> <li>-Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music</p>					<ul style="list-style-type: none"> <li>- listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
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## Year 6

**Steel Pans (NC LINK : To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression).**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>AD900</u></b></p> <p>IPC</p> <p>How to plan and perform our own West African masquerade.</p> <p>LO :</p> <ul style="list-style-type: none"> <li>-know a number of musicians and know how they organise sounds and use them expressively.</li> <li>-know how musicians choose sounds and instruments appropriate to the task.</li> <li>-recognise and explore how sounds can be organised and used expressively.</li> <li>-sing in tone and with expression.</li> <li>-perform simple pieces rhythmically.</li> <li>-improvise repeated patterns.</li> <li>-compose simple pieces for</li> </ul>	<p><b><u>Fit for Life</u></b></p> <p>IPC – No Music</p> <p><b>Vocal Style and Effects</b></p> <ul style="list-style-type: none"> <li>- partner songs - songs and accompaniments - performance skills - pitch, phrasing, and instrument control - fanfare</li> </ul>	<p><b><u>Full power</u></b></p> <p>Croydon Schools Musical Festival</p> <p><b>NC Links: Perform in ensemble contexts using their voices.</b></p> <p><b>Musical Patterns</b></p> <ul style="list-style-type: none"> <li>- music grouped in 7's - identifying patterns - applying ideas to own work - rhythmic and melodic ostinato</li> </ul>	<p><b><u>Out of Africa</u></b></p> <p>IPC – No Music</p> <p><b>Feel that beat and rhythm</b></p> <ul style="list-style-type: none"> <li>- rhythmic chants and raps</li> <li>- instrumental rhythms - grids - graphics</li> <li>- traditional notation</li> </ul>	<p><b><u>What a wonderful world</u></b></p> <p>IPC – No Music</p> <p><b>Year 6 Production (after SATS)</b></p> <ul style="list-style-type: none"> <li>- music score - composing theme and variations - graphic symbols - instrumental and vocal skills</li> </ul> <p><b>Year 6 Production</b></p> <ul style="list-style-type: none"> <li>- tuned accompaniment - songs - chords - notation</li> <li>- music scores</li> </ul>	

<p>intended effect.</p> <ul style="list-style-type: none"> <li>-choose sounds appropriate for the task.</li> <li>-improve and explain work.</li> <li>-explain how musical elements are combined and varied for effect.</li> </ul> <p><b>NC LINKS :</b></p> <ul style="list-style-type: none"> <li>-Use and understand staff and other musical notations.</li> <li>-Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul> <p><b>Pitch, Mood and Atmosphere</b></p> <p>rhythms - chants - accompaniments - symbols - descriptive music</p>				
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