**MUSIC DEPARTMENT – SCHEME OF WORK OVERVIEW**

The units below implement the 8 musical elements and comprise of performing, composing and listening to music.

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|  | AUTUMN TERM | SPRING TERM | SUMMER TERM |
| **CLASS 1** | Traditional Nursey Rhymes & Percussion TimeTopical Themes | Traditional Nursey Rhymes & Percussion TimeChristmas Songs | Traditional Nursey Rhymes & Percussion TimeTopical Themes | Traditional Nursey Rhymes & Percussion Time | Traditional Nursey Rhymes & Percussion TimeTopical Themes | Traditional Nursey Rhymes & Percussion TimeTopical ThemesAiming High Preparation |
| **CLASS 2****&****3N** | Sing & Sign* Space
* Seas, Rivers and Streams
* Autumn
* Harvest & The Farm
* Witches & Cats, Spiders & Bats
 | Sing & Sign* Fireworks
* Colours
* Pets
* Cold Places
* Winter Animals
* Christmas
 | Sing & Sign* Flying
* Teddy Bears
* Scotland
* Chinese Dragons
* Times of the Day
* Days of the Week
* Food
 | Sing & Sign* Wales
* Spring
* Ireland
* Weather
* Fast & Slow
* Gardens
* Easter Time
 | Sing & Sign* The Jungle
* Pirates
* The Sun Has Got His Hat On
* Big & Small
* The Zoo
 | Sing & Sign* Going on Holiday
* Bees and Butterflies
* Trains, Planes, Cars & Buses
* Hot Countries
* Carnival
* Aiming High Preparation
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| **CLASS 3** | Little Red Hen: Rapping rhythm and a steady pulseHarvest Time | Room On The BroomChristmas Nativity:  | The Magical Music Box: Percussion instruments and volume | Pirates: Sea Shanties. Sea Monsters and Mermaids | The Aliens: Using sound effects to tell a story | Pinocchio: Following instructions and learning words |
| **CLASS 4** | The Enormous Turnip: Acting, movement, volume and a steady pulse | The Hairy Scary Castle: Spooky sounds and texture Christmas Preparation | Cinderella Pantomime  | Noah’s Ark: Creating a sound collage to tell the biblical story | Treasure Island: Exploring timbre and creating structure | Summer HolidaysAiming High Preparation |
| **CLASS 5** | Jack and the Beanstalk: High and Low pitch | The Elves and the Shoemakers: Composing contrasting music for night and day. Christmas Songs and Carols  | The Billy Goats Gruff: Pitch and volume | George & the Dragon: Telling the folk story using traditional English music | Film Music – Super Heroes | CarnivalAiming High Preparation |
| **CLASS 6****&****6P** | The Demon King: Creating Indian timbres to tell a story | The Gunpowder Plot: Exploring musical rhymes and timbresChristmas Play preparation | Chinese Folk Tales: Eploring Chinese timbres to tell a story and the pentatonic scale | 12 Bar Blues | The Orchestra | Pop MusicAiming High Preparation |

3N & 6P follow a more formal structure in their lessons: More repetition of songs and a familiar structure will be followed each year and with different aspects of the topics being followed in Year A, B & C.

**Aim**

The aim of Green Lane School’s Music Programme is to offer pupils a creative outlet for expressing themselves. The units aim to not only educate the pupils musically, but to help pupils develop their cognitive, communitive and physical and social skills. Relaxation should also be implemented into the scheme.

**Music Curriculum**

The Music Curriculum at Green Lane is based on the National Curriculum; it gives pupils opportunities in composing, performing and listening. The 8 Music Elements underpin the curriculum at a basic level. They are PITCH, DURATION, STRUCTURE, TEMPO, TIMBRE, DYNAMICS, TEXTURE and SILENCE. Other art forms are also implemented at times.

**Learning Objectives**

**Class 1** – Children will start to learn traditional nursery rhymes helping them to develop language skills and memory skills. Children will play percussion instruments and start to follow simple musical instructions of stop, play, fast and slow.

**Class 2 & 3N** – Children will follow a programme of weekly lessons with different themes. The lessons will start by developing work on well-known nursery rhymes and songs – Makaton and Boardmaker will be used to enhance learning. Activities will include songs, movements and exploring different styles of music. Children will be encouraged to use drawing and colouring to express themselves when listening to music.

**Class 3** – Children will continue to develop their knowledge of Makaton/Board Maker through singing old and new songs. They will follow half-termly projects from Kay Umansky’s ‘Three Tapping Teddies’ or newly created units based on the same structure and style. Children will use art work to express themselves at time when listening to music.

**Class 4** – As well as continuing with singing and signing, children will start to learn the names of everyday musical instruments. A programme of musical study will be based mostly on Kay Umansky’s ‘Three Singing Pigs’ or follow a similar style and structure. Tuned percussion and other tuned percussion will be introduced in a more structured way.

**Class 5** – Children will continue to learn songs and sign and develop their knowledge of musical instruments and other musical elements. Instrumental families will be studied. They will follow some units based on Kay Umansky’s ‘Three Singing Pigs’ and ‘Three Rapping Rats’ but will also start to have lessons similar to those experienced at KS3 Music. The use of tuned percussion and other tuned percussion will be developed.

**Class 6** – Children will continue to learn songs and possibly be able to memorise more sections of songs. They will continue to learn about musical instruments and World music will feature in part of the programme of study. The children will start to follow a programme using music as a discreet subject at times, preparing them for KS3 lessons. Other art forms will be used sometimes to aid learning and the keyboard will be used more.

ASD CLASSES – PROGRAMME OF WORK

**3N** will follow a more formal structure to their lessons. The lessons will always start with songs they recognise and enjoy followed by percussion time. This may be a time that new songs or raps are introduced as a way of following the Programme of Work similar to the Class 2 Scheme of Work.

**6P** will follow a more formal structure to their lessons. The lessons will always start with songs they recognise and enjoy followed by percussion time. This may be a time that new songs or raps are introduced as a way of following the Programme of Work similar to the Class 6 Scheme of work.

**ASSESSMENT FOR LEARNING**

Children have pupil progress files and are given a level at the end of the year. A new target will be set based on that level.