

KS2 Music Scheme of Work

Teaching and Learning sessions	<u>Terms 1:</u> The History of Music
	<u>Terms 2:</u> Composition using percussion instruments (simple)
	<u>Terms 3 & 4:</u> Musical notation / Learn to play Ukulele
	<u>Term 5:</u> Body percussion and chanting
	<u>Term 6:</u> Compose and perform a class song

<i>Cross Curricular Elements of the Framework</i>	
Literacy	Children will practice speaking and listening skills to work as a group when composing pieces of music. They will also use writing skills when creating notation and writing lyrics. Children will be using inference skills to create sounds accompanying a silent video using body percussion and chanting.
Numeracy	Children will use skills of counting and repetition for maintaining rhythm and counting beats. Children will also be using numeracy skills when writing simple notation.
ICT	ICT skills will be used to listen to different pieces of music. Record their own voices and create recordings of musical compositions.

Module Title: History of music		
Term 1	Teaching and Learning Resources	Outcomes
<p>Understand musical terms Tempo, Rhythm, Pitch, Timbre and use them to describe different types of music.</p> <p>Learn about the history of music, instruments of each period and how music has evolved over time.</p>	<p>Timeline - History of music</p> <p>Youtube links of music from each period</p> <p>Worksheets to support individual description of music</p> <p>Definitions of terms sheet.</p>	<p>NC outcomes: 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>

Module Title: Composition using percussion instruments (simple)		
Term 2	Teaching and Learning Resources	Outcomes
<p>Explore a range of percussion instruments (triangle, xylophone, maracas, tambourine, drum, wood blocks. Link to history of music / compare pre-historic music to Renaissance, and move on. Use correct vocabulary to compare genres and instruments.</p> <p>Create your own percussion instrument and play along to a chosen song.</p>	<p>Percussion instruments practice sheets</p>	<p>NC outcome: Play and perform ensemble using voice and musical instruments</p> <p>Understanding of simple composition</p> <p>Reproducing sounds from aural memory</p> <p>Play untuned instruments musically</p>

Module Title: Musical Notation / Learning to play the Ukulele		
Term 3 & 4	Teaching Resources	Outcomes
<p>Introduce chn to musical notation on sheet music and chords. Give time to practise and understand each element: Quavers, staff, semibreve, etc.</p>	<p>PPT / Ukulele chord sheets / Musical notation cards / exercise books / Ukuleles.</p>	<p>NC outcome: Read / identify musical notation</p> <p>Play a tuned musical instrument</p>

Teach simple notation on a Ukulele.		
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Module Title: Body percussion and chants		
Term 5	Teaching Resources	Outcomes
Learn all the different ways to use the body as percussion and voice chanting. Create body percussion to accompany a silent short film https://www.youtube.com/watch?v=z73dtVAp53s	Body percussion PPT / cards Youtube Sound recording equipment	NC outcome: Using voices expressively experiment with, create and combine sounds to create different dimensions of music Compose / improvise music for a range of purposes.

Module Title: To compose and perform a class song		
Term 6	Teaching Resources	Outcomes
Use a pop song and re-write lyrics to reflect Hever Class Choose instruments to accompany song Use voice, body percussion and instruments to create a melody Perform song / Record song	CD/Pop song Laptop with sound recording software to record melody / music Paper / notebook for recording notation and lyrics	NC outcome: To perform in solo and ensemble context using musical instruments and voice expressively Improvise and compose music for range of purposes