

Music Express Music Scheme of Learning Overview

Year 5 – Book Age 9-10

<i>Unit and page</i>	<i>Musical Focus</i>	<i>Subject Link</i>	<i>Lesson Learning</i>	<i>Extended Learning</i>
<i>World Unite pg8</i>	<i>Step Dance Performance</i>	<i>PE</i>	<i>Exploring beat and syncopation</i>	<i>Combine the group compass beat patterns to create a performance</i>
			<i>Developing coordination and rhythm skills Performing a rhythmic sequence to a piece of music</i>	<i>Groups find accompanying music for their cup patterns considering musical style and tempo</i>
			<i>Developing the idea of pitch shape and relating it to movement Understanding pitch through movement and notation</i>	<i>Pupils can work out the latitude moves and scat melodies of others' work, remember and perform the complete sequence</i>
			<i>Creating rhythm patterns Arranging different musical sections to build a larger scale performance</i>	<i>Find images to play during the piece on uniting nations and people. Create a slideshow to accompany the piece in time with the music – every 4-8 beats</i>
			<i>Exploring rhythm through dance Combining different patterns</i>	<i>Devise own rhythm dance sequences in patterns of eight and perform these considering role of groups, pairs and soloists – incorporate into own performance</i>
			<i>Exploring ways of combining and structuring rhythms through dance</i>	<i>Develop improvised solo dance routines over a count of eight. Merge these into the Mega Dance performance</i>
<i>Journeys pg14</i>	<i>Song Cycle Performance</i>	<i>PSHE</i>	<i>Singing in 3-part harmony</i>	<i>Learn to play the melody by ear on a tuned instrument – notes f, g and a – to accompany their singing</i>
			<i>Exploring expressive singing in a part-song with echoes</i>	<i>Find a familiar song to arrange by selecting short phrases which can be sung as echoes in two groups</i>

			<p><i>Developing song cycles for performance</i> <i>Staging a performance with an awareness of audience</i></p>	<p><i>Collect readings or write poetry on themes of songs to extend the performances with word and dance</i></p>
			<p><i>Sing a pop song with a backing harmony</i> <i>Learning about a song's structure</i></p>	<p><i>Combine the three songs to make a song cycle performance</i></p>
			<p><i>Learning to sing major and minor note patterns accurately</i> <i>Learning a pop song with an awareness of its structure</i></p>	<p><i>Use the scaling up and down backing audio to warm up voices and practice sounds – exploring mouth shapes prior to performance</i></p>
			<p><i>Developing a song cycle performance incorporating mixed media</i> <i>Developing planning, directing and rehearsing skills</i></p>	<p><i>Research additional songs that match the theme, then learn and add to cycle. Compose a new song together to perform possibly focusing on personal experiences</i></p>
Growth pg20	Street Dance Performance	Geography	<p><i>Feeling and moving to a three-part beat pulse and revising rhythmic ostinato</i></p>	<p><i>Explore the development of this performance by eg. Increasing the number of different patterns used at the same time or the number of performers</i></p>
			<p><i>Performing and improvising rhythmic and melodic ostinato</i></p>	<p><i>Invent a new accompaniment rhythm ostinato to perform on own choice of percussion instruments in the given structure. Confident individuals to learn flute and trumpet melodic conversation with double bass ostinato and street calls</i></p>
			<p><i>Singing in harmony</i> <i>Learning about chords</i></p>	<p><i>Perform the complete street scene</i> <i>Sing the Street Busker song in harmony accompanied by the double bass ostinato</i></p>
			<p><i>Performing music and dance</i></p>	<p><i>Consider and evaluate necessary changes then reperform to an audience to make suggestions for improvements. Discuss whether the moves look realistic, artistic and convincing</i></p>
			<p><i>Revising, rehearsing and developing music for performance</i></p>	<p><i>Look at other examples of flash mob music or dance performances. Discuss ideas that could be incorporated into own</i></p>
			<p><i>Understanding the process of a musical performance</i></p>	<p><i>Perform piece for a range of audiences</i></p>

Roots pg26	Mini Musical Performance	English	Singing a traditional Ghanaian song Devising rhythmical actions to music Developing performance of a musical	Sing Ayelevi as an unaccompanied call and response. Soloists lead singing their first line in own choice of pitch
			Improvising descriptive music Singing a traditional children's game song from Ghana	Sing the song unaccompanied playing game Obwa si mi pebble passing game in time
			Playing rhythm cycles Combining rhythm cycles in a percussion piece	Add more rhythms to Drum warning. Create different repeating rhythm patterns that fit with the kpanlogo rhythms
			Singing call and response songs in two groups Devising rhythmic movement Developing a descriptive composition	Use tuned instruments to create stepping stones melody representing the river crossing. Write down the melody in note form for future performances
			Planning and structuring pieces to make a finale Combining songs with rhythmic cycles	Work out the melody of Obwa si mi on tuned instruments – notes c,d,e,f,g,a,b
			Developing and rehearsing for a performance Performing to an audience	Find a traditional Anansi story to retell musically, creating own songs and instrumental compositions to bring the story to life.
Class awards pg32	Awards Show Performance	Cross- curricular	Learning music for a special occasion	Research televised award shows
			Composing programme music from a visual stimulus	Make up own promenade music to link pieces
			Sing a verse and chorus song Writing new verses for a rap	Research the origins of rap music
			Developing a song performance Performing together	Research other sporting theme music
			Developing an extended performance	Allocate extra time for practice actions and movements for particular songs
			Developing a song arrangement Rehearsing for a performance Performing together with an awareness of audience	Create a different fanfare for each individual award
Moving on pg38	Leavers' Assembly Performance	Computing	Singing a song with expression and sustained notes Singing in a two-part harmony	Provide parts for soloists breaking the parts into a conversation

			<p><i>Singing a song with expression and sustained notes</i></p> <p><i>Performing complex song rhythms with confidence</i></p>	<p><i>Create an accompanying slideshow of relevant special images</i></p>
			<p><i>Identifying the structure of a piece of music</i></p> <p><i>Learning to play a melody with a chordal accompaniment</i></p> <p><i>Experiencing the effect of harmony changing</i></p>	<p><i>Perform without the audio support. Record and use as a backing track to slideshow</i></p>
			<p><i>Singing in two or three-part harmony</i></p>	<p><i>Listening for changes of mood and style in other songs</i></p>
			<p><i>Playing instrumental parts to accompany a song</i></p> <p><i>Performing a song with complex structure</i></p>	<p><i>Research Italian musical terms for short (staccato, marcato, etc.) and long (legato, tenuto, etc)</i></p>
			<p><i>Listening to and understanding modulation in a musical bridge</i></p> <p><i>Preparing for a performance</i></p>	<p><i>Select additional songs which represent the class to add to the final performance</i></p>

Year 6 – Book Age 10-11

<i>Unit and page</i>	<i>Musical Focus</i>	<i>Subject Link</i>	<i>Lesson Learning</i>	<i>Extended Learning</i>
<i>World Unite pg8</i>	<i>Step Dance Performance</i>	<i>PE</i>	<i>Exploring beat and syncopation</i>	<i>Combine the group compass beat patterns to create a performance</i>
			<p><i>Developing coordination and rhythm skills</i></p> <p><i>Performing a rhythmic sequence to a piece of music</i></p>	<i>Groups find accompanying music for their cup patterns considering musical style and tempo</i>
			<p><i>Developing the idea of pitch shape and relating it to movement</i></p> <p><i>Understanding pitch through movement and notation</i></p>	<i>Pupils can work out the latitude moves and scat melodies of others' work, remember and perform the complete sequence</i>

			<p><i>Creating rhythm patterns</i> <i>Arranging different musical sections to build a larger scale performance</i></p>	<p><i>Find images to play during the piece on uniting nations and people. Create a slideshow to accompany the piece in time with the music – every 4-8 beats</i></p>
			<p><i>Exploring rhythm through dance</i> <i>Combining different patterns</i></p>	<p><i>Devise own rhythm dance sequences in patterns of eight and perform these considering role of groups, pairs and soloists – incorporate into own performance</i></p>
			<p><i>Exploring ways of combining and structuring rhythms through dance</i></p>	<p><i>Develop improvised solo dance routines over a count of eight. Merge these into the Mega Dance performance</i></p>
<i>Journeys</i> <i>pg14</i>	<i>Song Cycle Performance</i>	<i>PSHE</i>	<p><i>Singing in 3-part harmony</i></p>	<p><i>Learn to play the melody by ear on a tuned instrument – notes f, g and a – to accompany their singing</i></p>
			<p><i>Exploring expressive singing in a part-song with echoes</i></p>	<p><i>Find a familiar song to arrange by selecting short phrases which can be sung as echoes in two groups</i></p>
			<p><i>Developing song cycles for performance</i> <i>Staging a performance with an awareness of audience</i></p>	<p><i>Collect readings or write poetry on themes of songs to extend the performances with word and dance</i></p>
			<p><i>Sing a pop song with a backing harmony</i> <i>Learning about a song's structure</i></p>	<p><i>Combine the three songs to make a song cycle performance</i></p>
			<p><i>Learning to sing major and minor note patterns accurately</i> <i>Learning a pop song with an awareness of its structure</i></p>	<p><i>Use the scaling up and down backing audio to warm up voices and practice sounds – exploring mouth shapes prior to performance</i></p>
			<p><i>Developing a song cycle performance incorporating mixed media</i> <i>Developing planning, directing and rehearsing skills</i></p>	<p><i>Research additional songs that match the theme, then learn and add to cycle. Compose a new song together to perform possibly focusing on personal experiences</i></p>
<i>Growth</i> <i>pg20</i>	<i>Street Dance Performance</i>	<i>Geography</i>	<p><i>Feeling and moving to a three-part beat pulse and revising rhythmic ostinato</i></p>	<p><i>Explore the development of this performance by eg. Increasing the number of different patterns used at the same time or the number of performers</i></p>
			<p><i>Performing and improvising rhythmic and melodic ostinato</i></p>	<p><i>Invent a new accompaniment rhythm ostinato to perform on own choice of percussion</i></p>

				<i>instruments in the given structure. Confident individuals to learn flute and trumpet melodic conversation with double bass ostinato and street calls</i>
			<i>Singing in harmony Learning about chords</i>	<i>Perform the complete street scene Sing the Street Busker song in harmony accompanied by the double bass ostinato</i>
			<i>Performing music and dance</i>	<i>Consider and evaluate necessary changes then reperform to an audience to make suggestions for improvements. Discuss whether the moves look realistic, artistic and convincing</i>
			<i>Revising, rehearsing and developing music for performance</i>	<i>Look at other examples of flash mob music or dance performances. Discuss ideas that could be incorporated into own</i>
			<i>Understanding the process of a musical performance</i>	<i>Perform piece for a range of audiences</i>
<i>Roots pg26</i>	<i>Mini Musical Performance</i>	<i>English</i>	<i>Singing a traditional Ghanaian song Devising rhythmical actions to music Developing performance of a musical</i>	<i>Sing Ayelevi as an unaccompanied call and response. Soloists lead singing their first line in own choice of pitch</i>
			<i>Improvising descriptive music Singing a traditional children's game song from Ghana</i>	<i>Sing the song unaccompanied playing game Obwa si mi pebble passing game in time</i>
			<i>Playing rhythm cycles Combining rhythm cycles in a percussion piece</i>	<i>Add more rhythms to Drum warning. Create different repeating rhythm patterns that fit with the kpanlogo rhythms</i>
			<i>Singing call and response songs in two groups Devising rhythmic movement Developing a descriptive composition</i>	<i>Use tuned instruments to create stepping stones melody representing the river crossing. Write down the melody in note form for future performances</i>
			<i>Planning and structuring pieces to make a finale Combining songs with rhythmic cycles</i>	<i>Work out the melody of Obwa si mi on tuned instruments – notes c,d,e,f,g,a,b</i>
			<i>Developing and rehearsing for a performance Performing to an audience</i>	<i>Find a traditional Anansi story to retell musically, creating own songs and instrumental compositions to bring the story to life.</i>
				<i>Awards Show Performance</i>

<i>Class awards pg32</i>		<i>Cross-curricular</i>	<i>Composing programme music from a visual stimulus</i>	<i>Make up own promenade music to link pieces</i>
			<i>Sing a verse and chorus song Writing new verses for a rap</i>	<i>Research the origins of rap music</i>
			<i>Developing a song performance Performing together</i>	<i>Research other sporting theme music</i>
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<i>Moving on pg38</i>	<i>Leavers' Assembly Performance</i>	<i>Computing</i>	<i>Singing a song with expression and sustained notes Singing in a two-part harmony</i>	<i>Provide parts for soloists breaking the parts into a conversation</i>
			<i>Singing a song with expression and sustained notes Performing complex song rhythms with confidence</i>	<i>Create an accompanying slideshow of relevant special images</i>
			<i>Identifying the structure of a piece of music Learning to play a melody with a chordal accompaniment Experiencing the effect of harmony changing</i>	<i>Perform without the audio support. Record and use as a backing track to slideshow</i>
			<i>Singing in two or three-part harmony</i>	<i>Listening for changes of mood and style in other songs</i>
			<i>Playing instrumental parts to accompany a song Performing a song with complex structure</i>	<i>Research Italian musical terms for short (staccato, marcato, etc.) and long (legato, tenuto, etc)</i>
			<i>Listening to and understanding modulation in a musical bridge Preparing for a performance</i>	<i>Select additional songs which represent the class to add to the final performance</i>