



# WHOLE SCHOOL SCHEME OVERVIEW

## Rosehill Methodist Primary Academy – Whole Class Vocal/Music

### MEDIUM TERM PLANS & LESSON FOCUS

#### PHASE 1

Year	AUTUMN 1	AUTUMN 2
3	<p><b>REFRESH IT</b>  <i>(RECAP/ BUILD ON KNOWLEDGE OF INTER-RELATED DIMENSIONS OF MUSIC)</i>            Focus on : Tony Chestnut / High Low Chicka Low –            Songs Hey You /3 Little Birds – solo performance where appropriate</p>	<p><b>REFRESH IT</b>  <i>(RECAP/ BUILD ON KNOWLEDGE OF INTER-RELATED DIMENSIONS OF MUSIC)</i>            Focus on : Tony Chestnut / High Low Chicka Low – Songs Hey You /3 Little Birds</p>
	<p>1 'Warm-up' lesson, revise expectations/ refresher rhythm/pulse games, listening to live music &amp; discussion/appraising</p>	<p>1 To feel &amp; maintain the pulse, review understanding the difference between rhythm/pulse</p>
	<p>2 Pulse/rhythm/tempo – To understand the meaning of the words and know the difference between them, to respond to changes in tempo *Charanga clip</p>	<p>2 To repeat &amp; maintain simple rhythmic patterns incl from notation (with correct words i.e crotchet not just BEE. Minim, crotchet, 2 quavers, rest)</p>
	<p>3 Pitch – To understand the meaning of the word &amp; identify high and low sounds</p>	<p>3 To read simple rhythm notation – body percussion following a visual score</p>
	<p>4 Dynamics – To understand the meaning of the word &amp; be able to identify changes pp/ff – Piano/Forte Mezzo Piano/Mezzo Forte</p>	<p>4 5 note scale Triads 12345 /135 recognise</p>
	<p>5 Timbre – Have an awareness of the Instrumental families –Bass /Guitars/String /Wood Wind/ Brass /Percussion</p>	<p>5 To build repertoire of songs/pieces in 2+ parts</p>
	<p>6 Timbre – To build on awareness of instrumental families</p>	<p>6 To refine performance of songs &amp; pieces</p>
	<p>7 Recap lesson - pupils are able to demonstrate understanding of the inter-related dimensions of music covered so far</p>	<p>7 To perform multi-layered songs/pieces (recording/assembly?)</p>

4	<p><b>REFRESH IT</b>  <i>RECAP/ BUILD ON KNOWLEDGE OF INTER-RELATED DIMENSIONS OF MUSIC</i>  <i>Cups Song/Count on Me – part singing/ Solo where appropriate Somewhere only we know – full school performance</i></p>	<p><b>REFRESH IT</b>  <i>RECAP/ BUILD ON KNOWLEDGE OF INTER-RELATED DIMENSIONS OF MUSIC</i>  <i>Cups Song/Count on Me – part singing/ Solo where appropriate Somewhere only we know – full school performance</i></p>
	1 'Warm-up' lesson, revise expectations/music award etc, refresher rhythm/pulse games, listening to live music & discussion/appraising	1 To feel & maintain the pulse with confidence
	2 Pulse/rhythm/tempo – To use these words correctly, to begin to understand Italian terms	2 To repeat & maintain rhythmic patterns confidently using correct words, crotchet etc) incl from notation (+ extend to semibreves/ semiquavers – fill in gaps of knowledge)
	3 Pitch – To understand that different pitches can be represented on the staff & to recognise that changes in pitch can convey a character/ story/ image	3 To repeat & maintain simple rhythmic patterns incl from notation (with correct words i.e crotchet not just Pear/Apple. Minim, crotchet, 2 quavers, rest)
	4 Dynamics – To understand simple Italian symbols ( <i>f, p, mf, &lt;, &gt;</i> )	4. 5 notes scale – Triads 12345 / 135 recognise
	5 Timbre: STRINGS & PERCUSSION – Be able to name & identify the Instrumental families and give an e.g.	5 To build repertoire of songs/pieces in 2/3 parts, some are section leaders – Conductors leading groups
	6 Timbre: BRASS & WOODWIND - To build on knowledge of instrumental families	6 To refine performance of songs & pieces and make decisions on arrangements
	7 Recap lesson - pupils are able to demonstrate understanding of the inter-related dimensions of music covered so far	7 To perform multi-layered songs/pieces (recording/assembly?)
5/6	<p><b>REFRESH IT</b>  <i>(incl RECAP/ BUILD ON INTER-RELATED DIMENSIONS OF MUSIC) Focus on Rounds Dynamite / Pronunciation / Breath Control Songs: Riptide /Someone you Loved / Somewhere only we know (Full School Perf)</i></p>	<p><b>REFRESH IT</b>  <i>(incl RECAP/ BUILD ON INTER-RELATED DIMENSIONS OF MUSIC) Focus on Rounds Dynamite / Pronunciation / Breath Control Songs: Riptide /Someone you Loved / Somewhere only we know (Full School Perf)</i></p>
	1 'Warm-up' lesson, revise expectations/music award etc, refresher rhythm/pulse games, listening to live music & discussion/appraising	1 To perform (more complex) rhythm patterns to a pulse and to perform Body percussion
	2 Pulse/rhythm/tempo – To respond accurately to Italian terms and rhythm notation	2 To recap rhythm notation and develop performance of more complex rhythm patterns,
	3 Pitch & notation – To follow simple pitch notation (2 notes), to describe how changes in pitch can convey a character, story or image	3 To develop rhythm notation and to perform we will rock you – Pulse/Rhythm
	4 Dynamics – To understand & use Italian symbols ( <i>f, p, mf, mp &lt;, &gt;, ff, pp</i> )	4 To perform P1+2 of TRUTHFUL STEP and improve ensemble skills, layering sounds
	5 Timbre: STRINGS & PERCUSSION – To name instrumental families and give examples	5 To improvise body percussion rhythms

	6 Song Structures – how to identify Verse/Chorus/Bridge/Instrumental	6 To build confidence in performing and incorporate own ideas into body percussion piece
	7 Recap lesson - pupils are able to demonstrate understanding of the inter-related dimensions of music covered so far	7 To refine & perform full piece (recording/assembly?)
5/6	<b>REFRESH IT</b> <i>(incl RECAP/ BUILD ON INTER-RELATED DIMENSIONS OF MUSIC)</i>	<b>FEELING IT TOGETHER</b> <i>(incl NOTATION: To follow basic notation – clap basic rhythm patterns)</i>
	1 'Warm-up' lesson, revise expectations/music award etc, refresher rhythm/pulse games, listening to live music & discussion/appraising	1 To recap & build on knowledge of rhythm notation
	2 Pulse/rhythm/tempo – To confidently use Italian terms and follow more complex rhythm notation	2 To draw & recognise different note values with increasing accuracy – crotchet/quaver/semiquaver
	3 Pitch – To follow pitch notation (3-5 notes), to independently identify & describe the effect of changes in pitch with a piece of music	3 To recap & build on knowledge of pitch notation & begin to use
	4 Dynamics – To use Italian symbols with increasing confidence & to describe others' work	4 To use notation to follow a simple/more complex part
	5 Music Samples - To name specific sampled parts when listening to sampled music with increasing accuracy – listen and appraise the music	5 To build confidence in reading notation to play/sing/clap rhythms from Mr F
	6 Timbre: Brass & Woodwind – To build on knowledge of instrument names	6 To rehearse & refine songs and pieces for a performance – part singing – developing into harmony
	to demonstrate understanding of the inter-related dimensions of music covered so far	7 To perform using notation (recording/assembly?)

## PHASE 2

Year	SPRING 1	SPRING 2
<b>3</b>	<b>EXPLORING IT</b> (with focus on Rounds Row Row 3 part /Lean on me	<b>EXPLORING IT</b> (with focus on Mr Miller 3 parts partner song / Performance Shotgun 2 parts with solo where appropriate
	1 To recap understanding of pitch, responding physically High/Low	7 To develop practical understanding of more complex durations and rhythmic patterns
	2 To identify & copy higher/lower sounds with voice/instrument	8 To develop musical vocabulary
	3 To understand the musical alphabet in relation to instrument	9 To gain a practical understanding of dynamics
	4 To perform simple 2/3 note patterns from memory	10 To recognise, perform and experiment with tempi
	5 To explore and gain a practical understanding of a major scale (5 notes)	11 To explore and demonstrate good breath control
	6 To build confidence playing/singing as an ensemble – and solo performances where appropriate	12 To perform songs and pieces (recording/assembly?)
<b>4</b>	<b>EXPLORING IT</b> (Focus Partner Song One Bottle Pop 3 parts / Happy (performance with echo parts)	<b>DEVELOPING IT</b> (with focus on notation) <i>Songs: Walk the Dinosaur / Aint Gonna Let nobody part song</i>
	1 To sing in a pop/rock style & know some features of the music	1 To develop an understanding of stave notation
	2 To sing and play an improvisation using notes from major scale	2 To compose using standard western notation
	3 Develop improvisation -	3 To apply interrelated dimensions to listening, appraising and composition with intention
	4 Sing a gospel song & know some background/ features of gospel	4 To refine work using knowledge of the interrelated dimensions
	5 Understand some background on Hip Hop, experiment to create own sounds & rhythms	
	6 Rehearse & participate in recordings of songs/pieces from all styles covered	

5/6	<b>DEVELOPING IT</b> (incl focus on DEVELOPING REPERTOIRE ) Songs:Bella Mama 3 part round harmony development Uptown Funk	<b>DEVELOPING IT</b> (with focus on developing understanding of inter-related dimensions) Songs Uptown Funk / Crazy What love can do –harmony / Backing Vocals – Solo where appropriate pronunciation
	1 To understand singing/playing in UNISON (with a MONOPHONIC texture	7 To develop an understanding of musical structures - canon
	2 To understand and sing/ play using OSTINATO + CANON (POLYPHONIC texture)	8 To develop an understanding of popular music structure – AABA
	3 To develop confidence in singing/playing in different textures (MONOPHONIC & POLYPHONIC)	9 To develop compositional skills and techniques within a given structure
	4 Develop sense of pitch within the ensemble, layering sounds with harmony singing and solo where appropriate	10 To use the interrelated dimensions to revise and refine work
	5 To maintain own part in group pieces	11 To demonstrate knowledge of the inter-related dimensions of music when performing and listening
	6 To rehearse and refine all songs, improvise a short rhythm pattern over a pulse with/without rhythm notation	