

Willow Tree Academy Music Scheme of Work 2022/23



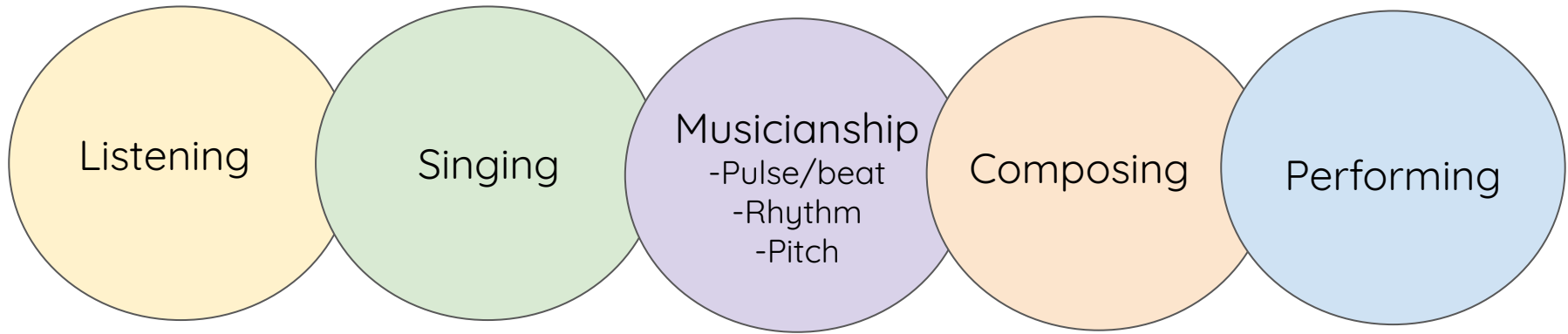
Intent

At Willow Tree Academy, the music curriculum is delivered through high quality music teaching that allows pupils to listen to, perform, review, compose, improvise and evaluate music across a range of historical periods, genres, styles and traditions. Pupils will also learn to sing and to use their voices, to create and compose music on their own creating cross-curricular experiences using ICT to support them. Children have the opportunity to showcase their voices at performances such as Young Voices, Christmas concerts, Harvest celebrations, weekly singing assemblies and choir concerts. All children at Willow Tree Academy have the opportunity to learn a musical instrument.

Across our academy, we have weekly visiting specialist music teachers. Children use technology appropriately within music and have the opportunity to progress to the next level of musical excellence. Pupils will understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. As part of our profound primary experience, children are exposed to a variety of cultural opportunities that ensure learning is exciting and memorable, cross curricular opportunities are provided for the children at academy wide events such as Willowvision.

The Charanga Musical School *Model Music Scheme has been used as the main framework for our music curriculum. Charanga's scheme for the Model Music Curriculum follows a differentiated, spiral approach to musical learning which responds to the national requirements for musical education. Within each unit of learning, students revisit existing knowledge and skills and then build upon and extend them incrementally. In this manner, learning is consolidated and augmented, allowing for increasing musical confidence, while constantly being gently challenged to go further.

Each unit within a term covers these 5 elements:



Knowledge, Skills and Learning Progression in a Spiral Curriculum can be found [here](#).

* Charanga's Model Music Curriculum (MMC), builds on and complements the Original Scheme. It was developed in 2021-2022 in response to the Model Music Curriculum: Key Stages 1 to 3, the government's non-statutory guidance for the curriculum in England, released in March 2021. Charanga's MMC Scheme broadly follows this model curriculum and provides teachers with activities and resources to support musical learning. In this way, the MMC can be considered an enhanced version of the Original Scheme.

National Curriculum Content:

EYFS - Learning Goals

- Hearing and Listening
- Vocalising and Singing
- Moving and Dancing
- Exploring and Playing

KS1

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- 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.

KS2

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music

EYFS & KS1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	<u>Me</u>	<u>Everyone</u>	<u>Our World</u>	<u>Reflect, Rewind and Replay</u>	<u>Big Bear Funk</u>	<u>My Stories</u>
KS1 Cycle 1	<u>Introducing Beat</u>	<u>Adding Rhythm and Pitch</u>	<u>Introducing Tempo and Dynamics</u>	<u>Combining Pulse Rhythm and Pitch</u>	<u>Having Fun with Improvisation</u>	<u>Explore sound and create a story</u>
KS1 Cycle 2	<u>Music that makes you dance</u>	<u>Exploring Feelings through Music</u>	<u>Exploring simple patterns</u>	<u>Exploring Improvisation</u>	<u>Dynamics and Tempo</u>	<u>Inventing a Musical Story</u>

LKS2

<p>Year 3</p>	<p>Autumn 1</p> <p>Ukulele</p> <p>https://www.rotherhammusicserviceonline.co.uk/c/1371141-herringthorpe-juni-or-school/13597-uke-suggested-pathway/1314439-instruments/1369791-course-s-and-units/131961-ukulele-course</p>	<p>Autumn 2</p> <p>Ukulele</p> <p>https://www.rotherhammusicserviceonline.co.uk/c/1371141-herringthorpe-juni-or-school/13597-uke-suggested-pathway/1314439-instruments/1369791-course-s-and-units/131961-ukulele-course</p>	<p>Spring 1</p> <p>Glockenspiel</p> <p>https://www.rotherhammusicserviceonline.co.uk/freestyle/1312394-ks2-units-of-work/1360253-glockenspiel-stage-1</p>	<p>Spring 2</p> <p>Glockenspiel</p> <p>https://www.rotherhammusicserviceonline.co.uk/freestyle/1312394-ks2-units-of-work/1360253-glockenspiel-stage-1</p>	<p>Summer 1</p> <p>Three Little Birds</p> <p>https://www.rotherhammusicserviceonline.co.uk/c/1371141-herringthorpe-juni-or-school/1312613-three-little-birds</p>	<p>Summer 2</p> <p>Reflect, Rewind and Replay</p> <p>https://www.rotherhammusicserviceonline.co.uk/c/1371141-herringthorpe-juni-or-school/1314331-reflect-rewind-and-replay</p>
<p>Year 4</p>	<p>Autumn 1</p> <p>Violin</p> <p>Supported by the music service.</p> <p>https://www.rotherhammusicserviceonline.co.uk/c/1371141-herringthorpe-juni-or-school/1368555-violin</p>	<p>Autumn 2</p> <p>Violin</p> <p>Supported by the music service.</p> <p>https://www.rotherhammusicserviceonline.co.uk/c/1371141-herringthorpe-juni-or-school/1368555-violin</p>	<p>Spring 1</p> <p>Djembe</p> <p>Supported by the music service.</p> <p>https://www.rotherhammusicserviceonline.co.uk/c/1371141-herringthorpe-juni-or-school/13595-djembe</p>	<p>Spring 2</p> <p>Djembe</p> <p>Supported by the music service.</p> <p>https://www.rotherhammusicserviceonline.co.uk/c/1371141-herringthorpe-juni-or-school/13595-djembe</p>	<p>Summer 1</p> <p>Clarinet</p> <p>Supported by the music service.</p> <p>https://www.rotherhammusicserviceonline.co.uk/c/1371141-herringthorpe-juni-or-school/1368536-c-clarinet</p>	<p>Summer 2</p> <p>Clarinet</p> <p>Supported by the music service.</p> <p>https://www.rotherhammusicserviceonline.co.uk/c/1371141-herringthorpe-juni-or-school/1368536-c-clarinet</p>

UKS2

<p>Year 5</p>	<p>Autumn 1</p> <p>Getting started with Music Tech</p> <p>https://www.rotherhammusicserviceonline.co.uk/c/1371141-herringthorpe-junior-school/1356176-getting-started-with-music-tech</p> <p>How does music bring us together?</p>	<p>Autumn 2</p> <p>Words Meaning and Expression</p> <p>https://www.rotherhammusicserviceonline.co.uk/workspace/scheme_builder/71141-herringthorpe-junior-school/preview_unit/1356523-words-meaning-and-expression</p> <p>How does music shape our way of life?</p>	<p>Spring 1</p> <p>Emotions and Musical Styles</p> <p>https://www.rotherhammusicserviceonline.co.uk/workspace/scheme_builder/71141-herringthorpe-junior-school/preview_unit/1356184-emotions-musical-styles</p> <p>How does music connect us with our past?</p>	<p>Spring 2</p> <p>Introducing Chords</p> <p>https://www.rotherhammusicserviceonline.co.uk/workspace/scheme_builder/71141-herringthorpe-junior-school/preview_unit/1356522-introducing-chords</p> <p>How does music teach us about our community?</p>	<p>Summer 1</p> <p>Identifying important musical elements</p> <p>https://www.rotherhammusicserviceonline.co.uk/workspace/scheme_builder/71141-herringthorpe-junior-school/preview_unit/1356524-identifying-important-musical-elements</p> <p>How does music connect us with the environment?</p>	<p>Summer 2</p> <p>Exploring key time and signatures</p> <p>https://www.rotherhammusicserviceonline.co.uk/workspace/scheme_builder/71141-herringthorpe-junior-school/preview_unit/1356521-exploring-key-time-signatures</p> <p>How does music improve our world?</p>
<p>Year 6</p>	<p>Autumn 1</p> <p>Gaining confidence through performance</p> <p>https://www.rotherhammusicserviceonline.co.uk/workspace/scheme_builder/71141-herringthorpe-junior-school/preview_unit/1356525-gaining-confidence-through-performance</p> <p>How does music improve our world?</p>	<p>Autumn 2</p> <p>Respecting each other through composition</p> <p>https://www.rotherhammusicserviceonline.co.uk/workspace/scheme_builder/71141-herringthorpe-junior-school/preview_unit/1356528-respecting-each-other-through-composition</p> <p>How does music connect us with the environment?</p>	<p>Spring 1</p> <p>Understanding Structure and form</p> <p>https://www.rotherhammusicserviceonline.co.uk/workspace/scheme_builder/71141-herringthorpe-junior-school/preview_unit/1356207-understanding-structure-form</p> <p>How does music connect us with our past?</p>	<p>Spring 2</p> <p>Developing Melodic Phrases</p> <p>https://www.rotherhammusicserviceonline.co.uk/workspace/scheme_builder/71141-herringthorpe-junior-school/preview_unit/1356200-developing-melodic-phrases</p> <p>How does music bring us together?</p>	<p>Summer 1</p> <p>Using chords and structure</p> <p>https://www.rotherhammusicserviceonline.co.uk/workspace/scheme_builder/71141-herringthorpe-junior-school/preview_unit/1356527-using-chords-and-structure</p> <p>How does music shape our way of life?</p>	<p>Summer 2</p> <p>Exploring Notation Further</p> <p>https://www.rotherhammusicserviceonline.co.uk/workspace/scheme_builder/71141-herringthorpe-junior-school/preview_unit/1356526-exploring-notation-further</p> <p>How does music teach us about our community?</p>

Key Vocabulary


EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pulse/beat: like a heartbeat, a steady beat underlying the music</p> <p>Rhythm: pattern of sound</p> <p>Pitch: high sounds, low sounds</p> <p>Structure: how a piece of music/song is built up, eg verse-chorus-verse-chorus</p> <p>Dynamics: loud, quiet, getting louder, getting quieter</p> <p>Timbre: the character of a sound, eg smooth sound, spikey sound, scratchy sound</p> <p>Texture: layers in the music, eg one sound or several sounds</p> <p>Tempo: speed</p> <p>Melodic shape: this is a little like the outline of the song or piece of music, picture a line that goes up steeply when the melody suddenly jumps to a much higher sound, or that goes down slowly when the melody gently falls. This "line" gives the contour or shape of the melodic line</p> <p>Genre: the type of music, eg pop, jazz, folk, classical</p>	<p>Pulse, rhythm, pitch, rap, improvise, compose, high, low, melody, bass guitar, drums, perform, singers, keyboard, percussion, trumpets, saxophones, Funk, groove, audience, imagination, song, tempo, Hip Hop, Jazz, Lullaby, Musicals, orchestra, Pop, Reggae, waltz.</p>	<p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, glockenspiel, band, bass guitar, brass band, percussion, piano accompaniment, lullaby, Musicals, orchestra, Pop, Rock, Soul, Opera, major, minor, introduction, verse, chorus.</p>	<p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, electric guitar, backing vocals, riff, ostinato, Reggae, pentatonic scale, imagination, Disco, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, texture, repeats, rhythm patterns, legato, staccato, forte, piano, Appalachian music, Baroque music, Blues, Country, Folk music, Native American music.</p>	<p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, timbre, tonality, structure, improvise, hook, riff, ostinato, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, acoustic guitar, percussion, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, repeats, legato, staccato, forte, piano, fortissimo, pianissimo, Contemporary R&B, Classical music, Choral music, Electronic Dance Music (EDM), crescendo, diminuendo, mezzo forte, mezzo piano.</p>	<p>Rock, bridge, backbeat, amplifier, chorus, riff, hook, improvise, compose, syncopation, structure, Swing, tune/head, note values, note names, big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, rap, ostinato, synthesizer, deck, backing loops, Funk, scratching, unison, pitch, tempo, dynamics, timbre, texture, tonality, Soul, groove, bassline, brass section, harmony, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, repeats, rhythm patterns, legato, staccato, forte, piano, fortissimo, pianissimo, chords, Orchestral, Pop, Hip Hop, Rock, Disco, Romantic, staccato, forte, piano, fortissimo, pianissimo, chords, Minimalism, Rock n' Roll, South African Pop, Contemporary Jazz, crescendo, diminuendo, mezzo forte, mezzo piano.</p>	<p>Style indicators, melody, compose, improvise/improvisation, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, elements, Soul, producer, groove, Motown, hook, riff, ostinato, solo, Blues, Jazz, by ear, phrases, unison, Gospel, harmony, bassline, brass section, melody, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, repeats, rhythm patterns, legato, staccato, forte, piano, fortissimo, pianissimo, chords, Orchestral, Pop, Hip Hop, Rock, Disco, Romantic, Zimbabwean Pop, Folk, Salsa, Film Music, Musicals, Reggae, crescendo, diminuendo, mezzo forte, mezzo piano.</p>

QR codes to show a performance

The piece of music is about one of the planets. Which planets do you think its about? Why?

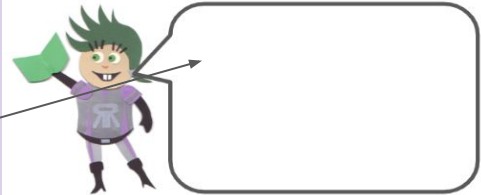

Which instruments can you hear?

a) If the music was describing a colour, which colour would it be?
b) If the music was describing a shape, which shape would it be?
c) If the music was describing a line, would it be curvy and smooth or spiky and jagged?



Photographic opportunities to show the skill/musicianship.

Learning About Pulse and Rhythm in Music



Question prompts on the slides to help children appraise music.

Opportunities for children to reflect on the learning opportunity.

How to Evidence Learning

Ideas for Topic Folders

Mars - The Bringer of War

Revisiting the music vocabulary we have learnt:

Dynamics: How loud and quiet sections are.

Tempo: The speed and pulse throughout.

Timbre: The quality of tone.

Pitch: How low or high sections are

Rhythm: Repeating beats and patterns of notes - a strong, regular repeated pattern of movement or sound.

Dynamics: Loud and quiet

Texture: How thick sections are



Pitch

At the beginning, the pitch was low. The violins were high pitch throughout the piece of music. However, the drums had a low pitch throughout.

Rhythm

Halfway through the music, the drums had a 4 beat rhythm which was quite fast.

Key words
memory
features
melody
memorable
faster
slower
busy

Dynamics

At the start, the dynamic was quiet but gradually got louder as it went on. During the middle, there was a point where the dynamics became very quiet. At the end of the music, the dynamics were incredibly loud.

Texture

In the middle of the music, the texture was thick as there were lots of instruments playing at the same time.

Ask me about...

The rhythm and dynamics of this piece of music.

How did it make you feel and why?

Music - Listen and Appraise

Can you listen with attention to detail and recall sounds with increasing aural memory?

What instruments can you hear?

What instruments you can hear and what effect do they have?

What instruments can you hear? How do they make you feel?

Music by Gustav Holst



Music by Ben Webster



How to Evidence Learning

Ideas for Topic Folders



Wider Opportunities in Music

~ Cultural offer ~

- Singing assemblies
- Music Service
- Autumn harvest celebration
- Christingle service
- Visit to Bakersfield court
- Christmas play
- Easter service
- Y6 leavers assembly
- Xfactor
- Willow Tree's Got Talent
- Young Voices
- WillowVision
- After School Choir
- One Voice
- Rotherham Minster
- Special Mentions
- Music Recitals
- Peripatetic Lessons
- Music on the playground
- Music playing in assemblies

Assembly focus - music to be played at the start and end of each assembly

Aim: To enable all pupils to have a solid aural foundation that does not rely on previous music exposure through exposure to a range of genres.

Western Classical	
Autumn 1	Autumn 2
<p>Handel - Hallelujah from the Messiah https://www.youtube.com/watch?v=IUZEtVbJT5c</p> <p>Mozart - Rondo alla Turca https://www.youtube.com/watch?v=aeEmGvm7kDk</p> <p>Beethoven - Symphony No 5 https://www.youtube.com/watch?v=iv2WJMVPOi8</p> <p>Tchaikovsky - 1812 Overture https://www.youtube.com/watch?v=VbxqYlcNxE8</p> <p>Mussorgsky - Night on a Bare Mountain https://www.youtube.com/watch?v=tu1no7hOISs</p> <p>Ravel - Bolero https://www.youtube.com/watch?v=r30D3SW4OVw</p> <p>Holst - Planets https://www.youtube.com/watch?v=cXOanvv4pIU</p>	<p>Bach - Air https://www.youtube.com/watch?v=xDWG9SrB4io</p> <p>Handel's - Water music https://www.youtube.com/watch?v=mAuiidg25uE</p> <p>Ponchielli- Dance of the Hours https://www.youtube.com/watch?v=2prTB2dJjW8</p> <p>Rimsky-Korsakov- Flight of the Bumblebee https://www.youtube.com/watch?v=M93aXQWaBdE</p> <p>Liszt- Hungarian Rhapsody https://www.youtube.com/watch?v=ALqOKa0M6ho</p> <p>Tchaikovsky- Swan Lake https://www.youtube.com/watch?v=9cNOFB0TDfY</p>

Popular music

Spring 1

Ma Rainey - 'Runaway Blue' - Blues
<https://www.youtube.com/watch?v=ObGCoc3d92Y>
Elvis Presley - 'Hound Dog' - Rock n Roll
<https://www.youtube.com/watch?v=-eHJ12VhpuC>
The Beatles - 'With A Little Help From My Friends' - Pop
<https://www.youtube.com/watch?v=GooL7-iPMYI>
Bronski Beat - 'Smalltown Boy' - 80s Synth/Pop
<https://www.youtube.com/watch?v=88sARuFu-tc>
Bjork - 'Play Dead' - 90s Singer/Songwriter
https://www.youtube.com/watch?v=mNoo_rNZO84

Spring 2

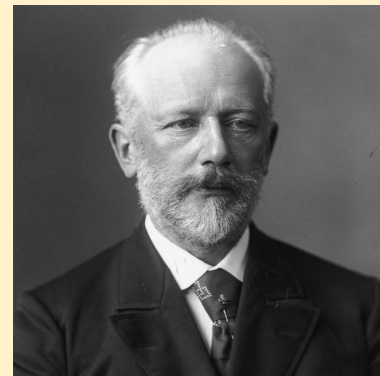
Bronski Beat - Smalltown Boy (80s Synth/Pop)
<https://www.youtube.com/watch?v=E5i2Wa7daDA>
James Brown - 'I Got You (I Feel Good)' - Funk
<https://www.youtube.com/watch?v=iSLwVaebJg>
Destiny's Child - 'Say My Name' -90s RnB
<https://www.youtube.com/watch?v=PKBneLcebuA>
Oasis - Wonderwall - 90s Indie
<https://www.youtube.com/watch?v=PKBneLcebuA>
SUGGEST -
Harry Styles-
<https://www.youtube.com/watch?v=hlktAqDFmAY>
Taylor Swift-
<https://www.youtube.com/watch?v=1Vo8AixiBV0>
Little Mix -
<https://www.youtube.com/watch?v=Sv90OOT4GV0>

Music traditions	From Films
Summer 1	Summer 2
<p>Brazil - Samba - Fanfarra (Cabua-Le-Le) https://www.youtube.com/watch?v=HIV59UbrY-E</p> <p>Indonesia - Gamelan - Baris https://www.youtube.com/watch?reload=9&v=wwbIB2pEdPO</p> <p>Trinidad - Calypso - Tropical Bird https://www.youtube.com/watch?v=rFcq9ouzY5s</p> <p>Nigeria - Drumming - Jin-Go-La-Ba (Drums of Passion) https://www.youtube.com/watch?v=3kTU73-9v8s</p> <p>England - Sea Shanties https://www.youtube.com/watch?v=S9zcieO7Plw</p> <p>South Africa - Choral - Inkanyezi Nezazi https://www.youtube.com/watch?v=6dunV_PRL8w</p>	<p>Matilda - When I grow up https://www.youtube.com/watch?v=pxJ_mFm_nkl</p> <p>Madagascar - I like to move it https://www.youtube.com/watch?v=hdcTmpvDO0l</p> <p>Lion King - Circle of Life https://www.youtube.com/watch?v=GibiNu4d4aq</p> <p>Greatest Showman - This is me - https://www.youtube.com/watch?v=CixuguZCfuw</p> <p>Annie - Opportunity https://www.youtube.com/watch?v=2pOUOSxkb64</p> <p>Sister Act - Happy Day https://www.youtube.com/watch?v=mXPoRnY3r10</p>

Music linked to themed weeks (suggested):

Friendship Week	Science Week	Black History Month	Internet Safety	Mental Health week
<p>You've got a friend in me - <i>Randy Newman</i></p> <p>Treat People with Kindness - <i>Harry Styles</i></p> <p>Thank you for being a friend - <i>Andrew Gold</i></p> <p>Stand by Me - <i>Ben E King</i></p> <p>We're all in this together - <i>High School Musical</i></p>	<p>Rocket Man - <i>Elton John</i></p> <p>Make a circuit with me - <i>The Polecats</i></p> <p>Einstein on the beach - <i>Counting Crows</i></p> <p>Big Bang theory theme song - <i>Barenaked Ladies</i></p> <p>Stuck to You - <i>Josh Ritter</i></p>	<p>Aretha Franklin - <i>Respect</i></p> <p>Common and John Legend - <i>Glory</i></p> <p>Labi Siffre - <i>Something Inside So Strong</i></p> <p>Nina Simone - <i>To Be Young, Gifted and Black</i></p> <p>The Stylistics - <i>People Make the World Go Round</i></p> <p>Sister Sledge - <i>We Are Family</i></p>		<p>Heather Small - <i>Proud</i></p> <p>The Beatles - <i>Help!</i></p> <p>REM - <i>Everybody Hurts</i></p> <p>Pharrell Williams - <i>Happy</i></p>

This half term we are appreciating a range of classical music.



What instruments can you hear?

How does the music make you feel?

Where do you think this music would have been played?