

YEARLY WORK SCHEME

<u>MONTH</u>	<u>LESSONS</u>	<u>MUSICAL CONCEPTS</u>	<u>STRANDS</u>
S E P T E M B E R	<ul style="list-style-type: none"> • Lesson 1 (Distinguishing and classifying environmental sounds) • Lesson 2 (Pitch) 	<ul style="list-style-type: none"> • A Sense of Pulse (Showing a steady beat e.g. marching/clapping/playing percussion instruments) • A Sense of Timbre (Classifying sounds and understanding why similar sounds are different) • A Sense of Texture (Listen and respond to sounds from one source and from more than one source) • A Sense of Pitch (Imitate melodies, understand and differentiate between high and low notes i.e. higher, lower and same) 	<ul style="list-style-type: none"> • Listening and Responding (Exploring sounds, listening and responding to music/sounds) • Performing (Song singing, literacy and playing instruments) • Composing (Improvising and creating)
O C T O B E R	<ul style="list-style-type: none"> • Lesson 3 (Beat) • Lesson 4 (Rhythm) • Lesson 5 (Revision) 	<ul style="list-style-type: none"> • A Sense of Pulse (Showing a steady beat e.g. marching/clapping/playing percussion instruments, understand and differentiate between music with a steady beat and music without a strong beat) • A Sense of Duration (Listen to, imitate and perform simple rhythmic patterns) • A Sense of Tempo (Understand and differentiate between fast and slow melodic pieces of music using musical terms like "Largo", "Moderato" and "Presto") • A Sense of Pitch (Imitate melodies, understand and differentiate between high and low notes i.e. higher, lower and same) • A Sense of Style (Listen and respond to music in different styles) • A Sense of Structure (Understand beginning, middle and end) • A Sense of Timbre (Classifying sounds and understanding why similar sounds are different) 	<ul style="list-style-type: none"> • Listening and Responding (Exploring sounds, listening and responding to music/sounds) • Performing (Song singing, literacy and playing instruments) • Composing (Improvising and creating)

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N O V E M B E R	<ul style="list-style-type: none"> • Lesson 6 (Fast and slow music) • Lesson 7 (Loud and soft music) 	<ul style="list-style-type: none"> • A Sense of Pulse (Showing a steady beat e.g. marching/clapping/playing percussion instruments) • A Sense of Tempo (Understand and differentiate between fast/presto and slow/largo music and music which is getting fast/largo → presto and getting slow/presto → largo) • A Sense of Pitch (Imitate melodies) • A Sense of Dynamics (Understand and differentiate between loud and soft music and music which is getting louder/crescendo (◀) and getting softer/diminuendo(➤)) • A Sense of Style (Listen and respond to music in different styles) 	<ul style="list-style-type: none"> • Listening and Responding (Exploring sounds, listening and responding to music) • Performing (Song singing, literacy and playing instruments) • Composing (Improvising and creating)
D E C E M B E R	<ul style="list-style-type: none"> • Lesson 8 (Long and short sounds/rhythm) • Lesson 9 (String instruments 1) • Lesson 10 (Revision) 	<ul style="list-style-type: none"> • A Sense of Pulse (Showing a steady beat e.g. marching/clapping/playing percussion instruments) • A Sense of Duration (Listen to, imitate and write simple rhythms i.e. become familiar with the symbols for long and short sounds) • A Sense of Tempo (Understand and differentiate between fast/presto and slow/largo music and music which is getting fast/largo → presto and getting slow/presto → largo) • A Sense of Pitch (Imitate melodies) • A Sense of Dynamics (Understand and differentiate between loud and soft music and music which is getting louder/crescendo (◀) and getting softer/diminuendo(➤)) • A Sense of Timbre (Classify instruments by the way the sound is produced and identify individual instruments within the string family) • A Sense of Texture (Listen and respond to sounds from one source and more than one source) • A Sense of Style (Listen and respond to music in different styles) 	<ul style="list-style-type: none"> • Listening and Responding (Exploring sounds, listening and responding to music) • Performing (Song singing, literacy and playing instruments) • Composing (Improvising and creating)

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J A N U A R Y	<ul style="list-style-type: none"> • Lesson 11 (Staff) 	<ul style="list-style-type: none"> • A Sense of Pulse (Showing a steady beat e.g. marching/clapping/playing percussion instruments) • A Sense of Structure (Understand and recognise a staff, lines and spaces, ledger lines and treble clef) 	<ul style="list-style-type: none"> • Performing (Song singing, literacy and playing instruments) • Composing (Improvising and creating)
F E B R U A R Y	<ul style="list-style-type: none"> • Lesson 12 (Melody) • Lesson 13 (Irish music) 	<ul style="list-style-type: none"> • A Sense of Pulse (Showing a steady beat e.g. marching/clapping/playing percussion instruments) • A Sense of Tempo (Understand and differentiate between fast and slow music) • A Sense of Dynamics (Understand and differentiate between loud and soft music) • A Sense of Texture (Listen and respond to music from one source and more than one source and be able to recognise which instrument is playing the melody) • A Sense of Pitch (Understand and recognise the contour (shape) of simple melodies through listening and seeing, imitate melodies) • A Sense of Style (Listen and respond to music in different styles) 	<ul style="list-style-type: none"> • Listening and Responding (Exploring sounds, listening and responding to music) • Performing (Song singing, early literacy and playing instruments) • Composing (Improvising and creating)
M A R C H	<ul style="list-style-type: none"> • Lesson 14 (Keyboard) • Lesson 15 (Revision) 	<ul style="list-style-type: none"> • A Sense of Pulse (Showing a steady beat e.g. marching/clapping/playing percussion instruments) • A Sense of Texture (Listen and respond to music from one source and more than one source and be able to recognise which instrument is playing the melody) • A Sense of Pitch (Understand and recognise the contour (shape) of simple melodies through listening and seeing, imitate melodies) • A Sense of Style (Listen and respond to music in different styles) • A Sense of Structure (Understand and recognise a staff, lines and spaces, ledger lines and treble clef) 	<ul style="list-style-type: none"> • Listening and Responding (Exploring sounds, listening and responding to music) • Performing (Song singing, early literacy and playing instruments) • Composing (Improvising and creating)

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A P R I L	<ul style="list-style-type: none"> • Lesson 16 (Beat and rhythm) • Lesson 17 (String instruments 2) 	<ul style="list-style-type: none"> • A Sense of Pulse (Showing a steady beat e.g. marching/clapping/playing percussion instruments, understand and differentiate between the beat of a song and the rhythm of a song) • A Sense of Duration (Listen to, imitate and perform simple rhythmic patterns from simple song "Hot Cross Buns") • A Sense of Pitch (Imitate melodies) • A Sense of Structure (Understand beginning, middle and end) • A Sense of Timbre (Classify instruments by the way the sound is produced and identify individual instruments within the string family) • A Sense of Texture (Listen and respond to music from one source and from more than one source) 	<ul style="list-style-type: none"> • Listening and Responding (Exploring sounds, listening and responding to music) • Performing (Song singing, early literacy and playing instruments) • Composing (Improvising, creating and talking about the difference between beat and rhythm)
M A Y	<ul style="list-style-type: none"> • Lesson 18 (Composing) • Lesson 19 (Composing and arranging) • Lesson 20 (Revision) 	<ul style="list-style-type: none"> • A Sense of Pulse (Showing a steady beat e.g. marching/clapping/playing percussion instruments, understand and differentiate between the beat of a song and the rhythm of a song) • A Sense of Duration (Listen to, imitate and perform simple rhythmic patterns from simple song "Hot Cross Buns") • A Sense of Pitch (Imitate melodies) • A Sense of Structure (Understand beginning, middle and end) • A Sense of Timbre (Classify instruments by the way the sound is produced and identify individual instruments within the string family) • A Sense of Texture (Listen and respond to music from one source and from more than one source) 	<ul style="list-style-type: none"> • Listening and Responding (Exploring sounds, listening and responding to music) • Performing (Song singing, early literacy and playing instruments) • Composing (Improvising, creating, talking about and recording compositions)

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J U N E	<ul style="list-style-type: none"> • Use this time to catch up if you have fallen behind in the plan. • This would be a great opportunity to invite a local musician into your classroom to play for the children. Music will come alive for the children if they can actually see someone playing it in front of them. • Up-date your assessments of the children's work. • Revise all the songs you have learned throughout the year. 	<ul style="list-style-type: none"> • A Sense of Pulse • A Sense of Duration • A Sense of Tempo • A Sense of Pitch • A Sense of Dynamics • A Sense of Structure • A Sense of Timbre • A Sense of Texture • A Sense of Style <p>(At this stage of the year you have covered all these musical concepts.)</p>	<ul style="list-style-type: none"> • Listening and Responding (Exploring sounds, listening and responding to sounds/music) • Performing (Song singing, early literacy and playing percussion instruments) • Composing (Improvising, creating, talking about and recording compositions) <p>(At this stage of the year you have covered all these strands and strand units.)</p>