

MARINA INTERNATIONAL SCHOOL

MUSIC SCHEME OF WORK

YEAR 1 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	Participate in music making with an increasing awareness of others.	<ul style="list-style-type: none">• Teacher will Guide students to Sing 'Have you brought your singing voice?'• Learners respond by singing back 'Yes I have, yes I have'.• Use this song to explore different voices, such as high, low, fast, slow, quiet, strong, whispering, angry, sad, laughing and thinking.
1.2	identifying different Voices	<p>Teacher will Guide students to Sing 'Have you brought your singing voice?'</p> <ul style="list-style-type: none">• Learners respond by singing back 'Yes I have, yes I have'.• Use this song to explore different voices, such as high, low, fast, slow, quiet, strong, whispering, angry, sad, laughing and thinking.
2.1	Explore and combine sounds in response to a range of given or chosen stimuli(Animal Sounds)	<ul style="list-style-type: none">• Teacher will teach students who to Recognize and Repeat animal sounds, for example: 'Have you brought your duck voice?', 'Quack, quack, quack, quack'; '... mouse voice?', 'Squeak, squeak, squeak, squeak'; 'lion voice?' 'Roar, roar, roar, roar• Teacher will guide students to add actions to suit each animal.
2.2	Recognizing Animal Voices	<ul style="list-style-type: none">• Teacher will teach students who to Recognize and Repeat animal sounds, for example: 'Have you brought your duck voice?', 'Quack, quack, quack, quack'; '... mouse voice?', 'Squeak, squeak, squeak, squeak'; 'lion voice?' 'Roar, roar, roar, roar• Teacher will guide students to add actions to suit each animal.

WEEK	TOPIC	TOPIC DETAILS
3.1	01 Listen and respond to music through asking and answering questions and making sounds and movement. (Sound and Movements)	<ul style="list-style-type: none"> • Teacher asks learners which animal sounds and voices they liked. • Teacher Split the class into four groups and assign an animal to each one. Sing 'Have you brought your animal voice?' Each group makes the sound and movement for their animal. <p>'Have You Brought ...'</p> <ul style="list-style-type: none"> • Use the different voices to sing familiar songs from Stage 1. • Teacher Discuss with learners how they sound. <ul style="list-style-type: none"> • Ask learners to sit in a circle. One learner, the doggy, pretends to be asleep (eyes closed) in the middle of the circle, next to an object representing their bone. <ul style="list-style-type: none"> • During the song, a chosen learner secretly takes the bone and returns to their place in the circle. The doggy sings the line 'Someone stole it from my home' solo, whilst the bone thief sings the line 'I stole your bone', using any of the above voices. • At the end of the song, the doggy can then open their eyes. They have three guesses to see who stole the bone. <p>'Doggy Doggy'</p> <p>* Standing in a circle, sing a song about an animal together, with a chosen learner controlling the dynamics with a stick or baton from the middle of the circle. Tell learners that this is the conductor and they should watch them to see how strongly or quietly they should sing. When the stick or baton is high in the air, they sing with their strongest voices. When it is close to the ground, they use a quiet, whispering voice. When it touches the ground, they use a thinking voice.</p> <p>Split the class into two and sing a song together. Give one learner in each group a stick or baton and tell these learners that they are the conductor for that group.</p> <p>Ask half of the class to sing 'Have you brought your singing voice?' and half the class to sing the first half of 'Doggy Doggy', with a learner from each group controlling the dynamics.</p> <p>All of the so/mi songs in this scheme of work can be sung together at the same time for this activity.</p>

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3.2	Responding to Sound and Movements	<ul style="list-style-type: none"> • Teacher asks learners which animal sounds and voices they liked. • Teacher Split the class into four groups and assign an animal to each one. Sing 'Have you brought your animal voice?' Each group makes the sound and movement for their animal. <p>'Have You Brought ...'</p> <ul style="list-style-type: none"> • Use the different voices to sing familiar songs from Stage 1. • Teacher Discuss with learners how they sound. <ul style="list-style-type: none"> • Ask learners to sit in a circle. One learner, the doggy, pretends to be asleep (eyes closed) in the middle of the circle, next to an object representing their bone. <ul style="list-style-type: none"> • During the song, a chosen learner secretly takes the bone and returns to their place in the circle. The doggy sings the line 'Someone stole it from my home' solo, whilst the bone thief sings the line 'I stole your bone', using any of the above voices. • At the end of the song, the doggy can then open their eyes. They have three guesses to see who stole the bone. <p>'Doggy Doggy'</p> <p>* Standing in a circle, sing a song about an animal together, with a chosen learner controlling the dynamics with a stick or baton from the middle of the circle. Tell learners that this is the conductor and they should watch them to see how strongly or quietly they should sing. When the stick or baton is high in the air, they sing with their strongest voices. When it is close to the ground, they use a quiet, whispering voice. When it touches the ground, they use a thinking voice.</p> <p>Split the class into two and sing a song together. Give one learner in each group a stick or baton and tell these learners that they are the conductor for that group.</p> <p>Ask half of the class to sing 'Have you brought your singing voice?' and half the class to sing the first half of 'Doggy Doggy', with a learner from each group controlling the dynamics.</p> <p>All of the so/mi songs in this scheme of work can be sung together at the same time for this activity.</p>

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4.1	Explore and combine sounds in response to a range of given or chosen stimuli(Animal Sounds)	<ul style="list-style-type: none"> • Teacher will teach students who to Recognize and Repeat animal sounds, for example: 'Have you brought your duck voice?', 'Quack, quack, quack, quack'; '... mouse voice?', 'Squeak, squeak, squeak, squeak'; 'lion voice?' 'Roar, roar, roar, roar • Teacher will guide students to add actions to suit each animal.

WEEK	TOPIC	TOPIC DETAILS
5.1	Listen and respond to music through asking and answering questions and making sounds and movement. (Sound and Movements)	<ul style="list-style-type: none"> • Teacher asks learners which animal sounds and voices they liked. • Teacher Split the class into four groups and assign an animal to each one. Sing 'Have you brought your animal voice?' Each group makes the sound and movement for their animal. <p>'Have You Brought ...'</p> <ul style="list-style-type: none"> • Use the different voices to sing familiar songs from Stage 1. • Teacher Discuss with learners how they sound. <ul style="list-style-type: none"> • Ask learners to sit in a circle. One learner, the doggy, pretends to be asleep (eyes closed) in the middle of the circle, next to an object representing their bone. <ul style="list-style-type: none"> • During the song, a chosen learner secretly takes the bone and returns to their place in the circle. The doggy sings the line 'Someone stole it from my home' solo, whilst the bone thief sings the line 'I stole your bone', using any of the above voices. • At the end of the song, the doggy can then open their eyes. They have three guesses to see who stole the bone. <p>'Doggy Doggy'</p> <p>* Standing in a circle, sing a song about an animal together, with a chosen learner controlling the dynamics with a stick or baton from the middle of the circle. Tell learners that this is the conductor and they should watch them to see how strongly or quietly they should sing. When the stick or baton is high in the air, they sing with their strongest voices. When it is close to the ground, they use a quiet, whispering voice. When it touches the ground, they use a thinking voice.</p> <p>Split the class into two and sing a song together. Give one learner in each group a stick or baton and tell these learners that they are the conductor for that group.</p> <p>Ask half of the class to sing 'Have you brought your singing voice?' and half the class to sing the first half of 'Doggy Doggy', with a learner from each group controlling the dynamics.</p> <p>All of the so/mi songs in this scheme of work can be sung together at the same time for this activity.</p>

WEEK	TOPIC	TOPIC DETAILS
6.1	Participate in music making with an increasing awareness of others.	<ul style="list-style-type: none"> • Teacher helps students to Chant songs together with a familiar refrain, using big movements to show the pulse. For example, chant 'Teddy Bear', encouraging learners to chant and move in time together.
7.1	Finding Pulse	<ul style="list-style-type: none"> • Define Pulse as: A steady beat of music • Teacher helps students to Chant songs together with a familiar refrain, using big movements to show the pulse. For example, chant 'Teddy Bear', encouraging learners to chant and move in time together.

WEEK	TOPIC	TOPIC DETAILS
8.1	Contribute to performances with mostly accurate timing and awareness of pulse and melodic shape. (PULSE AND MELODY)	<ul style="list-style-type: none"> • Define Pulse as: A steady beat of music • Teacher helps students to Chant songs together with a familiar refrain, using big movements to show the pulse. For example, chant ‘Teddy Bear’, encouraging learners to chant and move in time together. <p>Song : Teddy Bear’</p> <ul style="list-style-type: none"> • Teacher guide students to (Chant and follow the instructions for the actions.) <p>Song : Teddy bear, teddy bear, touch the ground. Teddy bear, teddy bear, turn around. Teddy bear, teddy bear, climb upstairs. Teddy bear, teddy bear, say your prayers. Teddy bear, teddy bear, switch off the light. Teddy bear, teddy bear, say goodnight.</p> <ul style="list-style-type: none"> • Using a song/chant, or recorded music, encourage learners to use all their limbs and their head, separately and in combinations together, to show the pulse each time you repeat the song. Encourage learners to create their own pulse movements. • Decide on a common pulse movement and lead learners in doing the movements together. Regularly change the pulse action, every four bars or so. • This can then be extended into a game. Choose a learner to be the detective. The detective goes to the side of the room whilst someone is chosen as the leader. The detective then has until the song finishes to work out which learner is leading the pulse actions. The leader should regularly change the action, and this is what the detective should look for. • Play passing games, passing an item around the circle to the pulse of a song or recorded music. Examples include pass the parcel (game) and ‘Cherry Pie’ (song). • Practise a range of traditional so/mi songs, focusing on intonation and accurate pulse. Freely available examples include ‘Cherry Pie’, ‘The Lemonade Song’ and ‘See Saw’.

WEEK	TOPIC	TOPIC DETAILS
9.1	. (PULSE AND MELODY)	<ul style="list-style-type: none"> • Define Pulse as: A steady beat of music * Define and Explain Melody as: A continues movement of Music(sound) • Teacher helps students to Chant songs together with a familiar refrain, using big movements to show the pulse. For example, chant 'Teddy Bear', encouraging learners to chant and move in time together. Song : Teddy Bear' • Teacher guide students to (Chant and follow the instructions for the actions.) Song : Teddy bear, teddy bear, touch the ground. Teddy bear, teddy bear, turn around. Teddy bear, teddy bear, climb upstairs. Teddy bear, teddy bear, say your prayers. Teddy bear, teddy bear, switch off the light. Teddy bear, teddy bear, say goodnight. • Using a song/chant, or recorded music, encourage learners to use all their limbs and their head, separately and in combinations together, to show the pulse each time you repeat the song. Encourage learners to create their own pulse movements. • Decide on a common pulse movement and lead learners in doing the movements together. Regularly change the pulse action, every four bars or so. • This can then be extended into a game. Choose a learner to be the detective. The detective goes to the side of the room whilst someone is chosen as the leader. The detective then has until the song finishes to work out which learner is leading the pulse actions. The leader should regularly change the action, and this is what the detective should look for. • Play passing games, passing an item around the circle to the pulse of a song or recorded music. Examples include pass the parcel (game) and 'Cherry Pie' (song). • Practise a range of traditional so/mi songs, focusing on intonation and accurate pulse. Freely available examples include 'Cherry Pie', 'The Lemonade Song' and 'See Saw'.

WEEK	TOPIC	TOPIC DETAILS
10.1	Participate in music making with an increasing awareness of others. (High And Low Pitches)	<ul style="list-style-type: none"> • Teacher Define the following Term PITCH : As how high or low sound is. • After singing a range of so/mi songs, Teacher introduce songs and games that demonstrate high and low pitches. For example, these songs can be used together with parachute games or other actions: <ul style="list-style-type: none"> * Teacher Demonstrate low pitch and high pitch using available musical instruments. * Teach show instruments with high pitch sound and that of low pitch sound. Eg Violin has a high pitch as Bass drum as a low pitch.
11.1	(High And Low Pitches) Continuation	<ul style="list-style-type: none"> • After singing a range of so/mi songs, Teacher introduce songs and games that demonstrate high and low pitches. For example, these songs can be used together with parachute games or other actions: <ul style="list-style-type: none"> * Teacher Engage learners to participate in making low and high sounds using musical instrument.
12.1	Contribute to performances with mostly accurate timing and awareness of pulse and melodic shape.	<ul style="list-style-type: none"> • Teacher guide students to make High and Low pitch sounds using the below music score. * Teacher explain from a music score low pitch notes and high pitch notes * learners participate in performing using music score sheet
13.1	Group music projects and presentation	<ul style="list-style-type: none"> * Teacher provides resources needed for learners to complete project * Teacher group students and guide them to do music projects. • Each group will present their project to the class and the teacher.

MUSIC SCHEME OF WORK

YEAR 1 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
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MUSIC SCHEME OF WORK

YEAR 1 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
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