

# Subject Overview – Term 1

## Music

**National Curriculum expectations:**


Pupils should be taught to:

- 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 interrelated dimensions of music

	Early Years	Year 1	Year 2
<i>Topic/Unit Summary</i>	<p><b>Core Experiences</b>            Learning to sing Jolly Phonics songs            Performing to parents as a class (Christmas Sing)            Learning nursery rhymes            Attending and participating in sung worship            Access to percussion instruments as part of continuous provision            Books with a rhythm/written as a poem            Describing how music makes them feel (link to zones of regulation)            Mark making to music            Moving to music            Listening to and watching different instruments being played individually and as part of an orchestra (live and on screen)            Creating sound effects for stories            Junk modelling instruments</p>	Warm up – singing, chanting, moving to music  Duration of notes	Warm up – singing, chanting, moving to music  Revise duration, dynamics, tempo and learn Timbre
<i>Substantive Knowledge</i>		The duration (length) of notes can be different in a piece of music  This affects how the music makes you feel	The duration, dynamics, tempo and timbre are different in every piece of music.  Each can change how the music makes you feel
<i>Disciplinary Knowledge – singing</i>		Children use their voices expressively by singing songs  Children use their voices expressively by speaking chants and rhymes  Children use their voices creatively by varying the duration, tempo and dynamics of their singing	Children use their voices expressively by singing songs  Children use their voices expressively by speaking chants and rhymes  Children use their voices creatively by varying the duration, tempo and dynamics of their singing

<p><i>Disciplinary knowledge – rhythm</i></p>	<p><b>Key Vocabulary</b>  Names of instruments:  Maraca, Tambourine, Triangle, Drum  Bells, Wood blocks, Beater, Guitar, Piano, Song,  Tune, Beat, Listen, Sing, Voice  Long, short, Loud, quiet, rhythm, high, low, fast, slow</p> <p><b>Key Texts</b></p>	<p>Children use their voices expressively by speaking chants and rhymes  Children vary the dynamics, duration and tempo (speed) of their chanting/clapping</p>	<p>Children use their voices expressively by speaking chants and rhymes  Children vary the dynamics, duration and tempo (speed) of their chanting/clapping</p>
<p><i>Disciplinary Knowledge - listening</i></p>	<p>Say Zoop, Herve Tullet  Where the Wild Things Are, Maurice Sendak  We're Going on a Bear Hunt SOUND BOOK  Giraffe's Can't dance, Giles Andreae</p>	<p>Children listen with concentration and understanding to a range of high-quality live and recorded music  Children distinguish and describe different sounds in a song  Children describe how the music makes them feel  Children move (actions or dance) appropriately to the music to show understating of tempo and mood</p>	<p>Children listen with concentration and understanding to a range of high-quality live and recorded music  Children distinguish and describe different sounds in a song  Children describe how the music makes them feel  Children move (actions or dance) appropriately to the music to show understating of tempo and mood</p>
<p><i>Disciplinary knowledge – composing</i></p>		<p>Children experiment with, create, select and combine sounds</p>	<p>Children experiment with, create, select and combine sounds</p>

<i>Disciplinary Knowledge - performing</i>		Children sing songs confidently and with sensitivity to the style of the piece	Children follow symbols and pictures as music score when performing  Children sing songs confidently and with sensitivity to the style of the piece
Vocabulary		Duration – long/short,	Duration – long/short, Dynamics – Loud/quiet, Tempo – fast/slow, Timbre – how the instruments sound Words to describe timbre

	<h2 style="margin: 0;">Subject Overview – Term 1</h2> <h1 style="margin: 0; color: purple;">Music</h1>	
<p><b>National Curriculum expectations</b> Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• 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.</li> </ul>		
Knowledge	Year 3 and 4 2022-23	Year 3 and 4 2023-24

<p><i>Topic/Unit Summary</i></p>	<p>Warm up – singing, chanting, rhythm games, Remembering the music words: Dynamics, duration, tempo, timbre, pitch, texture. Learning the word Mood. Building up a bank of words that describe the above when listening to different pieces of music</p>	<p>Warm up – singing, chanting, rhythm games, Remembering the music words: Dynamics, duration, tempo, timbre, pitch, texture. Learning the word Mood. Building up a bank of words that describe the above when listening to different pieces of music</p>
<p><i>Substantive Knowledge</i></p>	<p>The meaning of the above words and how they relate to any piece of music being listened to Vocabulary that can describe the above words relating to any music being listened to</p>	<p>The meaning of the above words and how they relate to any piece of music being listened to Vocabulary that can describe the above words relating to any music being listened to</p>
<p><i>Disciplinary Knowledge – singing</i></p>	<p>Children use their voices expressively to sing songs in solo and ensemble contexts Children use their voices expressively by speaking chants and rhymes, showing they can vary the dynamics and tempo Children use their voices creatively during singing, showing understanding of the mood of the song Children learn to sing in a round</p>	<p>Children use their voices expressively to sing songs in solo and ensemble contexts Children use their voices expressively by speaking chants and rhymes, showing they can vary the dynamics and tempo Children use their voices creatively during singing, showing understanding of the mood of the song</p>
<p><i>Disciplinary knowledge – rhythm</i></p>	<p>Children use their voices expressively by speaking chants and rhymes Children vary the tempo (speed) of their chanting/clapping and can lead others in changing dynamics and tempo Children learn to read musical notation: crotchets, quavers and minims (tah, Ta-te, and Tah-ah)</p>	<p>Children use their voices expressively by speaking chants and rhymes Children vary the tempo (speed) of their chanting/clapping and can lead others in changing dynamics and tempo Children learn to read musical notation: crotchets, quavers and minims (tah, Ta-te, and Tah-ah)</p>

<i>Disciplinary Knowledge - listening</i>	<p>Children listen to a wide range of music drawn from different traditions and from great composers and musicians</p> <p>Children describe how the music makes them feel, increasing their vocabulary when describing</p> <p>Children begin to use musical vocabulary when describing the music – texture, timbre, dynamics, tempo, pitch, duration</p>	<p>Children listen to a wide range of music drawn from different traditions and from great composers and musicians</p> <p>Children describe how the music makes them feel, increasing their vocabulary when describing</p> <p>Children begin to use musical vocabulary when describing the music – texture, timbre, dynamics, tempo, pitch, duration</p>
<i>Disciplinary Knowledge - performing</i>	<p>Children sing songs confidently and with sensitivity to the style of the piece</p>	<p>Children sing songs confidently and with sensitivity to the style of the piece</p>
<b>Vocabulary</b>	<p>Dynamics, tempo, pitch, texture, duration, timbre, mood</p>	<p>Dynamics, tempo, pitch, texture, duration, timbre, mood</p>



## Subject Overview – Term 1

# Music

### National Curriculum expectations

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- 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 interrelated 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.

Knowledge	Year 5 (non-specialist led)	Year 6 (non-specialist led)
<i>Topic/Unit Summary</i>	Perform a class musical play	Perform a class musical play
<i>Substantive Knowledge</i>	<p>A performance is to bring entertainment to an audience.</p> <p>The way I move, speak and sing affects the enjoyment for the audience</p> <p>Solo and ensemble Practice is something that improves performance</p>	<p>A performance is to bring entertainment to an audience.</p> <p>The way I move, speak and sing affects the enjoyment for the audience</p> <p>Solo and ensemble Practice is something that improves performance</p>
<i>Disciplinary Knowledge – singing</i>	<p>Children use their voices expressively to sing songs in solo and ensemble contexts</p> <p>Children use their voices expressively by speaking chants and rhymes, showing they can vary the dynamics and tempo</p> <p>Children use their voices creatively during singing, showing understanding of the mood of the song and varying their voices accordingly</p> <p>Children learn to sing harmonies, echoes and descants</p>	<p>Children use their voices expressively to sing songs in solo and ensemble contexts</p> <p>Children use their voices expressively by speaking chants and rhymes, showing they can vary the dynamics and tempo</p> <p>Children use their voices creatively during singing, showing understanding of the mood of the song and varying their voices accordingly</p> <p>Children learn to sing harmonies, echoes and descants</p>
<i>Disciplinary knowledge – rhythm</i>	Children use their voices expressively by speaking chants and rhymes	Children use their voices expressively by speaking chants and rhymes

<p><i>Disciplinary Knowledge - listening</i></p>	<p>Children re-create what they have heard using their bodies or unpitched instruments with increasing aural memory</p>	<p>Children re-create what they have heard using their bodies or unpitched instruments with increasing aural memory</p>
<p><i>Disciplinary Knowledge - performing</i></p>	<p>Children sing songs confidently and with sensitivity to the style of the piece  Children can perform rounds, harmonies, echoes and descants keeping time and tuning  Children perform arrangements in a group showing understanding of others' roles  Children practice and perform popular songs in a group using voices and pitched/unpitched instruments with skill and accuracy, drawing on the learning from other areas of music  Children perform songs and arrangements with awareness of entertaining an audience.</p>	<p>Children sing songs confidently and with sensitivity to the style of the piece  Children can perform rounds, harmonies, echoes and descants keeping time and tuning  Children practice and perform popular songs in a group using voices and pitched/unpitched instruments with skill and accuracy, drawing on the learning from other areas of music  Children perform songs and arrangements with awareness of entertaining an audience.</p>
<p>Vocabulary</p>	<p>Audience, performance</p>	<p>Audience, performance</p>