

Subject Overview – Term 2

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>	Core Experiences 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	Warm up – singing and rhythm games Dynamics in Music	Warm up – singing and rhythm games Texture and Pitch in Music
<i>Substantive Knowledge</i>		Dynamics means how loud or quiet a piece of music is. The dynamics affects how a piece of music makes you feel.	The texture of a piece of music is how many instruments you can hear. The texture affects how the music makes you feel Pitch is how high or low the notes are in music Pitch affects how the music makes you feel

<p><i>Disciplinary Knowledge – singing</i></p>	<p>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> <p>Key Vocabulary Names of instruments:</p>	<p>Children use their voices expressively by singing songs, especially varying dynamics</p> <p>Children use their voices expressively by speaking chants and rhymes, especially varying dynamics</p>	<p>Children use their voices expressively by singing songs</p> <p>Children use their voices expressively by speaking chants and rhymes</p> <p>Children use their voices creatively by varying the duration, tempo and dynamics of their singing</p>
<p><i>Disciplinary knowledge – rhythm</i></p>	<p>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>Key Texts Say Zoop, Herve Tullet Where the Wild Things Are, Maurice Sendak</p>	<p>Children use their bodies and unpitched instruments to keep the beat/pulse of a piece of music, varying the dynamics</p>	<p>Children use their voices expressively by speaking chants and rhymes</p> <p>Children vary the dynamics, duration and tempo (speed) of their chanting/clapping</p>
<p><i>Disciplinary Knowledge - listening</i></p>	<p>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 recorded music</p> <p>Children describe how the music makes them feel, in relation to the dynamics</p> <p>Children move (actions or dance) appropriately to the music to show understanding of dynamics and mood</p>	<p>Children listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Children distinguish and describe different sounds in a song</p> <p>Children describe how the music makes them feel</p> <p>Children move (actions or dance) appropriately to the music to show understating of pitch and texture</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> <p>Children work in small groups to create music for a purpose</p> <p>Children write their own symbols to represent the sounds they are making</p>
<p><i>Disciplinary Knowledge - performing</i></p>		<p>Children follow symbols and pictures as music score when performing, showing how symbols can help tell you the dynamic to play</p>	<p>Children perform compositions in a group showing understanding of others' roles</p> <p>Children follow symbols and pictures as music score when performing</p> <p>Children sing songs confidently and with sensitivity to the style of the piece</p>
<p>Vocabulary</p>		<p>Dynamics – Loud/quiet, soft/hard</p>	<p>Pitch – high/low, Texture – layers in music</p>

Subject Overview – Term 2

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 3 and 4 2022-23	Year 3 and 4 2023-34
<i>Topic/Unit Summary</i>	Warm up – singing and rhythm games Gustav Holst – The Planets. Listen and Compose	Warm up – singing and rhythm games Film music - listen and compose
<i>Substantive Knowledge</i>	Gustav Holst was a classical composer who lived over 100 years ago The planets is a suite of music that represents each planet having a link to Roman gods and their characters Playing music by varying the tempo, dynamics and texture can change how a piece makes you feel	Films use music to engage the watcher and help make them feel what the characters are feeling John Barry and John Williams are two famous film composers Varying dynamics, tempo and texture can change how a piece makes you feel
<i>Disciplinary Knowledge – singing</i>	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	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><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</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</p>
<p><i>Disciplinary Knowledge - listening</i></p>	<p>Children listen to a wide range of music drawn from different traditions and from great composers and musicians Children describe how the music makes them feel, increasing their vocabulary when describing 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 Children describe how the music makes them feel, increasing their vocabulary when describing Children begin to use musical vocabulary when describing the music – texture, timbre, dynamics, tempo, pitch, duration</p>
<p><i>Disciplinary knowledge – composing</i></p>	<p>Children begin to compose in a group and blend different sounds to create a piece of music that reflects a particular mood</p>	<p>Children begin to compose in a group and blend different sounds to create a piece of music that reflects a particular mood</p>

<i>Disciplinary Knowledge - performing</i>	Children sing songs confidently and with sensitivity to the style of the piece	Children sing songs confidently and with sensitivity to the style of the piece
Vocabulary	Pitch, tempo, dynamics, mood, texture, suite Names of the instruments they can hear/play	Pitch, tempo, dynamics, mood, texture, suite Names of the instruments they can hear/play



Subject Overview – Term 2

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	Year 6
<i>Topic/Unit Summary</i>	Continued from Term 1: perform a class musical play	Continued from Term 1: perform a class musical play

<p><i>Substantive Knowledge</i></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>	<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><i>Disciplinary Knowledge – singing</i></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>	<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><i>Disciplinary knowledge – rhythm</i></p>	<p>Children use their voices expressively by speaking chants and rhymes</p>	<p>Children use their voices expressively by speaking chants and rhymes</p>

<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>