

Subject Overview – Term 3

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 (non-specialist led)	Year 2 (non-specialist led)
<i>Topic/Unit Summary</i>	<p>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 Moving to music Listening to and watching different instruments being played individually and as part of an orchestra (live and on screen)</p>	Music from around the world Warm up- singing and rhythm games	Modern music History – from Blues to Art-Pop Warm up- singing and rhythm games
<i>Substantive Knowledge</i>		There are different types of music around the world. People use their experiences of life and put it into the music and movement they create.	There is a history, evolution and a genesis to the music we listen to today. Music reflects the experiences of the life of the people who wrote it.
<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>Creating sound effects for stories Junk modelling instruments</p> <p>Key Vocabulary 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>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>Key Texts 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>Vocabulary</p>		<p>Duration – long/short, Dynamics – Loud/quiet, Tempo – fast/slow, Pitch – high/low, Pattern, Rhythm</p>	<p>Duration – long/short, Dynamics – Loud/quiet, Tempo – fast/slow, Pitch – high/low, Pattern, Rhythm</p>

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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	Year 4
<i>Topic/Unit Summary</i>	Ocarinas (learning to play) Warm ups continue to be: singing and rhythm games	Recorders (learning to play) Warm ups continue to be: singing and rhythm games
<i>Substantive Knowledge</i>	Learning to read music by identifying fundamental notation including crotchets, quavers, rests. Learning to read pitch on a stave.	Continuing from year 3 to learn to read music by identifying fundamental notation including crotchets, quavers, rests, minims, 2 beat rest, repeat Continue to learn pitch on a stave.
<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

<i>Disciplinary knowledge – rhythm</i>	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)	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)
<i>Disciplinary Knowledge - performing</i>	Children sing songs confidently and with sensitivity to the style of the piece Children learn to play key notes on the ocarina, reading the musical notation for those notes and performing simple crotchet/quaver tunes solo and in groups	Children sing songs confidently and with sensitivity to the style of the piece Children learn to play five notes on a recorder, reading the musical notation for those notes and performing simple crotchet/quaver tunes solo and in groups
Vocabulary	<u>Instrument Names:</u> Ocarina Stave, Graphic score, Scale, bar, Ta (crotchet), Ta-te (quavers), Rest, Ta-ah (minim)	Call and echo Call and Response Stave, Graphic score, Scale, bar, Ta (crotchet), Ta-te (quavers), Rest, Ta-ah (minim), repeat



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- 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

<ul style="list-style-type: none"> • 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>	Warm up to include singing and rhythm games Learn the Fresh Prince of Bel Air with Instruments – practice and perform as a group	Warm up to include singing and rhythm games Runaround Sue – Learn to play on instruments and re-write the lyrics
<i>Substantive Knowledge</i>	Learn how to perform a song as a group Know how to write a graphic score for a piece of music	Learn how to perform a song as a group Appreciate and understand how composing lyrics work with melody and the rhythm of music Know how to write a graphic score for a piece of music
<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 and varying their voices accordingly Children learn to sing harmonies, echoes and descants	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 and varying their voices accordingly Children learn to sing harmonies, echoes and descants

<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 can play a rhythm while others are playing different rhythms, keeping in time Children practise reading musical notation: crotchets, quavers, minims, rests, semi-breve, dotted crotchets Children write and play their own rhythms to accompany a song</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 can play a rhythm while others are playing different rhythms, keeping in time Children learn to read musical notation: crotchets, quavers, minims, rests, semi-breve, dotted crotchets Children write and play their own rhythms to accompany a song</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 Children use musical vocabulary when describing the music – texture, timbre, dynamics, tempo, ostinato</p>	<p>Children re-create what they have heard using their bodies or unpitched instruments with increasing aural memory Children use musical vocabulary when describing the music – texture, timbre, dynamics, tempo, ostinato Children learn how music has changed/stayed the same over time</p>
<p><i>Disciplinary knowledge – composing</i></p>	<p>Children experiment with, create, select and combine sounds Children work in small groups to create music for a wide range of purposes Children use what they have learned in the other areas of music in their arrangements Children write their own symbols to represent the sounds they are making and begin to use crotchets, quavers, minims and rests to represent the rhythms they compose Children arrange a written piece in a group and blend different sounds to create a piece of music with variety of dynamics, timbre and texture</p>	<p>Children experiment with, create, select and combine sounds Children work in small groups to create music for a wide range of purposes Children use what they have learned in the other areas of music in their compositions Children write their own symbols to represent the sounds they are making and begin to use crotchets, quavers, minims and rests to represent the rhythms they compose Children compose in a group and blend different sounds to create a piece of music with variety of dynamics, timbre and texture Children compose lyrics that fit with the given rhythms of a song and that follow an appropriate theme.</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 play and improvise using untuned instruments in time and can vary dynamics, tempo and rhythm 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 play and improvise using untuned instruments in time and can vary dynamics, tempo and rhythm Children perform compositions in a group showing understanding of others' roles and using the music they have written simple crotchet/quaver/minim/rest tunes solo and in groups 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</p>
<p>Vocabulary</p>	<p>Rap, arrangement, graphic score</p>	<p>Chords, Graphic score, dynamics, pitch, rhythm</p>