

## Subject Overview – Term 4

# 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>	<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	Warm up – singing and rhythm games Appreciating music: The Lark ascending	Warm up – singing and rhythm games Appreciating music: Finlandia
<i>Substantive Knowledge</i>		A composer is someone who writes a piece of music  The Lark Ascending uses pitch to make you think of nature sounds	A composer is someone who writes a piece of music  Music is written in all countries and expresses each culture
<i>Disciplinary Knowledge – singing</i>		Children use their voices expressively by singing songs, especially varying dynamics  Children use their voices expressively by speaking chants and rhymes, especially varying dynamics	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>Junk modelling instruments</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>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><b>Key Texts</b> 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 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>

<i>Disciplinary Knowledge - performing</i>		Children follow symbols and pictures as music score when performing, showing how symbols can help tell you the dynamic to play	Children perform compositions in a group showing understanding of others' roles  Children follow symbols and pictures as music score when performing  Children sing songs confidently and with sensitivity to the style of the piece
Vocabulary		Pitch –low and high sounds composer	Dynamics – loud and quiet composer



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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 and 4 2022-23	Year 3 and 4 2023-34
<i>Topic/Unit Summary</i>	Warm up – singing and rhythm games Tudor music – pavanne and the instruments Ostinato – compose and play	Warm up – singing and rhythm games Mama Mia – learn to sing and play
<i>Substantive Knowledge</i>	An ostinato is a pattern that repeats throughout a song  Rhythm notation – crotchets, quavers. Rests. Minims and the duration of each  Music is usually played/composed in a pattern of 4 beats per bar	Learn how to perform a song as a group  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 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 vary the tempo (speed) of their chanting/clapping and can lead others in changing dynamics and tempo</p> <p>Children copy given rhythms and improvise their own 4/4 rhythms for others to copy</p> <p>Children learn to read musical notation: crotchets, quavers and minims (tah, Ta-te, and Tah-ah)</p> <p>Children write and clap their own 4 beat rhythms using correct musical notation</p>	<p>Children use their voices expressively by speaking chants and rhymes</p> <p>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</p> <p>Children compare musical instruments from the past/other countries to instruments of today/Britain</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><i>Disciplinary knowledge – composing</i></p>	<p>Children write their own symbols to represent the sounds they are making and begin to use crotchets and quavers to represent the rhythms they compose</p>	<p>No composing within this unit as the focus is on working as a group to produce a musical arrangement.</p>

<i>Disciplinary Knowledge - performing</i>	Children perform compositions in a group showing understanding of others' roles and using the music they have written, understanding how to keep going when mistakes are made	Children sing songs confidently and with sensitivity to the style of the piece  Children practice and perform a popular song as a class using voices and pitched/unpitched instruments
Vocabulary	Names of the instruments they can hear/play	Names of the instruments they can hear/play



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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
- 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>	African drumming – listen, learn and compose Warm up to include singing and rhythm games	Warm up to include singing and rhythm games Runaround Sue – Arrange the music as a group and perform

<p><i>Substantive Knowledge</i></p>	<p>Music is in all cultures around the world</p> <p>Africa has a rich tradition of drumming and rhythm</p>	<p>Learn how to perform a song as a group</p> <p>Appreciate and understand how composing lyrics work with melody and the rhythm of music</p> <p>Know how to write a graphic score for a piece of music</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 vary the tempo (speed) of their chanting/clapping and can lead others in changing dynamics and tempo</p> <p>Children can play a rhythm while others are playing different rhythms, keeping in time</p> <p>Children practise reading musical notation: crotchets, quavers, minims, rests, semi-breve, dotted crotchets</p> <p>Children write and play their own rhythms to accompany a song</p>	<p>Children use their voices expressively by speaking chants and rhymes</p> <p>Children vary the tempo (speed) of their chanting/clapping and can lead others in changing dynamics and tempo</p> <p>Children can play a rhythm while others are playing different rhythms, keeping in time</p> <p>Children learn to read musical notation: crotchets, quavers, minims, rests, semi-breve, dotted crotchets</p> <p>Children write and play their own rhythms to accompany a song</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</p> <p>Children re-create what they have heard using their bodies on unpitched instruments with increasing aural memory</p> <p>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</p> <p>Children use musical vocabulary when describing the music – texture, timbre, dynamics, tempo, ostinato</p> <p>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</p> <p>Children work in small groups to create music for a wide range of purposes</p> <p>Children use what they have learned in the other areas of music in their arrangements</p> <p>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</p> <p>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</p> <p>Children work in small groups to create music for a wide range of purposes</p> <p>Children use what they have learned in the other areas of music in their compositions</p> <p>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</p> <p>Children compose in a group and blend different sounds to create a piece of music with variety of dynamics, timbre and texture</p> <p>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</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>djembe</p>	