

Subject Overview – Term 5

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>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>	Warm up – singing and rhythm games Tempo	Warm up – singing and rhythm games Carnival of the Animals – listen and compose
<i>Substantive Knowledge</i>		Tempo means fast or slow The tempo of a piece of music affects how it makes you feel	Camille Saint Saens was a composer who lived over 100 years ago Music is written for enjoyment and fun
<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><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 purpose</p> <p>Children write their own symbols to represent the sounds they are making</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>Children use what they have learned in the other areas of music in their compositions</p>

<i>Disciplinary Knowledge - performing</i>		<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 perform compositions in a group showing understanding of others' roles</p> <p>Children follow symbols and pictures as music score when performing</p>
Vocabulary		<p>Tempo - fast and slow</p>	<p>Composer, Suite</p> <p>Names of musical instruments they are playing</p> <p>Names of some of the instruments in Carnival of the Animals</p>



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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 3 and 4 2022-23 (non-specialist led)	Year 3 & 4 2023-24 (non-specialist led)
<i>Topic/Unit Summary</i>	Warm up – singing and rhythm games Music from around the world – musical instruments	Warm up – singing and rhythm games Music through History
<i>Substantive Knowledge</i>	Cultures from around the world have instruments that are similar to western instruments but also with differences Different cultures have traditional music that is written for a purpose	Musical instruments have existed for centuries. The earliest instruments can be compared to modern day instruments with many similarities.
<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 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><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 describe how the music makes them feel, increasing their vocabulary when describing</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>Children compare musical instruments from the past/other countries to instruments of today/Britain.</p>
<p><i>Disciplinary Knowledge - performing</i></p>	<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>
<p>Vocabulary</p>	<p>Culture, express, some of the names of the instruments studied</p>	<p>Wind instrument, stringed instrument, percussion instrument Ancient history, medieval, Tudor, Victorian</p>

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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>	Learning to read and write rhythm notation Learn to play the ocarina	Learning to read and write rhythm notation Using simple notes to write a song for young children
<i>Substantive Knowledge</i>	The notes of a rhythm are represented by different symbols – crotchets, quavers, rests, minims, dotted minim, semi-breve Each note has a duration They usually fit into a pattern of 4 beats or 3 beats to a bar	The notes of a rhythm are represented by different symbols – crotchets, quavers, rests, minims, dotted minim, semi-breve Each note has a duration They usually fit into a pattern of 4 beats or 3 beats to a bar
<i>Disciplinary Knowledge – singing</i>	Children learn to sing harmonies, echoes and descants Children improvise using their voices to fit with the given rhythm or song	Children learn to sing harmonies, echoes and descants Children improvise using their voices to fit with the given rhythm or song

<p><i>Disciplinary knowledge – rhythm</i></p>	<p>Children learn to read musical notation: crotchets, quavers, minims, rests, semi-breve, dotted minims</p> <p>Children improvise rhythms using their bodies or unpitched instruments while listening to a piece of music and can distinguish between 3/4 and 4/4</p> <p>Children write and play their own rhythms to accompany a song using correct notation</p>	<p>Children learn to read musical notation: crotchets, quavers, minims, rests, semi-breve, dotted minims</p> <p>Children improvise rhythms using their bodies or unpitched instruments while listening to a piece of music and can distinguish between 3/4 and 4/4</p> <p>Children write and play their own rhythms to accompany a song using correct notation</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 – composing</i></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 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><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 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 perform songs and arrangements with awareness of entertaining an audience.</p>
<p>Vocabulary</p>	<p>Crotchet, quaver, rest, minim 4 beats in a bar = 4/4 3 beats in a bar = 3/4</p>	<p>Crotchet, quaver, rest, minim, repeat 4 beats in a bar = 4/4 3 beats in a bar = 3/4 Blues scale</p>