

Subject Overview – Term 6

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 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 Pitch	Warm up – singing and rhythm games Chickens and Eggs – learn rhythm notation
<i>Substantive Knowledge</i>		Pitch means high notes and low notes The pitch of an instrument can affect how you feel	Rhythm is a pattern of sounds We can make up rhythms using words A pattern of 4 is in most music
<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>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 copy given rhythms</p> <p>Children use pictures to learn crotchets and quavers</p> <p>Children match words with different 4 beat rhythms</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 move (actions or dance) appropriately to the music to show understating of tempo and mood</p> <p>Children re-create what they have heard using their bodies or unpitched instruments</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>

<p><i>Disciplinary Knowledge - performing</i></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 perform compositions in a group showing understanding of others' roles</p> <p>Children follow symbols and pictures as music score when performing</p>
<p>Vocabulary</p>		<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>



Subject Overview – Term 5

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 (non-specialist led)	Year 3 and 4 2023-24 (non-specialist led)
<i>Topic/Unit Summary</i>	Warm up – singing and rhythm games Instruments of the orchestra	Warm up – singing and rhythm games Experiment with sounds and make a musical instrument Compose music for the created instrument
<i>Substantive Knowledge</i>	An orchestra is a large collection of people playing different instruments together An orchestra has groups (families) of instruments Each family has a purpose in the orchestra Western Orchestral music is used for lots of purposes	There are different groups of instruments based on how they make their sound Sounds are everywhere in every day life We can vary pitch by changing the shape of an instrument – making it longer/shorter/tighter/looser/ bigger smaller
<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 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</p>	<p>Children use their voices expressively by speaking chants and rhymes</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 describe how the music makes them feel, increasing their vocabulary when describing</p> <p>Children begin to recognise different instrument sounds – strings, brass, wind, percussion, piano</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 recognise different instrument sounds – strings, brass, wind, percussion, piano</p>
<p><i>Disciplinary knowledge – composing</i></p>	<p>Children will not be composing their own pieces during this topic</p>	<p>Children experiment with, create, select and combine sounds</p> <p>Children write their own symbols to represent the sounds they are making</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 Children perform compositions using the musical score they have written, being sensitive to the sounds others are making in the group
Vocabulary	Orchestra, brass, woodwind, percussion, strings, family Some of the instruments of the orchestra conductor	Orchestra, brass, woodwind, percussion, strings, family Some of the instruments of the orchestra conductor



Subject Overview – Term 6

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>	Warm up rhythm games and singing Different musical genres – Jazz, Blues, Rock, classical, opera	Chinese music – listen, learn and compose Warm up to include singing and rhythm games

<p><i>Substantive Knowledge</i></p>	<p>Modern music has developed and changed from music in the past. There are many different musical genres and we can trace their origins to music and musicians from history. We can recognise a musical genre by the instruments, tempo, mood and structure of a piece.</p>	<p>Music is in all cultures around the world The Chinese have a tradition of music that reflects nature Traditional Chinese melodies are written using only five notes</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 and varying their voices accordingly Children learn to sing harmonies, echoes and descants</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 and varying their voices accordingly 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 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</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</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 re-create what they have heard using their bodies on 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 Children learn how to recognise the main genres of western music</p>	<p>Children listen to a wide range of music drawn from different traditions and from great composers and musicians Children re-create what they have heard using their bodies on pitched instruments with increasing aural memory Children use musical vocabulary when describing the music – texture, timbre, dynamics, tempo, ostinato</p>
<p><i>Disciplinary knowledge – composing</i></p>	<p>Children will not be composing their own pieces in this topic</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</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</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</p>

Vocabulary	Genre, jazz, rock, classical, opera instruments, tempo, mood, structure vocalist	Chinese scale
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