

Subject Overview for Music

This document needs to be studied alongside the Herts Music Service: "Progress in Musical Skills, Knowledge and Understanding" document. The Music Curriculum is best taught in a spiral fashion where key concepts of musical skills, knowledge and understanding are revisited with deepening layers of complexity and in different applications. This overview is prepared with reference to the Model Music Curriculum KS1 to 2, published in March 2021 and the Power of Music to Change Lives, published in June 2022.

Listening to music happens throughout the year in all year groups so that listening skills, understanding of the history of music and experience grows over both Key Stage 1 & 2. Music for listening is selected from the Listening suggestions in the Model Music Curriculum or from the website *A Minute of Listening*.

Cycle 1 2022-23 2024-25	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 - Links with EYFS Expressive Arts and Design	Marvellous me Meeting others and learning to be friends, joining in, sharing, taking turns through music. Learning new rhymes, chants From EYFS goals: "Listening attentively, move to and talk about music expressing their feelings and responses"	Let's celebrate Early Learning Goals: "Perform songs and rhymes, poems and stories with others." Sing songs with a limited range of notes - soh, me Learning songs and taking part in a performance for parents. Christmas Nativity	Once upon a time Moving to the beat - moving as the mood of the music suggests: dancing, tiptoeing, stamping to the beat. Improving this through experience Singing nursery rhymes. "Sing a range of well-known nursery rhymes and songs."	To infinity and beyond! Working on pitch matching with voice (restricted range of notes - soh, me) Following the melodic shape of the tune, with hands and voice. Using pictures (early graphic scores) to show shape of pitch: curve up = getting higher etc Joining in with action songs, increasing confidence	All creatures great and small Exploring the percussion instruments. Making sounds in different ways Trying to play the beat on an instrument to accompany songs. Know the difference between speaking and singing voice. Using insts to represent animals in a song - children using their knowledge of insts to select these.	Around the world Early Learning Goals: "Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music. Using insts/ sound effects to help illustrate story books in sound. Children to select appropriate insts/sounds. Perform these together and record them. Music to represent hot place or cold place
Class 2	Finding the singing voice. Exploring own voice & untuned percussion instruments	Focus on pitch, high & low. Basic tune up & down notes in turn played on tuned percussion instruments - boom	Focus on duration & dynamics. Long/short Loud/quiet in own singing voice and	Focus on timbre/ graphic scores/ grouping instruments. Sort instruments into sets of what	Focus on beat & rhythm. They are not the same thing!	Focus on listening and composing, speed (tempo) pitch, and dynamics Name known instruments by

		wackers and chime bars, look at length of bars c/w pitch, with an awareness of change of pitch in own voice. Christmas production	percussion instruments	they are made of & how they are played, tap, shake, scrape etc	Echo clapping, clapping a short 4/4 rhythm. Clap beat v tap the rhythm of the words	sound only. Say how the music makes me feel. Compose a class piece and perform together.
Class 3	Focus on Rhythms - Stick notation Mrs White had a fright rhyme. Perform against a steady beat. Learn chant & actions, learn French rhythm names - ta and tete. (crotchet and pair of quavers) write down as stick notation over the "heart" pictures	Focus on notation (pre-traditional staff notation) Which letter notes do we use for pitch in music? (A to G) Listening and being inventive. Letter notes with stick notation Christmas Carols and songs	Focus on playing and improvising Playing on glockenspiels or recorders, with correct technique using stick notation and letter names as a score. B, A, G. Improvising on 3 or 4 notes maximum.	Focus on playing by ear and reading a form of notation Playing on glockenspiels or recorders, various basic melodies of songs already known using the notes B, A, G & E Reading melodies on a graphic score/ stick notation with letter notes	Focus on learning the Instruments of the Orchestra. Revise group/family names, (string, brass, woodwind, percussion) Learn how they are played/how sound and pitch is varied. They are grouped according to how the sound is made Listening carefully and recognising some instruments	Focus on singing Can you hold your own line when others are singing something else? Melody v drone Melody v held note at end of phrase. Melody v rhythmic ostinato Melody v melodic ostinato Rounds in 2, or 3? parts

Class 4	<p>Focus on New time signatures, 4/4 to 6/8 time.</p> <p>Unusual time signatures - 5/4</p> <p>Rhythms and handclapping patterns, copy and then compose own in pairs.</p> <p>Using a basic rhythm pattern as a rhythmic ostinato</p>	<p>Focus on Musical Vocabulary</p> <p>Comparing different versions of the same song. Eg. "Somewhere over the Rainbow"</p> <p>Listening, discussing, and comparing these.</p> <p>Style of song, Accompaniment, mood created etc</p> <p>Christmas Carols and songs</p>	<p>Focus on More Advanced Rhythms</p> <p>Ta, tete, tika tika, Tika ta, Ta tika</p> <p>(French rhythm names - tika tika = semiquavers</p> <p>Learn songs with these new rhythms in before learning the French rhythm names</p> <p>(eg Cumberland Gap song.) Learn through games, singing and playing these different rhythms eg with drumsticks on the floor etc</p>	<p>Learning/Revision of the letter notes we use in music.</p> <p>Intro to "scales"</p> <p>Play white notes on keyboards, xylos and glockenspiels.</p> <p>Revise and use traditional notation for pitch.</p>	<p>Focus on Improvisation - using more notes now.</p> <p>Chords - explain how basic triad works.</p> <p>Use notes of the chord to improvise.</p> <p>Widening song repertoire too.</p>	<p>Focus on Part Singing.</p> <p>Partner songs and rounds.</p> <p>Pitch scale, drone, bass ostinatos, chords.</p> <p>New Music Vocabulary</p> <p>Texture - layers of sound</p> <p>Revision of Structure.</p> <p>Intro to Harmony and use of Chords.</p>
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