**FEDERATION SUBJECT OVERVIEW**

**SUBJECT OVERVIEW - MUSIC**

Music is one of the highest forms of creativity. Developing pleasure and talent in music is a means of increasing self-confidence and a sense of achievement.

Our music curriculum follows the guidelines and aims of the National Curriculum in England for key stages 1 and 2 and aligns with the Department for Education’s **Model Music Curriculum** (2021). To do this we use Kapow to support our planning and teaching of music.

Children will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. They will learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument and use technology appropriately. They will understand and explore how music is created, and explore pitch, duration, dynamics, tempo, timbre, texture, structure and musical notations.

Learning across the school is based on the following key strands:

* Listening
* Performing
* Inter-related dimensions of music

These run throughout and include pulse, pitch, duration, dynamics, tempo, timbre, texture, structure, appropriate musical notation.

* Composing
* The History of music

Kapow Units Covered

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|  | EYFS | Years 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn | * Exploring Sound * Celebration Music | * Music vocabulary (Under the sea) * Pulse and rhythm (All about me) | * West African call and response song (Animals) * Orchestral instruments (Traditional Western stories) | * Creating compositions in response to an animation (Mountains) * Developing singing technique (The Vikings) | * N/A – Violins/guitar lessons | * Composition notation (Ancient Egypt) * Blues | * Dynamics, pitch and texture (coast – Fingal’s cave by Mendelssohn) * Songs of World War 2 |
| Spring | * Music and movement * Musical stories | * Tempo (Snail and Mouse) * Timbre and rhythmic patterns (Fairytales) | * Musical me * Dynamics, timbre, tempo and motifs (Space) | * Ballads * Pentatonic melodies and composition (Chinese New Year) | * Rock and Roll * Changes in pitch, tempo and dynamics (rivers) | * South and West Africa * Composition to represent the festival of colour (Holi festival) | * Film music * Theme and variations (Pop art) |
| Summer | * Transport * Big band | * Pitch and tempo (Superheroes) * Vocal and body sounds (by the sea) | * On this island: British songs and sounds * Myths and legends | * Jazz * Traditional instruments and improvisation (India) | * Haiku, Music and performance (Hanami festival) * Adapting and transposing motifs (Romans) | * Looping and mixing * Musical theatre | * Composing and performing a leavers’ song * Baroque |

Listening

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| EYFS | Years 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Respond to music and lyrics through movement and actions  Consider whether a piece of music has fast, moderate or slow tempo.  Listen to sounds and matching them to the object or instrument.  Listen to sounds and identifying high and low pitch.  Listen to and repeating a simple rhythm or lyric.  Understand that different instruments make different sounds and grouping them accordingly. | Recognise and understand the difference between pulse and rhythm.  Recognise basic tempo, dynamic and pitch changes.  Describe the character, mood, or ‘story’ of music they listen to, both verbally and through movement.  Describe the differences between two pieces of music.  Express a basic opinion about music (like/dislike) using musical vocabulary.  Listening to and repeating short, simple rhythmic patterns.  Listen and respond to other performers by playing as part of a group. | Recognising and understand timbre and timbre changes in the music they listen to.  Listen to and recognise structural features and be able to describe music using music vocabulary.  To listen to and suggest improvements on their own and other’s work.  Listen to and recognise instrumentation.  To listen to and repeat a short, simple melody by ear. | Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz, Samba, Rock and Roll).  Understand that music from different parts of the world has different features.  Recognise and explain the changes within a piece of music using musical vocabulary, including their own – timbre, dynamics and textural detail.  Show an awareness of metre  Begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and other’s work  . | Recognise the use and development of motifs in music.  Identify gradual dynamic and tempo changes within a piece of music.  Identify scaled dynamics (crescendo/decrescendo) within a piece of music.  Recognise, name and explain the effect of the inter-related dimensions of music  Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary and be able to find commonalities between the different genres/styles.  Listen to music and use musical vocabulary to discuss the purpose of a piece of music. | Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix).  Compare, discuss and evaluate music (including their own) using detailed musical vocabulary.  Represent the features of a piece of music using graphic notation, and colours, justifying their choice with reference to musical vocabulary.  Develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and other’s work. | Discuss musical eras in context, identifying how they have influenced each other, and discussing the impact  of different composers on the development of musical styles.  Identify the way that features of a song can complement one another to create a coherent overall effect.  Use musical vocabulary correctly when describing and evaluating the features of a piece of music – including those of their peers and their own.  Evaluate how the venue, occasion and purpose affects the way a piece of music sounds.  Recognise and confidently discuss stylistic features of music and relation it to other aspects of the Arts (Pop art, Film music)  Represent changed in pitch, dynamics and texture using graphic notation, justifying their choce with reference to musical vocabulary. |

\*Inter-related dimensions

Performing

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| EYFS | Years 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Use their voices to join in with well-known songs from memory.  Remember and maintain  their role within a group  performance.  Move to music with instruction to perform actions.  Participate in performances to a small audience.  Stop and start playing at the right time. | Use their voices expressively to speak, sing and chant.  Sing short songs from memory, maintaining the overall shape of the melody and keeping in time.  Maintain the pulse (play on the beat) using hands, and tuned and untuned instruments.  Copy back short rhythmic and melodic phrases on percussion instruments.  Respond to simple musical instructions such as tempo and dynamic, altering timbre. | Use their voice expressively when singing, including the use of basic dynamics.  Sing short songs from memory, with melodic and rhythmic accuracy.  Copy longer rhythmic patterns on untuned percussion instruments keeping a steady pulse.  Perform expressively, using dynamics and timbre to alter sounds as appropriate, | Sing songs in a variety of musical styles with accuracy and control.  Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.  Perform from basic staff notation, incorporating rhythm and pitch. | Sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and develop a sense of expression including control of subtle dynamic changes.  Play melody parts on tuned instruments with accuracy and control and developing instrumental technique.  Sing and play in time with peers with accuracy and awareness of their part in a group performance.  Play syncopated rhythms with accuracy, control and fluency. | Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency,  control and expression.  Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.  Perform with accuracy and fluency from graphic and simple staff notation.  Play a simple chord progression with accuracy and fluency. | Sing songs in two or more secure parts from memory with accuracy, fluency, control and expression.  Work as a group to perform a piece of music, adjusting the interrelated dimensions of music  Perform a solo or taking a leadership role within a performance.  Perform by following a conductor’s cues and directions.  Perform with accuracy and fluency from graphic and staff notation from their own notation. |

\*Inter-related dimensions

Composing

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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Play untuned percussion ‘in time’ with a piece of music.  Select classroom objects to use as instruments.  Experiment with body percussion and vocal sounds to respond to music.  Select appropriate instruments to represent action and mood.  Experiment with playing  instruments in different ways. | Select and create short sequences of sound with voices or instruments to represent a given idea or character.  Combine instrumental and vocal sounds within a given structure.  Create simple melodies using a few notes.  Choose dynamics, tempo and timbre for a piece of music. | Successfully combine and layer several instrumental and vocal patterns within a given structure.  Use letter name and graphic notation to represent the details of their composition.  Begin to suggest improvements to their own work.  Select and create longer sequences of appropriate sounds with voices or instruments to represent an idea or character.  Create simple melodies from five or more notes  Choose appropriate dynamics, tempo and timbre for a piece of music. | Compose a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz,  Swing).  Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).  Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record  their compositions.  Suggest and implement improvements to their own work. | Compose a coherent piece of music in a given style with voices, bodies and instruments.  Create a piece of music with at least four different layers and a clear structure.  Use letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.  Begin to improvise musically within a given style.  Develop melodies using rhythmic variation, transposition, inversion and looping.  Suggest improvements to other’s work, using musical vocabulary. | Compose a detailed piece of music from a given stimulus with voices, bodies and instruments.  Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.  Use staff notation to record rhythms and melodies.  Select, discuss and refine musical choices both alone and with others, using musical vocabulary with  confidence.  Suggest and demonstrate improvements to own and others’ work.  Improvise coherently within a given style. | Improvise coherently and creatively within a given style, incorporating given features.  Compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.  Compose an original song, develop melodies using rhythmic variation, dynamics, pitch and texture.  Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.  Record own composition using appropriate forms of notation and/or technology.  Constructively critique their own and other’s work, using musical vocabulary |

The History of Music – KS2 (also a part of the Listening Strand)

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| Year 3 | Year 4 | Year 5 | Year 6 |
| Understand that music from different times has different features. *(Also part of the Listening*  *strand)* | Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. *(Also part of the Listening strand)* | Confidently discuss the stylistic features of different genres, styles and traditions of music and explain how these have developed over time.  *(Also part of the Listening strand)* | Discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles.  *(Also part of the Listening strand)* |

\*Inter-related dimension