Music Overview

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|  | **Subject knowledge** | **Subject skill** | **Subject knowledge** | **Subject skill** | **Subject knowledge** | **Subject skill** |
| **F2** | Unconscious knowledgeLong and short soundsHigh and low soundsFast and slow soundsConscious knowledgeFollowing musical instructionsJoining in with singing and playing | * Perform songs, rhymes, poems and stories with others.
* Attempt to move in time with music.
* Sing the shape of the melody.
 | Unconscious knowledgeLong and short sounds Conscious knowledgeRhythmic elements: sounds within steady beatHigh and low soundsFast and slow sounds | * Keep a steady beat with actions and body percussion.
* Describe what they think about listening music.
* Describe changes in music using specific vocabulary.
* Sing songs, matching the given starting pitch.
 | Unconscious knowledgeRhythmic elements: crotchet (ta) and tied quaver (ti-ti) Conscious knowledgeRhythmic elements: sounds within steady beatPitch elements: so and mi | * Perform a range of songs, rhymes, poems and stories with others.
* Sing with a group or independently.
* Describe changes in music and compare pieces of music
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| **Y1/2** | Unconscious knowledgeCrotchet rest (shh) Y2- Pitch element: doConscious knowledgeRecap beat and rhythmY1- Rhythmic elements: crotchet (ta) and tied quaver (ti-ti) Y1- Pitch elements: so and mi | * Recognise and discern between high and low sounds
* Show high and low sounds on body contours
* Sing so and mi songs accurately
* Draw melodic curves in the air and on paper
* Follow melodic contours with their voice
* Recognise and identify long and short sounds
* Differentiate between beats with one and two sounds
 | Unconscious knowledgeRhythmic elements: crotchet rest (shh)Pitch elements: laConscious knowledgeY1- pitch element: la in slsm elementsY2- pitch element: do | * Sing so and mi songs accurately, starting on a range of pitches
* Use gestures to show when there is a silent heartbeat within a song
* Identify, clap, play and name crotchet (ta) and tied quaver (ti-ti)
* Identify, name and sing accurately, using solfa and hand signs, the pitches so and mi
* Perform with a good sense of beat
* Follow simple graphic notations
 | Unconscious knowledgeRhythmic elements: Pitch elements: la in slm and ml elementsY1- Pitch elements: do in smd and sd$\frac{2}{4}$ meterConscious knowledgeRhythmic elements: crotchet (ta) and tied quaver (ti-ti)Pitch element: la in slm and ml elements and do in sd | * Read, write and perform known songs from melodic contour.
* Read and perform rhythms from stick notation
* Sing accurately, using solfa and hand signs, all melodic elements containing sm turn.
* Sing accurately, new songs that include the melodic element la
* Sing accurately, using solfa and hand signs, all melodic elements containing slsm turn.
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| **Y3** | Unconscious knowledgeRhythmic elements: 4 semiquavers (tika-tika), tied note, minim (two)Pitch elements: re in drm, sr and lr elements$\frac{4}{4}$ meterConscious knowledgePitch element: do in smd | * Read, write and perform known songs from melodic contour and 3 line staves.
* Sing accurately, using solfa and hand signs, all melodic elements containing slm and smd.
* Compose and improvise with known elements.
 | Unconscious knowledgePitch elements: low la, low so Rhythmic elements: tied semiquavers- quaver (tika-ti) and quaver-tied semiquavers (ti-tika)Conscious knowledgeRhythmic elements: tied note, minim (two), 4 semiquavers (tika-tika), semibreve (four)Pitch element: re in drm, sr and lr elementsRecorders: notes 1- D’ C’ A (la so mi), drones Genre Study: Gospel MusicHistory of Gospel musicImprovisation | * Read, write and perform known songs from melodic contour and 3 line staves.
* Sing accurately, using solfa and hand signs, all melodic elements containing do in smd and sd intervals.
* Sing accurately, new songs that include the unconscious melodic element re
* Recognise when a beat contains uneven rhythms.
* Play notes D’ C’ and A on recorder (lsm).
 | Unconscious knowledgeRhythmic elements: dotted quaver- semiquaver (tim-ka)Pitch element: high doConscious knowledgeRhythmic elements: tied semiquavers- quaver (tika-ti) and quaver-tied semiquavers (ti-tika)Pitch element: do pentatonic scaleRecorders: notes 2- BAG (mi re do)  | * Sing within a limited scale m sl, drm) with clear diction, accurate tuning, control of breathing and appropriate tone
* Clap and play rhythm patterns using known symbols, being able to write them using manipulatives and recording with stick notation
* Create simple rhythmic patterns, melodies and accompaniments using known concepts.
* Use voice, sounds, technology and instruments in creative ways.
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| **Y4/5** | Introduction to the violin:* Name the parts of the violin & strings
* Introduction to pulse and rhythm

Plucking open strings | * Playing with a pulse
* Playing with rhythm
* Bow on open strings
* Performing
 | * Using fingers to change pitch
* Improving quality of tone
* Performing
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| **Y6** | * Naming the parts of the violin
* Using the fingers to change pitch and the bow at the same time.
 | * Playing with a pulse
* Playing with rhythm
* Varying the use of the bow to alter the sound.
* Performing.
 | * Improving quality of tone
* Performing more complicated pieces.
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