

## 2. Whole School Coverage – MUSIC - 2021/22

Subject Leader:

Last updated: Sept 2021



	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Reception	Topic: <b>Ourselves / Animals</b>  <b>Listening, Appraising + Responding:</b> Listening and distinguishing sounds  <b>Performing:</b> Nursery Rhymes	Topic: <b>Festivals + Celebrations</b>  <b>Listening, Appraising + Responding:</b> - Music from Britain and around the world. - Move in time / respond to music (PE – Dance)  <b>Performing:</b> Christmas performance - live audience.	Topic: <b>Traditional Tales</b>  <b>Listening, Appraising + Responding / Composing:</b> Body percussion and using untuned instruments to respond to music and stories.	Topic: <b>People who help us</b>	Topic: <b>Julia Donaldson</b>  <b>Listening, Appraising + Responding:</b> Music / movement linked to stories (responding to music)	Topic: <b>What can you find in the garden?</b>  <b>Composing:</b> - BBC Make some noise - Musical soundscapes linked to stories.  <b>Performing:</b> Performing musical soundscapes in a group to the class.
Year 1	Topic: <b>In the garden</b>  <b>Listening, Appraising + Responding:</b> - respond to music in words, actions and movements  <b>Composing:</b> - Body percussion linked to Autumn / weather sounds. Focus on dynamics (loud/soft)  <b>Performing:</b> - Christmas performance to a live audience – TBC - Singing – focus on pitch (high/low)		Topic: <b>Time Travellers</b>  <b>Listening, Appraising + Responding:</b> - Music / great composers over periods of time (Vivaldi / Mozart). Respond to, compare + describe their different styles. - Play and name a variety of instruments (tuned + untuned)  <b>Composing:</b> - Use untuned percussion to create a Winter / Soundscape in the style of Vivaldi. - Follow a simple graphic score.  <b>Performing:</b> - Singing in rounds + responding to musical signals / calls.		Topic: <b>Around the world in 80 days</b>  <b>Listening, Appraising + Responding:</b> - Listen to and respond / reflect to different cultural styles within music. - Recognise basic tempo, dynamics and pitch changes.  <b>Composing / Performing:</b> - Simple compositions, using untuned instruments. - Create simple graphic scores to represent the compositions. - Perform in groups to the class, responding to simple musical instructions.	
Year 2	Topic: <b>Great people who changed the world</b>  <b>Listening, Appraising + Responding:</b> - Music over periods of time / great composers (Vivaldi, Bach, Mozart, Haydn) - Comparing pieces of music and identifying changes in timbre, tempo, dynamics + pitch. - Naming / classifying instruments. - Responses / feelings related to music  <b>Performing:</b> - Christmas performance to a live audience – TBC		Topic: <b>All Creatures Great and Small</b>  <b>Composing:</b> - Using instruments (untuned), choosing appropriate dynamics, tempo and timbre to create simple - Sing expressively, with melodic and rhythmic accuracy, focusing on the dynamics of the song/tune. - Understand how to represent sounds pictorially (using graphic scores and notation scores). - Begin to use letter names to represent a simple composition (focus – Ocarinas).  <b>Listening, Appraising + Responding:</b> - Make suggestions about how to improve work.  <b>Performing:</b> - Perform compositions to the class (in groups).		Topic: <b>Land Ahoy!</b>  <b>Composing:</b> Making music (Computing – PM Unit 2.7)  <b>Performing:</b> - Singing (songs related to topic – Christopher Columbus / Sea Shanties – pirates link). Focus on Rhythm / dynamics. How has style of music changed? - Singing (within end of year performance). - Identify structure in songs (verse, chorus, bridge).  <b>Listening, Appraising + Responding:</b> - Music across historical periods, genres, styles and traditions (pirate voyage) - Recognise + identify changes in timbre, tempo, dynamics and pitch	
Ocarinas (Elements of all 3 strands are covered and practised throughout the year)						

**Singing** (and accompanying use of musical instruments) will be taught throughout the year as appropriate, including... singing assemblies + class singing sessions, learning and performing songs linked to a specific topic, rhyme time (EYFS). Specific skills / knowledge / vocabulary identified in the music progression map (Document 1 - year on year) will be taught and revised as part of these sessions.