

## 2. Whole School Coverage – MUSIC

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<b>Listening, Appraising + Responding:</b> Listening and distinguishing sounds <b>Performing:</b> Nursery Rhymes	<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.	<b>Listening, Appraising + Responding / Composing:</b> Body percussion and using untuned instruments to respond to music and stories.	<b>Performing/Composing:</b> Singing focus – using untuned instruments	<b>Listening, Appraising + Responding:</b> Music / movement linked to stories (responding to music)	<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	<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)		<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.		<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	<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		<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).		<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.