Music Overview

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|  | **Subject knowledge** | **Subject skill** | **Subject knowledge** | **Subject skill** | **Subject knowledge** | **Subject skill** |
| **F2** | Unconscious knowledge  Long and short sounds  High and low sounds  Fast and slow sounds  Conscious knowledge  Following musical instructions  Joining 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 knowledge  Long and short sounds  Conscious knowledge  Rhythmic elements: sounds within steady beat  High and low sounds  Fast 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 knowledge  Rhythmic elements: crotchet (ta) and tied quaver (ti-ti)  Conscious knowledge  Rhythmic elements: sounds within steady beat  Pitch 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 |
| **Y1/2** | Unconscious knowledge  Crotchet rest (shh)  Y2- Pitch element: do  Conscious knowledge  Recap beat and rhythm  Y1- 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 knowledge  Rhythmic elements: crotchet rest (shh)  Pitch elements: la  Conscious knowledge  Y1- pitch element: la in slsm elements  Y2- 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 knowledge  Rhythmic elements:  Pitch elements: la in slm and ml elements  Y1- Pitch elements: do in smd and sd  meter  Conscious knowledge  Rhythmic 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. |
| **Y3** | Unconscious knowledge  Rhythmic elements: 4 semiquavers (tika-tika), tied note, minim (two)  Pitch elements: re in drm, sr and lr elements  meter  Conscious knowledge  Pitch 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 knowledge  Pitch elements: low la, low so  Rhythmic elements: tied semiquavers- quaver (tika-ti) and quaver-tied semiquavers (ti-tika)  Conscious knowledge  Rhythmic elements: tied note, minim (two), 4 semiquavers (tika-tika), semibreve (four)  Pitch element: re in drm, sr and lr elements  Recorders: notes 1- D’ C’ A (la so mi), drones  Genre Study: Gospel Music  History of Gospel music  Improvisation | * 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 knowledge  Rhythmic elements: dotted quaver- semiquaver (tim-ka)  Pitch element: high do  Conscious knowledge  Rhythmic elements: tied semiquavers- quaver (tika-ti) and quaver-tied semiquavers (ti-tika)  Pitch element: do pentatonic scale  Recorders: 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. |
| **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 | |
| **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. | |