**Moredon Primary and Nursery School **

**Subject Overviews, Long term planning 2024-2025**

**Subject area**: Music

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|  | Reception | All Year 1 (including those in mixed age classes) | Year 2  (including those in mixed age classes) | Year 3 | Year 4 | Year 5 | Year 6 |
| Music service provision | N/A | ***N/A*** | **Drumming** | **Ukulele** | **Recorders** | **Clarinets** | **Clarinets** |
| Term 1 | *Expressive Arts and Design*  *Explore and engage in music making and dance, performing solo or in groups*  Explore a range of instruments and then children to make their own song. | *Play tuned and untuned instruments.* Name a range instruments  *Sing songs and speak chants and rhymes –* Learn songs to sing together | *Sing songs and speak chants and rhymes –& Play tuned and untuned instruments -* Learn songs, drumming.    Cross curricular writing - Write a dictionary entry for the djembe drum | *Use voice and instruments with increasing accuracy, control and expression & Appreciate a wide range of live and recorded music -*Learn songs for Ukuleles.  Create a composition based on the dynamics of a sleeping volcano into an exploding one.  Cross curricular writing – Write a recount of the volcanoes journey from sleeping to exploding. | *Appreciate a wide range of live and recorded music –*Discuss the differences between live and recorded music. Refer to live performance of recorders.  **Cross curricular writing –** Create an instructional text describing the key elements to a good live performance. | *Improvise and compose music & Use and understand musical notation –* Clarinet lessons with Mr Wrobel.  *Develop understanding of musical History:*  Explore the significance of music to slave life  **Cross curricular writing -** Write a description of the life of a slave and the importance of muisc | *Improvise and compose music & Use and understand musical notation –* Create a piece of music to represent a day in a Coastal environment.  *Use voice and instruments with increasing accuracy, control and expression & Appreciate a wide range of live and recorded music*  ***Cross curricular writing – Write a passage describing what they, as the composer, wanted the listener to feel or see (in their minds eye)*** |
| Term 2 | *Expressive Arts and Design*  *Listen attentively, move to and talk about music, expressing their feelings and responses.*  Listen to a range of songs and discuss the different changes as the music develops. | *Sing songs and speak chants and rhymes –* Learn songs for Christmas Church visit.  *Play tuned and untuned instruments.* Explore a range of instruments - how sounds are made, how we can change the sound. | *Sing songs and speak chants and rhymes –* Learn songs for Christmas Church visit.  **Develop an understanding of musical imagery with a soundscape composition.** | *Use voice and instruments with increasing accuracy, control and expression -*  *Improvise and compose music -* Use voice and instruments with increasing accuracy, control and expression - Learn songs for Christmas Church service  **Cross curricular writing –** Write a review of other chn’s musical element. | *Use voice and instruments with increasing accuracy, control and expression -* Learn songs for Christmas Church visit.  -Recorder lessons with Mr Wrobel  What instruments were there? What did they sound like?  **Cross curricular writing –** Write a fact file/report about music in ancient Egyptian times. | *Use voice and instruments with increasing accuracy, control and expression -* Learn songs for Christmas Church visit.  *Develop understanding of musical*  *History –* Analyse the similarities and differences of the music linked to the topic of ‘Black History’  **Cross curricular writing –** as above | *Use voice and instruments with increasing accuracy, control and expression -* Learn songs for Christmas Church visit.  *Develop understanding of musical*  *History –* Investigate the role of music as a form of entertainment during the 15th century.  **Cross curricular writing –** as above |
| Term 3 | *Expressive Arts and Design*  *Listen attentively, move to and talk about music, expressing their feelings and responses.*  Introduce children to different kinds of music from across the globe  Listen to range of folk songs and express likes and dislikes and discuss how it made them feel. Learn a folk song and perform. | *Listen to and understand a range of live and recorded music*Explore live and recorded music – create their own performance to perform to class and record.  *Sing songs and speak chants and rhymes –* Learn songs based on traditional stories from around the world | *Sing songs and speak chants and rhymes –* Learn songs based on traditional stories from around the world  Cross curricular writing – Write a comparison of different songs | *Listen with attention to detail -* Find out about music from different European countries.  *Use voice and instruments with increasing accuracy, control and expression* Learn a song from a European country.  Cross curricular writing – Write about what different instruments are used and why? | *Use voice and instruments with increasing accuracy, control and expression* Recorder lessons with Mr Wrobel  Cross curricular writing – Write about the emotions and images they wanted the listener to feel/see. | *Use voice and instruments with increasing accuracy, control and expression & Listen with attention to detail - –* Improvise and compose music to represent battle.  **Cross curricular writing –** Write an explanation about the emotions and images they wanted the listener to feel/see. | *Use voice and instruments with increasing accuracy, control and expression & Listen with attention to detail -* Learn a song from South America.  Learn songs for 02/ attend 02 concert.  **Cross curricular writing –** Write a comparison about what different instruments are used in South America and why? |
| Term 4 | *Expressive Arts and Design*  *Sing in a group or on their own, increasingly matching the pitch and following the melody.*  Learn a song about Jack and the Beanstalk.  Learn songs for Easter Church service.  Children to pitch match and repeat songs. | *Make and combine sounds musical -* Compose music to accompany little red riding hood’s journey through the forest.  *Sing songs and speak chants and rhymes –* Learn songs for Easter Church service  ***Cross curricular writing –*** *Write about what objects and instruments could be used to create music for a key scene. Think about tempo changes.* | *Make and combine sounds musical –*  Drumming lessons led by DJ  *Sing songs and speak chants and rhymes –* Learn songs for Easter Church service  Cross curricular writing – Write about what instruments/objects could be used to accompany our Easter songs | *Use voice and instruments with increasing accuracy, control and expression*  Learn songs for Easter Church service  **Cross curricular writing –** Write programme for the Church service for the journey through the forest. | *Develop understanding of musical*  *History*  *Explore music in Viking times*  *Improvise and compose music & Use and understand musical notation–* Compose a piece of music to accompany our topic  *Use voice and instruments with increasing accuracy, control and expression*  Learn songs for Easter Church service  **Cross curricular writing –** Write about what rhythms/instruments/objects were used to create own viking inspired music | *Improvise and compose music & Use and understand musical notation –* Clarinet lessons led by Mr Wrobel  *Use voice and instruments with increasing accuracy, control and expression -*  Learn songs for Easter Church service  **Cross curricular writing –** Write an explanation about how the clarinet works | *Improvise and compose music & Use and understand musical notation –* Compose a piece of music to represent a part of the story of ‘The Viewer’.  *Use voice and instruments with increasing accuracy, control and expression -*  Learn songs for Easter Church service  **Cross curricular writing –** Write recount of how the composition was created and the musical elements included. |
| Term 5 | *Expressive Arts and Design*  *Explore and engage in music making and dance, performing solo or in groups*  Play music with a pulse for children to move in time with and encourage them to respond to changes. Listen to sounds and use different sounds for different movements. | *Play tuned and untuned instruments.*  Create Junk model instruments and compose a piece of music | *Listen to and understand a range of live and recorded music & Play tuned and untuned instruments –* Create Junk model instruments and compose a piece of music | *Develop understanding of musical*  *History & Listen with attention to detail-* Ukulele lessons with DJ  **Cross curricular writing –** Write an explanation of how the ukulele works. | *Use voice and instruments with increasing accuracy, control and expression & Listen with attention to detail –* Create own musical composition. | *Develop understanding of musical*  *History –* Improvise and compose music to represent a dramatic Historical event | *Develop understanding of musical*  *History –* Analyse the ‘We’ll meet again’ by Vera Lynn and its lyrical meanings. How do they relate to the daily lives of the people back home or the soldiers on the front line?  **Cross curricular writing –** Write a diary entry / interview by Vera Lynn talking about her song. |
| Term 6 | *Expressive Arts and Design*  *Explore and engage in music making and dance, performing solo or in groups.*  *Sing in a group or on their own, increasingly matching the pitch and following the melody.*  Sing and learn a call and response song and nursey rhymes. Chn to Create own song with voice or instruments and stay in a steady beat. Children to move in time to the music. | *Sing songs and speak chants and rhymes –* Learn songs to sing at the music concert  **Cross curricular writing –** Write an invitation to our music concert | *Sing songs and speak chants and rhymes –*  Learn a piece of music on the djembe for the Music concert  Learn songs to sing at the music concert  **Cross curricular writing –** Write an invitation to our music concert | *Use voice and instruments with increasing accuracy, control and expression –* Learn songs for the Music concert to sing and play on the ukulele  ***Cross curricular writing –*** *Write an invitation to the music concert* | *Use voice and instruments with increasing accuracy, control and expression & Improvise and compose music –* Learn songs for our music concert to sing and on the recorder  **Cross curricular writing –** An instructional text on the features of a good performance. | *Use voice and instruments with increasing accuracy, control and expression & Improvise and compose music –* Learn songs for our music concert to sing and on the clarinet | *Use voice and instruments with increasing accuracy, control and expression & Improvise and compose music –* Learn songs for our music concert to sing and on the clarinet  Learn songs for the Year 6 production  **Cross curricular writing –** Write a letter inviting family to the end of year celebrations |