

Moredon Primary and Nursery School
Subject Overviews, Long term planning 2022-2023

Subject area: Music



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Music service provision	Singing teacher	Drumming	Drumming	Ukulele	Recorders	Clarinets	Clarinets
Term 1	<p><i>Expressive Arts and Design</i></p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Explore a range of instruments and then children to make their own song.</p>	<p>Play tuned and untuned instruments. Choose instruments to represent the illustrations in Eric Carle's 'I see a song'.</p> <p><i>Sing songs and speak chants and rhymes -</i> Learn songs for Music Extravaganza</p>	<p><i>Sing songs and speak chants and rhymes -& Play tuned and untuned instruments -</i> Learn songs drumming.</p> <p>Compose a soundscape about what life in a dinosaur valley/jungle would sound like.</p> <p>Cross curricular writing - Write a diary entry from the point of view of a dinosaur that fits with the idea the soundscape is trying to portray.</p>	<p><i>Use voice and instruments with increasing accuracy, control and expression & Appreciate a wide range of live and recorded music -</i> Learn songs for Ukuleles.</p> <p>Create a composition based on the dynamics of a sleeping volcano into an exploding one.</p> <p>Cross curricular writing - Write a recount of the volcanoes journey from sleeping to exploding.</p>	<p><i>Appreciate a wide range of live and recorded music -</i> Discuss the differences between live and recorded music. Refer to live performance of recorders.</p> <p>Cross curricular writing - Create an instructional text describing the key elements to a good live performance.</p>	<p><i>Improvise and compose music & Use and understand musical notation -</i> Analyse the similarities and differences of the music of Asia. <i>Use voice and instruments with increasing accuracy, control and expression & Appreciate a wide range of live and recorded music -</i> Learn songs for Clarinets.</p> <p>Cross curricular writing - Write a description of the differences of styles/types of music/playing from Asia and the U.K</p>	<p><i>Improvise and compose music & Use and understand musical notation -</i> Create a piece of music to represent a day in a Coastal environment. <i>Use voice and instruments with increasing accuracy, control and expression & Appreciate a wide range of live and recorded music</i></p> <p>Cross curricular writing - Write a passage describing what they, as the composer, wanted the listener to feel or see (in their minds eye)</p>
Term 2	<p><i>Expressive Arts and Design</i></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Listen to a range of songs and discuss the different</p>	<p><i>Sing songs and speak chants and rhymes -</i> Learn songs for Christmas Church visit.</p> <p>Soundscape for great fire of London.</p>	<p><i>Sing songs and speak chants and rhymes -</i> Learn songs for Christmas Church visit.</p> <p>Develop an understanding of musical imagery with a soundscape composition.</p>	<p><i>Use voice and instruments with increasing accuracy, control and expression -</i> Learn songs for Christmas Church visit. <i>Improvise and compose music -</i> Add a musical element to their Stone Age</p>	<p><i>Use voice and instruments with increasing accuracy, control and expression -</i> Learn songs for Christmas Church visit. <i>Develop an understanding of musical history -</i> Look at music during the Egyptian period.</p>	<p><i>Use voice and instruments with increasing accuracy, control and expression -</i> Learn songs for Christmas Church visit. <i>Develop understanding of musical History -</i> Explore the role of music in Greek society. Investigate</p>	<p><i>Use voice and instruments with increasing accuracy, control and expression -</i> Learn songs for Christmas Church visit. <i>Develop understanding of musical History -</i> Investigate the role of music as a form of entertainment</p>

	changes as the music develops.			presentation in Computing. Cross curricular writing - Write a review of other chn's musical element.	What instruments were there? What did they sound like? Cross curricular writing - Write a fact file/report about music in ancient Egyptian times.	popular instruments during this period. Cross curricular writing - as above	during the 15th century. Cross curricular writing - as above
Term 3	<i>Expressive Arts and Design</i> 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.	<i>Listen to and understand a range of live and recorded music</i> Explore live and recorded music - create their own performance to perform to class and record. <i>Sing songs and speak chants and rhymes -</i> Learn a song from the UK. Cross curricular writing - Write a comparison of an Asian (Indian) versus Western songs.	<i>Sing songs and speak chants and rhymes -</i> Learn a traditional song linked to a traditional tale and learn a song from India. Cross curricular writing - Write a comparison of an Asian (Indian) versus Western songs.	<i>Listen with attention to detail -</i> Find out about music from different European countries. <i>Use voice and instruments with increasing accuracy, control and expression</i> Learn a song from a European country. Cross curricular writing - Write about what different instruments are used and why?	<i>Use voice and instruments with increasing accuracy, control and expression</i> Create a composition based on the Antarctic wastelands. Show an image for inspiration. Cross curricular writing - Write about the emotions and images they wanted the listener to feel/see.	<i>Use voice and instruments with increasing accuracy, control and expression & Listen with attention to detail - -</i> Create a piece of music to represent the journey of a river. Cross curricular writing - Write an explanation about the emotions and images they wanted the listener to feel/see.	<i>Use voice and instruments with increasing accuracy, control and expression & Listen with attention to detail -</i> Learn a song from South America. Learn songs for O2/ attend O2 concert. Cross curricular writing - Write a comparison about what different instruments are used in South America and why?
Term 4	<i>Expressive Arts and Design</i> 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.	<i>Make and combine sounds musical -</i> Create some music to accompany a scene from the book. <i>Sing songs and speak chants and rhymes -</i> Learn songs for Easter Church service Cross curricular writing - Write about what objects and instruments could be used to	<i>Make and combine sounds musical -</i> Compose music to accompany little red riding hood's journey through the forest. <i>Sing songs and speak chants and rhymes -</i> Learn songs for Easter Church service Cross curricular writing - Write about what instruments/objects were used to create	<i>Improvise and compose music & Use and understand musical notation-</i> Compose music to accompany the characters journey into the forest. <i>Use voice and instruments with increasing accuracy, control and expression</i> Learn songs for Easter Church service Cross curricular writing - Write about what	<i>Improvise and compose music & Use and understand musical notation-</i> Compose a piece of music to accompany the Promise/Varmints books. <i>Use voice and instruments with increasing accuracy, control and expression</i> Learn songs for Easter Church service	<i>Improvise and compose music & Use and understand musical notation -</i> Compose a piece(s) of music to represent the different characters and their feelings from the book <i>Use voice and instruments with increasing accuracy, control and expression -</i> Learn songs for Easter Church service	<i>Improvise and compose music & Use and understand musical notation -</i> Compose a piece of music to represent a part of the story of 'The Viewer'. <i>Use voice and instruments with increasing accuracy, control and expression -</i> Learn songs for Easter Church service

		create music for a key scene. Think about tempo changes.	the soundscape for the journey.	rhythms/instruments/objects were used to create the soundscape for the journey through the forest.	Cross curricular writing - Write about what rhythms/instruments/objects were used to create the soundscape for the harsh and cruel city.	Cross curricular writing - Write about what dynamics/rhythms/instruments/objects were used to create the soundscape for different parts of the soundscape and why.	Cross curricular writing - Write recount of how the composition was created and the musical elements included.
Term 5	<i>Expressive Arts and Design</i> 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.	<i>Play tuned and untuned instruments.</i> Make up a tune that could sound like a train ride.	<i>Listen to and understand a range of live and recorded music & Play tuned and untuned instruments</i> - Create Junk model instruments and compose a piece of music to signify the reuse, repair mentality of the war	<i>Develop understanding of musical History & Listen with attention to detail</i> - Investigate music and instruments during the Victorian times. How is it different to nowadays? Cross curricular writing - Write a non-chronological report about the music and instruments of the Victorian era.	<i>Develop an understanding of musical history</i> - Look at how music was affected by war and how important it was during this period. <i>Use voice and instruments with increasing accuracy, control and expression & Listen with attention to detail</i> - Analyse the White cliffs of dover and its lyrical meanings.	<i>Develop understanding of musical History</i> - Investigate how the Carynx and other brass instruments were used during warfare to frighten their enemies as well as the use of brass instruments as a way of communication. Cross curricular writing - as above.	<i>Develop understanding of musical History</i> - 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 - as above.
Term 6	<i>Expressive Arts and Design</i> 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	<i>Sing songs and speak chants and rhymes</i> - learn songs about the seasons (linked to Science) Cross curricular writing - Write a sentence about the sounds in each season and why they hear them in that particular season.	<i>Sing songs and speak chants and rhymes</i> - Explore live and recorded music - create their own performance using instruments to perform to class and record. (sound scape of Grace Darlings journey) Cross curricular writing - Create an instructional text	<i>Use voice and instruments with increasing accuracy, control and expression</i> - Make up a song about telling the truth including instruments. Cross curricular writing - Write a scenario to accompany the song based on telling the truth.	<i>Use voice and instruments with increasing accuracy, control and expression & Improvise and compose music</i> - Chn compose a song/rap about accepting others. Perform to class. Cross curricular writing - An instructional text on the features of a goof performance.	<i>Develop understanding of musical History</i> - Explore the significance of music to slave life. Look at the history of 'Swing low, sweet chariot'. Cross curricular writing - as above.	<i>Use voice and instruments with increasing accuracy, control and expression & Develop understanding of musical history</i> - Explore the significance of music during WW2. Learn some WW2 songs. Learn songs for Production. Cross curricular writing - as above.

	rhymes. Chn to Create own song with voice or instruments and stay in a steady beat. Children to move in time to the music.		<i>describing the key elements to a good live performance.</i>				
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