

Music Subject Pathway

Music is a driving subject of our **Express** projects in the **Summer Term**. Music objectives are also taught within other projects, expanding the learning and providing opportunities to connect music skills and expression with other skills and knowledge.

EYFS

Reception Expressive Arts and Design: Being Imaginative and Expressive.

In Reception, we find out about how sounds are made with different instruments. We experiment and improvise with a range of percussion instruments in our continuous provision. We also learn lots of songs and rhymes to perform and explore body shapes and how we can use our bodies to dance in time to music. (PD -GMS)

Year One: Discover and Explore

Discover- We learn to listen carefully to music and notice how dynamics (loud and quiet sounds are used) and learn project songs.
Explore- We celebrate the music we hear in our homes and learn songs about our homes.

Year Two: Discover and Explore

Discover- We learn to listen carefully to music and notice how dynamics (loud and quiet sounds are used) and learn project songs.
Explore- We celebrate the music of the rainforest. We learn, perform and compose songs and music to represent the rainforest.

Year Two: Express How can understanding how we feel help us to help others?

In Year Two, we study how music is used to express emotions. We learn songs about emotions and perform them. We study the book—'Feelings' by Libby Waldron and create soundscapes and compositions that help tell the story of our emotions and how we can manage them. We begin to learn about the beat in music and count the beat to help us to play together. We note down our own compositions using informal drawings and organise them into boxes and grids so that we can play together with our friends. We use a range of tuned and untuned instruments.

Key Stage One

Year One

Year One: Express How can we manage our feelings?

In Year One, we learn about how we can use music to represent our emotions. We also learn about how others have expressed their own emotions through their music. We create soundscapes and compose music collaboratively using a range of percussion instruments. Using the colour monster, we map his journey through a school day with our own music. We use created and agreed marks to represent musical notation and learn to play as part of an ensemble in small groups and as part of the whole class. We improvise, practice and perform our creations.

Year Four: Express

Is identity how others see us or how we see ourselves?

In Year Four, we learn to play a tuned instrument as a class and we explore music linked to identity. We look at how others have used their music to express themselves and appraise this music using musical vocabulary: pitch, expression, duration, dynamics, tempo, timbre, texture, mood and rhythm. We learn about the treble clef and use vocabulary linked to six dynamics: f - loud, mf - medium loud, mp - medium quiet, p - quiet, ff - very loud and pp - very quiet. We also learn the three main Italian tempo words: Adagio - slow, Andante - walking pace/medium and Allegro - fast, as well as learning that the tempo can speed up - accelerando - and slow down - rallentando/ritardando. We use our new learning to create compositions to express ourselves and our identities using tuned and untuned instruments. We begin to write these on the musical staff.

Year Four: Discover & Explore

Discover—We learn about Roman music and how it was written. We listen and appraise music that is believed to be Roman in nature.
Explore - We appraise music with eco messages and compose our own.

Year Two

Year Three: Express What makes a family?

In Year Three, we begin by learning songs that express the values of our project and are linked to the theme of families. We explore the music that is important in our families and communities, listening to favourite music and appraising it. We study music that is composed to express joy in community and family and evaluate it using vocabulary linked to pitch, expression, duration, dynamics, tempo, timbre, texture, mood and rhythm. We listen to different versions of songs commenting on acapella performances. We use these to create our own soundscapes and begin to use these to create small compositions. We use body percussion, percussion instruments and some tuned instruments in our performances and record our compositions using pictures and symbols to record our ideas. We learn, practice and perform songs in parts.

Lower Key Stage Two

Year Four

Year Five: Express How can empathy for others and self-knowledge, nurture personal wellbeing?

In Year Five, we share and explore the music that we love and musical that lifts our spirits. We explore how music can support mental health and wellbeing and how music can be linked to long-term memory and be used to treat people suffering from dementia. We listen and appraise different types of music and use the vocabulary we have learnt to do this: pitch, duration, dynamics, tempo, timbre, texture, silence, staff, treble clef, bass clef, octave, time signature, adagio, andante, allegro, accelerando, ritardando, legato and staccato. We learn about the Bass Clef for the first time and use tuned and untuned instruments to read and play music from the musical staff. We learn about the length of notes: semibreves, minims, crotchets, quavers and semiquavers and their relationship to one another, as well as their equivalent rests. We also begin to explore the time signatures 2/4, 3/4 and 4/4 through practical and written activities. We use all of this musical knowledge and skill to then create our own mini- compositions linked to emotions and create these with a range of instruments. We then use these to create our own songs promoting a positive message. We record our compositions in pictorial and staff form using timings, rests, notes of different lengths and dynamics.

Year Three

Year Three: Discover and Explore

Discover - we appraise Greek war music and create our own versions.
Explore - we learn about music used at celebrations and learn and perform 'Food Glorious Food' from the musical 'Oliver'.

Year Six: Express How can we use our values to shape our future choices?

In Year Six, we put on a year group production where we learn songs, rehearse and perform them for our friends and families. We sing songs in parts and perform in solos, duets, unison and harmony. We compare the impact on an audience of these different 'textures' of musical performance and explore music production. We play music using different instruments and using a range of timbres as well as using body percussion and applications to create rhythms. Using songs like 'Hall of Fame', we explore how music can be used to share messages of aspiration and to encourage positive futures. We take inspiration from songs like this and also the reading we've done in the Summer Term to create our own raps and songs, creating rhythms, melodies and harmonies. We combine sounds, improvise, record, rehearse and perform songs and raps, using the musical staff to record our ideas and to enable us to play with each other. We listen to and appraise each other's compositions and give and receive feedback about our musical work.

Year Six: Discover and Explore
Discover - we appraise and learn music linked to WWII and create our own performances.
Explore - we create soundscapes and compositions based on music linked to the theme of water—focusing on dynamics and texture.

Year Five

Year Six

Year Five: Discover and Explore

Discover - We appraise music linked to Ancient Egypt.
Explore - We appraise songs with a key message about pollution and adapt existing songs by changing lyrics and performing our new pieces.