

## MUSIC CURRICULUM MAP

The Music Curriculum Map for the academic year 2021-2022 is in the process of being reviewed and modified, in light of the Model Music Curriculum: Key Stages 1-3.

At Sheen Mount, musical performance is an integral part of our creative arts curriculum. From the early years, children are expected to take pride in, and enjoy, performing in front of their peers, their families and the local and wider community. Every opportunity for this to happen is taken.

All children have regular, sustained experiences which are essential for good musical progress. These include composition, performance, listening, reviewing and appraising music. They are taught to respect and play instruments, building on prior skills and learning. They are introduced to music from other cultures and historical periods and helped to develop an appreciation that modern music is built on these foundations.

Children understand how music is an art form and is relevant to aspects of everyday life and how it is applied to the wider world.

### Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

### Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

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### Subject Content

#### Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

#### Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

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EYFS			
<b>Expressive arts and design</b>  <b>Music</b>	<p><b>Percussion:</b> Children create sounds using their bodies and instruments. Children sing expressively. Children clap rhythmic patterns</p> <p>Children are able to access instruments in the outside classroom</p>	<p><b>Singing &amp; Performing:</b> Children use their voices expressively and creatively by singing songs. Songs will be repetitive and cumulative, and action songs, simple melodies and familiar melodies with new lyrics.</p> <p>Singing will reinforce learning including: Space, maths, dinosaurs, insects/minibeasts, nursery rhymes, phonics, silly songs</p> <p>Children will learn songs for celebrations and performing to the wider community: <i>Christmas Singing Assembly</i> <i>Spring assembly</i></p>	<p><b>Exploring music from different cultures:</b> Children will regularly listen to music from different cultures and periods of music, for example: Inuit Throat singing. Children will explore music, dance and instruments related to the Chinese New Year.</p>
<b>Vocabulary</b>	<p>Pulse/beat: like a heartbeat, a steady beat underlying the music Rhythm: pattern of sound ‹ Pitch: high sounds, low sounds Structure: how a piece of music/song is built up, eg verse-chorus-verse-chorus Dynamics: loud, quiet, getting louder, getting quieter Timbre: the character of a sound, eg smooth sound, spikey sound, scratchy sound Texture: layers in the music, eg one sound or several sounds Tempo: speed Melodic shape: this is a little like the outline of the song or piece of music, picture a line that goes up steeply when the melody suddenly jumps to a much higher sound, or that goes down slowly when the melody gently falls. This “line” gives the contour or shape of the melodic line Genre: the type of music, eg pop, jazz, folk, classical</p>		
<b>Instruments</b>	<p>Instruments refers to all resources, which have sound-making possibilities, eg pans and wooden spoons should be considered to be instruments. Children are taught to treat all instruments with care and respect.</p>		

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### **Key Stage 1**

Songs and chant underpin all areas of study. Repetition of techniques will consolidate skills. Age appropriate songs, chants and listening of repertoire are used as starting points for each unit of learning.

Key stage 1 pupils will internalise key skills and techniques through activities including call and response songs and chants, improvisation, movement and active listening. Pupils will create music through improvisation and they will start to learn simple compositional techniques and structures.

Key stage 1 pupils will build musical confidence through active engagement with music as performers, music-creators and audience. Pupils will perform compositions and improvisations and give peer feedback.

The music curriculum will enable pupils to refine their taste in a variety of music, develop a strong internalised sense of pulse, rhythm and pitch, through a rich range of musical interactions including singing, moving, performing and using untuned and tuned instruments, creating music and active listening. Pupils will gain knowledge of important moments in the evolution of music and of key musicians and composers, in a range of genres and styles. There are frequent informal opportunities to perform and listen to high quality live performers.

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Year 1	Autumn Term	Spring Term		Summer Term	
	Year 1 sequence of learning				
<p><b>Exploring beat</b> <b>Rondo Alla Turca</b> <b>Mozart –classical period.</b> <b>(Case study Model Music Curriculum)</b></p> <p>Rondo alla Turca, written for piano by Mozart in 1783 is partly inspired by the sounds of the Turkish Janissary band. Janissaries were the elite infantry units that formed the Ottoman Sultan's household troops and were the first modern standing army in Europe. (established 1362-89 during the reign of Murad)</p> <p>Mozart (born 1756 in Salzburg, Austria) child prodigy. Played basic piano at 3 years old. Piano would have been smaller/lighter only 2 octaves. Mozart wrote over 600 pieces. He was known for his musical curiosity.</p>	<p><b>Singing &amp; Performing</b> <b>Christmas rehearsal</b></p> <p>Children continue to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Where appropriate they begin to sing in parts aiming for a high quality performance to the school community. They will sing songs from memory.</p>	<p><b>Exploring pulse and rhythm</b> <b>Finding a steady beat</b> <b>Clapping and playing a simple rhythm</b> <b>Copying rhythms</b></p> <p><b>Week 1-2:</b> Talk about rhythm in everyday life eg: trees, wind, buzzing insects. Create some rhythms using body percussion for everyday noises for example, bees buzzing. Create a rhythm using a counting beat – eg: beat of <math>\frac{3}{4}</math> using different parts of the body</p> <p><b>Week 3-4:</b> Learn about famous percussionists (eg Evelyn Glennie) and listen to examples of their music. What do they notice about rhythm? Repeated patterns, beat</p> <p><b>Week 5-6:</b> Make a class rhythm using body percussion.</p> <p>Songs to learn through the term:</p> <ul style="list-style-type: none"> <li>• I want to ride my bicycle</li> <li>• I am driving in my car,</li> <li>• Wheels on the bus,</li> <li>• We all live in a yellow submarine,</li> <li>• DAVID BOWIE WOOP WOOP</li> <li>• We all go travelling by</li> <li>• Magic train ride</li> <li>• Up up up!</li> </ul>	<p><b>Singing and performing</b></p> <p>Children use their voices expressively and creatively by singing songs and speaking chants and rhymes. They perform to a wider audience. (Spring concert)</p> <p><b>Benjamin Britten Dawn from Storm</b> (BBC ten pieces) and <a href="https://www.singup.org/music/sing-up-music-curriculum/sing-up-music/year-1-listen-2">https://www.singup.org/music/sing-up-music/year-1-listen-2</a> (sing up Year 1 term 2)</p> <p>Children experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Children play tuned and un-tuned instruments musically. Select and combine sounds and notate as a graphic score.</p>	<p>Introducing pitch Using pitched percussion to compose simple melody.</p> <p>Children begin to understand what pitch is and using pitched percussion instruments, they compose simple melody. They link this to their Geography topic of 'Weather'.</p> <p>Children use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p><b>Sing up term 2</b></p>	<p><b>Composing:</b></p> <p>Children play tuned and un-tuned instruments musically and combine sounds using the inter-related dimensions of music. They take part in class composition to retell a story.</p> <p>Children also learn songs about the summer linked to their science summer study.</p>

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			<ul style="list-style-type: none"> <li>• Locamotion</li> <li>• Rocket man</li> <li>• Row row row your boat</li> </ul>			
Listening	Children will listen to Rondo alla Turca by Mozart and compare versions of the same piece –rock, jazz, DJ Understand the inspiration behind the music – a Turkish march.	Children will listen to examples of performances and identify what makes of good performance.		Benjamin Britten Storm (BBC ten pieces) The Sea interludes were written by 20th-century English composer, Benjamin Britten (1914-1976).		
Composing	Clap/march/play the beat at different tempos Create a marching band on percussion instruments.	Children will create question and answer phrases linked to the music, using voice and body percussion.		Create a musical movement piece - describing Ocean spray, Ocean Wave, Sea birds		
Musicianship	Identify the beat. Explore an octave on piano and tuned percussion.	Play singing games as warm ups introducing accurate pitch Sing short phrases independently How does the music look?/ Show the dot notation of the song		Identify the beat in the music and move in time with this.Follow the shape of a melody from singing games and warm ups		
Context	Classical period (1750-1820) Mozart - 1783 Why was he important in the classical period?	Why do we sing songs at Christmas? What is the story?		<p>The Sea interludes were written by 20th-century English composer, Benjamin Britten (1914-1976).</p> <p>Britten lived for much of his life in Aldeburgh, a small seaside town off the Suffolk coast on the east side of the United Kingdom.</p> <p>Britten walked along the seafront every day, and much of his music is inspired by the sea.</p>		
Vocabulary	March Piano	Pitch Piano		Pitch		

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	Octave Pulse/beat Texture crescendo	Forte Expression		Beat (a continuous, steady pulse that occurs in songs, rhymes, and music), pulse. Timbre		
<b>Year 1 skills</b>						
Singing	<ul style="list-style-type: none"> <li>• Sing simple songs, chants and rhymes from memory, singing collectively and at the same <b>pitch</b>. They will respond to simple visual directions (eg stop, start, loud and quiet) and counting in.</li> <li>• Sing songs which have a small range at first suitable for the Year 1 voice. (mi-so)</li> <li>• Sing call and response songs to control vocal pitch and to match the pitch they hear with accuracy.</li> <li>• Sing songs, which are age appropriate, suitable for the vocal range of Year 1 and relevant to their music and wider curriculum learning, seasons and festivals.</li> <li>• Sing in assemblies and performances</li> </ul>					
Listening	Children will enrich their music learning by developing their shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to singing and playing. They will listen to high quality recorded and live music.					
Composing	<ul style="list-style-type: none"> <li>• Improvise simple vocal chants, using question and answer phrases.</li> <li>• Create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story, choosing and playing classroom instruments or sound makers.</li> <li>• Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>• Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</li> <li>• Use music technology to capture, change and combine sounds.</li> <li>• Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</li> </ul>					
Musicianship	<p><u>Pulse/Beat</u></p> <ul style="list-style-type: none"> <li>• Walk, move or clap a steady beat with others, changing the speed of the beat as tempo of the music changes</li> <li>• Use body percussion and classroom instruments to play repeated rhythms (ostinato) and short, pitched patterns on tuned percussion to maintain steady beat.</li> <li>• Respond to the pulse in recorded/live music through movement and dance.</li> </ul> <p><u>Rhythm</u></p> <ul style="list-style-type: none"> <li>• Perform short copycat rhythm patterns accurately (teacher led).</li> <li>• Perform short repeating rhythm patterns (ostinato) while keeping in time with a steady beat.</li> <li>• Perform word patterns; create, retain and perform their own rhythm patterns.</li> </ul> <p><u>Pitch</u></p> <ul style="list-style-type: none"> <li>• Listen to sounds in the school environment, comparing high and low sounds.</li> <li>• Sing familiar songs in both low and high voices and talk about the difference in sound.</li> <li>• Explore percussion sounds to enhance storytelling (ascending a beanstalk, rain shower, marching footsteps)</li> <li>• Follow pictures and symbols to guide singing and playing</li> </ul>					
<b>Year 2 sequence of learning</b>						

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<b>Year 2</b>	<p><b><u>Explore rhythm and beat Bolero – Ravel (use the case study Model Music Curriculum)</u></b></p> <p>Ravel was a French composer who liked to experiment with ideas and was inspired by all of music including Baroque, Classical and Jazz. Bolero was written as a ballet. Ravel described the music as “mechanical”</p> <p><a href="https://www.tes.com/resource-detail/download/11252971">https://www.tes.com/resource-detail/download/11252971</a></p>	<p><b><u>Singing &amp; Performing Christmas play rehearsal</u></b></p> <p>Children continue to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Where appropriate they begin to sing in parts aiming for a high quality performance to the school community</p>	<p><b><u>Exploring Duration</u></b></p> <p>Children use a variety of tuned and untuned instruments to explore duration. (long and short sounds)</p>	<p><b><u>Exploring music from different cultures. India</u></b></p> <p>Ravi Shankar- BBC ten pieces</p> <p>Respond through movement to music They compose simple rhythms from India on body percussion and untuned percussion</p>	<p><b><u>Exploring Instruments &amp; Symbols Composing music for a story</u></b></p> <p>Children experiment with, create, select and combine sounds using the inter-related dimensions of music to tell a story.</p>	<p><b><u>Exploring Instruments &amp; Symbols cont. Composing music for a story</u></b></p> <p>Children experiment with, create, select and combine sounds using the inter-related dimensions of music to tell a story.</p>
Listening	<p>Children will listen to Bolero by Ravel. Identify the importance of the drum and the repeated (ostinato) rhythm. What sections/instruments of the orchestra that play the rhythm. Why did Ravel describe Bolero as mechanical?</p>	<p>Children will listen to examples of performances and identify what makes of good performance.</p>		<p>Listen to the finale of Ravi Shankar's Symphony What is a sitar? What does it sound like? Where is it from? Highlight on a map and stick a picture in learning journals.</p>		
Composing	<p>Compose a mechanical piece of music.</p>	<p>Children will create question and answer phrases linked to the music, using voice and body percussion.</p>		<p>Improvise a drone Improvise a raga using 2 notes from the scale</p>		
Musicianship	<p>Respond to the music – clapping/moving. (long, long, short, short) Beat, rhythm</p>	<p>Play singing games as warm ups introducing accurate pitch Sing short phrases independently How does the music look?/ Show the dot notation of the song</p>		<p>Dhage (call and response) Words and Music by Gunwant Kaur and Dharambir Singh. (Sing up) Ame sau vala tara bal (sing up)</p>		
Context	<p>20<sup>th</sup> Century (1900-2000) Ravel -1928</p>	<p>How do these songs retell a story? Watch examples of instrumental and singing Christmas music.</p>		<p>Ravi Shankar, Sitar player shared his passion for the sound and traditions of Hindustani classical music with the whole world.</p>		

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				In his Symphony Ravi Shankar explores this passion using the traditional instruments of a large Western orchestra.		
Vocabulary	Beat Dynamics Texture Ostinato	Pitch Piano Forte Expression		Call and response Drone Raga Improvise Pitched percussion Unpitched percussion		
<b>Year 2 skills</b>						
Singing	<ul style="list-style-type: none"> <li>• Sing regularly with a pitch range of do-so with increasing vocal accuracy.</li> <li>• Sing songs with a small pitch range accurately. (eg Rain rain go away)</li> <li>• Know the meanings of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to the leader's directions and visual symbols. (eg crescendo, decrescendo, pause).</li> <li>• Clap a steady beat with others</li> <li>• Sing songs, which are age appropriate, suitable for the vocal range of Year 2 and relevant to their music and wider curriculum learning, seasons and festivals.</li> </ul>					
Listening	Children will enrich their music learning by developing their shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to singing and playing. They will have the opportunity to listen to high quality recorded and live music.					
Composing	<ul style="list-style-type: none"> <li>• Create music in response to non-musical stimulus.</li> <li>• Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</li> <li>• Use graphic symbols, dot notation and stick notation to keep a record of composed pieces.</li> <li>• Use music technology to capture, change and combine sounds.</li> </ul>					
Musicianship	<p><u>Pulse/Beat</u></p> <ul style="list-style-type: none"> <li>• Understand that the speed of the beat can change, creating a faster or slower pace (tempo)</li> <li>• Mark the beat of a listening piece by tapping/clapping and recognising tempo as well as changes in tempo.</li> <li>• Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement.</li> <li>• Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</li> <li>• Identify the beat groupings in familiar music that they listen and sing.</li> </ul> <p><u>Rhythm</u></p> <ul style="list-style-type: none"> <li>• Play copycat rhythms, copying a leader and invent rhythms for others to copy on untuned percussion.</li> <li>• Create rhythms using word phrases as a starting point.</li> <li>• Read and respond to chanted rhythm patterns and represent them with stick notation including crotchets, quaver and crotchet rests.</li> <li>• Create and perform their own chanted rhythm patterns with the same stick notation.</li> </ul> <p><u>Pitch</u></p> <ul style="list-style-type: none"> <li>• Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody.</li> <li>• Sing short phrases independently within a singing game or short song.</li> <li>• Respond independently within a singing game or short song.</li> <li>• Respond independently to pitch changes heard in short melodic phrases indicating with actions.</li> <li>• Recognise dot notation and match it to 3 note tunes played on tuned percussion.</li> </ul>					

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## Key Stage 2

Whilst singing remains important in Key Stage 2, children have the opportunity to access and make progress on a musical instrument (Wider Opportunities). Through a wide range of opportunities, children in Key Stage 2 will further refine their individual taste in music and gain confidence to be creative musicians with strong aural skills. They will encounter music by living composers and see composition as a current art form. Repetition of techniques will allow children to consolidate and gain confidence in their musical development, using chants and listening skills as a starting point.

Key stage 2 pupils will continue to internalise key musical skills and techniques through a range activities, including call and response songs and chants, improvisation, movement and active listening.

Key stage 2 pupils will create music through improvisation, exploring how to write music for a specific purpose, and they will start to learn more sophisticated compositional techniques and structures.

Key stage 2 pupils will build musical confidence through active engagement with music as performers, music-creators and audience. Pupils will perform their compositions and improvisations in class and to wider school audiences.

Key stage 2 pupils will have informal opportunities to perform and they will have opportunities to hear high quality live performances in school and local concert settings.

Key stage 2 pupils will further develop their shared knowledge of important moments in the evolution of music and key musicians, including composers and performers in a range of genres and styles. The history of music is explored in a variety of ways, placing music in artistic, historical, social and political contexts, building meaningful and memorable connections.

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Year 3 sequence of learning						
<b>Year 3</b>	<p><b><u>Exploring Arrangements</u></b> Night on a Bare Mountain by Mussorgsky. (BBC ten pieces) Explore the symphony orchestra Families and instruments Musical character</p> <p><b><u>Singing &amp; Performing</u></b> Harvest Concert Rehearse and perform Harvest songs</p>	<p><b><u>Exploring Arrangements</u></b> continued <b><u>Exploring Arrangements</u></b> No Place Like –Kerry Andrew (BBC Ten pieces)</p> <p>Listen to the environment around them and describe what they hear. Create musical motifs both rhythmically and freely using the environment as stimulus Structure their ideas into a piece Perform as an ensemble Notate their ideas graphically Learn musical language appropriate to the task</p> <p><b><u>Singing &amp; performing</u></b> Carol Concert rehearsals <i>Christmas Carol Concert</i></p>	<p><b><u>Exploring Rhythmic Patterns</u></b> Brazil – samba</p> <p>To explore the music of Brazil and the importance of music and dance in the culture. Learn and perform samba rhythms through body percussion and untuned percussion Improvise samba rhythms Perform samba piece</p> <p><b><u>Singing &amp; performing</u></b> Rehearse and perform songs for Spring</p>	<p><b><u>Singing &amp; Performing</u></b> Roald Dahl songs and songs from the Emerald Forest musical.</p> <p><b><u>Singing &amp; performing</u></b> Rehearse and perform songs for Spring</p>	<p><b><u>Exploring Rhythmic Patterns</u></b> The Firebird</p> <p>Exploring chanting and rhythmic using the Ancient Egyptians as a stimulus</p>	<p><b><u>Exploring Descriptive Sounds</u></b> The Pentatonic scale.</p> <p>Explore the notes of the pentatonic scale. Listen and compose music using pentatonic.</p> <p>Children use scale to create own pieces of music using tuned percussion</p>
Listening	Night on a Bare Mountain by Mussorgsky		Samba Fanfarra (Cabua-Le-Le) Sergio Mendes/Carlinhos Brown			
Composing						
Context						
Vocabulary						
Year 3 skills						
Singing	<ul style="list-style-type: none"> <li>• Sing a widening range of unison songs of varying styles and structures, including rounds and part songs, with a pitch range of do-so, tunefully and with expression.</li> <li>• Perform forte and piano, loud and soft.</li> <li>• Perform actions confidently and in time to a range of action songs</li> <li>• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> </ul>					

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	<ul style="list-style-type: none"> <li>• Sing songs, which are age appropriate, suitable for the vocal range of Year 3 and relevant to their music and wider curriculum learning, seasons and festivals.</li> <li>• Sing in assemblies and performances</li> </ul>
Listening	Children will enrich their music learning by developing their shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to singing and playing. Children appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Composing	<p><u>Improvise</u></p> <ul style="list-style-type: none"> <li>• Become more skilled in improvising (using voices, tuned and untuned percussion and instruments in whole class, group, individual, instrumental teaching), inventing short responses using a limited note-range.</li> <li>• Structure musical ideas (eg using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli (non musical and musical).</li> </ul> <p><u>Compose</u></p> <ul style="list-style-type: none"> <li>• Combine known rhythmic notation with letter names to create rising and falling phrases using three notes (do, re,mi).</li> <li>• Compose song accompaniments on untuned percussion using known rhythm and note values.</li> </ul>
Performing	<ul style="list-style-type: none"> <li>• Develop facility in playing tuned percussion or a melodic instrument (recorder, ukulele) Play and perform melodies following staff notation using a small range, (C-E) as a whole class or small groups.</li> <li>• Use listening skills to correctly order phrases using dot notation.</li> <li>• Individually copy stepwise melodic phrases with accuracy at different speeds (allegro, adagio). Question and answer phrases.</li> </ul> <p><u>Reading Notation</u></p> <ul style="list-style-type: none"> <li>• Introduce the staff, lines, spaces and cleff. Use dot notation to show higher or lower pitch.</li> <li>• Introduce and understand the differences between crotchets and paired quavers.</li> <li>• Apply word chants to rhythms, understanding how to link each syllable to one musical note.</li> </ul>

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	<b>Year 4 sequence of learning</b>					
<b>Year 4</b>	<p>Exploring Dynamics In the Hall of the Mountain King. Edward Grieg (BBC Ten pieces)</p> <p>Explore different musical effects and sounds. Develop an understanding of the history of music. Improvise and compose with particular attention to dynamics, pulse and melody Understand the language of music (dynamics)</p> <p><b>Singing &amp; Performing</b> Singing assembly: Harvest</p>	<p><b><u>Take the A Train</u></b></p> <p><b><u>Singing &amp; performing</u></b> Sing in preparation for Christmas performance. Range of unison and part songs from memory.</p>	<p><b><u>Exploring Rhythmic Patterns</u></b> Japanese Taiko drumming.</p> <p>To investigate and practise Taiko rhythms using voice, clapping and untuned percussion (drums) Understand the importance of movement within this music. Improvise and perform rhythms with control and accuracy for a class performance.</p>	<p><b><u>Exploring Pentatonic Scales</u></b></p> <p>Compose a piece of music.</p> <p><b><u>Singing &amp; Performing</u></b> Singing assembly: Spring</p>	<p><b><u>Exploring musical processes</u></b> Doctor Who theme (Ron Grainer/Delia Derbyshire) (BBC Ten pieces trailblazers)</p> <p>To listen and reflect on a piece of orchestral music (Doctor Who Theme) Record music using a graphic score.</p> <p>Create a piece of music using instruments, voice and technology</p> <p>Perform as an ensemble learn musical language appropriate to the task</p> <p><b><u>Using Instruments</u></b> Wider opportunities saxophone &amp; clarinet lessons</p>	<p><b><u>Using Instruments</u></b> Wider opportunities saxophone &amp; clarinet lessons</p>
Listening	In the Hall of the Mountain King	Take the A train (Billy Strayhorn)				

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Composing		Explore the structure ((AABA) to create a composition inspired by other transport.				
Context		The piece was written in 1939, signature tune for Duke Ellington Orchestra, inspired by the A-line of New York's subway. During WWII American s were away –jazz music reminded them of home (ella Fitzgerald, Louis Armstrong –well known jazz musicians of this period)				
Vocabulary	Dynamics Forte Pianissimo Piano Fortissimo Orchestra	Musical form and structure: AABA form Jazz Swing Orchestra Big band Tempo (accelerando, rallentando)				
<b>Year 4 skills</b>						
Singing	<ul style="list-style-type: none"> <li>Continue to sing a broad range of unison songs with the range of an octave, pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</li> <li>Sing rounds and partner songs in different time signatures (2,3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.</li> <li>Perform a range of songs in school assemblies and performances</li> <li>Sing songs, which are age appropriate, suitable for the vocal range of Year 4 and relevant to their music and wider curriculum learning, seasons and festivals.</li> </ul>					
Listening	Children will enrich their music learning by developing their shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to singing and playing. They will have the opportunity to listen to recorded and live music.					
Composing	<p><u>Improvise</u></p> <ul style="list-style-type: none"> <li>On a limited range of pitches on the instrument they are learning, making use of musical features including legato and staccato.</li> <li>Begin to make compositional decisions about the overall structure of improvisations.</li> </ul> <p><u>Compose</u></p> <ul style="list-style-type: none"> <li>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Ig and play these phrases as self-standing compositions.</li> <li>Arrange individual notation cards of known note values to create 2,3 or 4 beat phrases arranged into bars.</li> <li>Explore developing knowledge of musical components by composing music to create a specific mood.</li> <li>Introduce major and minor chords.</li> <li>Include instruments played in whole class/group /individual lessons in composition work.</li> </ul>					

## MUSIC CURRICULUM MAP

	<ul style="list-style-type: none"> <li>Capture and record composition and ideas through –graphic notation, rhythmic notation and time signatures, staff notation, technology</li> </ul>					
Performing	<p><u>Instrumental performance</u></p> <ul style="list-style-type: none"> <li>Develop facility in the basic skills of a selected instrumental over sustained period (Wider Opportunities)</li> <li>Play and perform melodies following staff notation using a small range (C-G) as a whole class or in small groups.</li> <li>Perform in two or more parts (melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</li> <li>Copy short melodic phrases including those using the pentatonic scale.</li> </ul> <p><u>Reading Notation</u></p> <ul style="list-style-type: none"> <li>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</li> <li>Read and perform pitch notation within a defined range .(C-G)</li> <li>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</li> </ul>					
<b>Year 5 sequence of learning</b>						
<b>Year 5</b>	<p><b><u>Exploring Sound Sources</u></b>  <b>The music of Hans Zimmer (BBC ten pieces):</b>          Explore how Hans Zimmer uses different sound sources to compose music for film and television.</p> <p>Investigate the impact sound has on the moving image.</p> <p>Use examples from David Attenborough’s Earth a Celebration and other current television.</p> <p>Analyse how</p> <p><b><u>Singing &amp; Performing</u></b>          Harvest          Perform in ensemble context          listen and recall sounds with increasing aural memory          Appreciate and understand a wide range of music from different genres and traditions</p>	<p><b><u>Exploring Sound Sources</u></b>  <b>The music of Hans Zimmer (BBCten pieces):</b>          Explore how Hans Zimmer uses different sound sources to compose music for film and television.</p> <p>Compose/improvise music to accompany a short extract of film using the inter-related elements of music.</p> <p><b><u>Singing &amp; Performing</u></b>          Children will rehearse a and perform unison and part songs fir the Christmas concert and ‘Young Voices’ rehearsals and O2 performance.</p>	<p><b><u>Exploring Rhythm &amp; Pulse –</u></b>          Africa – Miam          To explore Africa and the important role of music in society.          To research information about djembe drumming in West Africa          To investigate, and practise, Djembe rhythms.          To work in teams to produce a djembe composition and perform to others.</p> <p><b><u>Singing &amp; Performing</u></b>          Children will rehearse and perform unison and part songs for the ‘Young Voices’ rehearsals and O2 performance.</p>	<p><b><u>Exploring Rhythm &amp; Pulse</u></b> continued          To explore Africa and the important role of music in society.          To research information about djembe drumming in West Africa          To investigate, and practise, Djembe rhythms.          To work in teams to produce a djembe composition and record and perform to others.</p> <p><b><u>Singing and performing</u></b>          Children will rehearse a and perform unison and part songs for Spring concert.</p>	<p><b><u>Musical History &amp; Exploring Musical Processes</u></b></p> <p><b>Medieval Music:</b>          To understand the important role music played in medieval life.          To study the style of medieval music.          To compose music in the medieval style based on a medieval song.          To perform our medieval music to each other.</p>	<p><b><u>Musical History Exploring Lyrics &amp; Melody</u></b></p> <p><b>Renaissance Music:</b>          To understand what changed between medieval times in terms of music and society in general.          To study the style of renaissance music.          To compose music in the renaissance style.          To perform our renaissance music to each other.</p>

## MUSIC CURRICULUM MAP

	<p>Develop an understanding of the history of music.</p> <p><b><u>Singing and Performing</u></b> Singing assembly. Children will sing unison and part songs with a Harvest theme</p>					
<b>Year 5 skills</b>						
Singing	<ul style="list-style-type: none"> <li>• Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This will include observing phrasing, accurate pitching and appropriate style.</li> <li>• Sing three-part rounds, partner songs and songs with a verse and a chorus.</li> <li>• Perform a range of songs in school assemblies and in school and wider community opportunities.</li> </ul> <p>Children appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>					
Listening	Children will enrich their music learning by developing their shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to singing and playing. They will have the opportunity to listen to recorded and live music.					
Composing	<p><u>Improvise</u></p> <ul style="list-style-type: none"> <li>• Improvise freely over a drone, developing sense of shape and character, using untuned percussion and melodic instruments.</li> <li>• Improvise over a simple groove, responding to the beat, creating melodic shape; experiment with using a wider range of dynamics, including fortissimo, pianissimo, mezzo forte and mezzo piano. Continue this through</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>• Compose melodies made from pairs of phrases in either C major or A minor (or suitable for the chosen instrument). Enhance with rhythmic or chordal accompaniment.</li> <li>• Work in pairs compose a short ternary piece.</li> <li>• Use chords to compose music to evoke a specific atmosphere, mood or environment.</li> <li>• Capture and record composition and ideas through –graphic notation, rhythmic notation and time signatures, staff notation, technology</li> </ul>					
Performing	<p><u>Instrumental performance</u></p> <ul style="list-style-type: none"> <li>• Play melodies on tuned percussion, melodic instruments, keyboards following staff notation written on one staff and using notes within an octave range as whole class and with greater independence.</li> <li>• Understand how triads are formed, and play on them on tuned percussion and melodic instruments/keyboards. Perform simple chord accompaniments to familiar songs.</li> <li>• Perform a range of repertoire pieces and arrangements, combining acoustic instruments.</li> <li>• Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</li> </ul> <p><u>Reading notation</u></p> <ul style="list-style-type: none"> <li>• Further understand the differences between semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers.</li> </ul>					

## MUSIC CURRICULUM MAP

- Understand the difference between 2/4, ¾ and 4/4 time signatures.
- Read and perform pitch notation with an octave 9c-c/
- Read and play short rhythmic phrases at site from prepared cards, using conventional symbols for known rhythms and durations. Read and play from notation a four-bar phrase, confidently identifying note names and durations.

### Year 6 sequence of learning

<b>Year 6</b>	<p><b><u>Musical History and Exploring Musical Processes</u></b></p> <p><b>BBC ten pieces trailblazers Grażyna BACEWICZ (1909–1969)</b></p> <p>Listen and reflect on a piece of orchestral music. Understand the historical context of the music and composer. Create their own piece of music using instruments and voice (using Morse Code)</p> <p>Perform as an ensemble Learn musical language appropriate to the task</p> <p><b><u>Singing and Performing</u></b> Singing assembly. Children will sing unison and part songs with a Harvest theme</p>	<p><b><u>Musical History and Exploring Musical Processes</u></b></p> <p><b>What is a fanfare? Aaron Copland: Fanfare for the Common Man</b></p> <p>Compare fanfares for different purposes and their historical context Identify main features of a fanfare Focus on Fanfare for the common man. Perform and compose</p> <p><b><u>Singing and Performing</u></b> Children will rehearse and perform in a group and Year group choir. Songs will be unison and part and learnt from memory in a Remembrance assembly &amp; Carol Concert rehearsals</p>	<p><b><u>Exploring Rhythm and Pulse</u></b></p> <p><b>Cuba - salsa West Side Story - mambo Ten pieces</b></p> <p>Explore salsa as a dance and music originating from Cuba. Learn and perform samba ostinato. Perform in parts 4 parts using voices, clapping and percussion instruments. Investigate, practice and perform Salsa rhythms. Explore how the Cuban rhythms incorporated into piece of orchestral music.</p>	<p><b><u>Musical History and Exploring musical processes</u></b></p> <p><b>Minimalism Music of Steve Reich Music for 18 musicians BBC ten pieces</b></p> <p>Listen and reflect on a piece of orchestral music Create their own piece of music using instruments and voice Perform as an ensemble Learn musical language appropriate to the task</p> <p><b><u>Singing and performing Spring concert</u></b> Perform in ensemble context Spring songs</p>	<p><b><u>Developing Music Technology</u></b></p> <p><b>Scratch</b></p> <p>Use the programme to sequence and create music (link with computing)</p>	<p><b><u>Singing and Performing Exploring Lyrics and melody</u></b></p> <p><b>Explore music of musicals. The impact of songs and lyrics and their use in telling a story.</b></p> <p>Perform in ensemble context listen and recall sounds with increasing aural memory Appreciate and understand a wide range of music from different genres and traditions Develop an understanding of the history of music</p> <p style="color: red;">Production rehearsals</p>
<b>Year 6 skills</b>						

## MUSIC CURRICULUM MAP

Singing	<ul style="list-style-type: none"> <li>• Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, accurate pitching and appropriate style.</li> <li>• Continue to sing three and four part rounds or partner songs and experiment with positioning singers within the group (not in discrete parts) in order to develop listening skills, balance between parts and vocal independence.</li> <li>• Perform a more challenging repertoire and wider range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</li> </ul>
Listening	Children will enrich their music learning by developing their shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to singing and playing. They will continue to have the opportunity to listen to high quality recorded and live music drawn from different traditions and from great composers and musicians.
Composing	<p><u>Improvise</u></p> <ul style="list-style-type: none"> <li>• Create music with multiple sections that include repetition and contrast.</li> <li>• Use chord changes and part of an improvised sequence.</li> <li>• Extend improvised melodies beyond 8 beats over a fixed groove creating a satisfying melodic shape.</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>• Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate the melody.</li> <li>• Compose melodies made from pairs of phrases in either G major or E minor (or suitable for the instrument).</li> <li>• Enhance melodies with rhythmic or chordal accompaniment.</li> <li>• Compose ternary piece: use available software to create and record it, discussing how musical contrasts are achieved.</li> </ul>
Performing	<p><u>Instrumental performance</u></p> <ul style="list-style-type: none"> <li>• Play a melody following staff notation written on one staff and using notes within an octave range, make decisions about dynamics (ff, pp,mf,mp)</li> <li>• Accompany melody using block chords, or a bass line.</li> <li>• Engage with others through ensemble playing</li> </ul> <p><u>Reading notation</u></p> <ul style="list-style-type: none"> <li>• Further understand the differences between semibreves, minims, crotchets, quavers, semi-quavers and their equivalent rests.</li> <li>• Further develop the skills to read and perform pitch notation with an octave 9c-c/</li> <li>• Read and play confidently from rhythm notation card/rhythmic scores in up to 4 beats</li> <li>• Read and play from notation a four- bar phrase, confidently identifying note names and durations.</li> </ul>
Transition project	