

MUSIC CURRICULUM MAP

Year	SINGING	LISTENING	COMPOSING & PERFORMING	VOCAB
R	<ul style="list-style-type: none"> *simple songs/chants/rhymes from memory *action songs 	Saint-Saens, Carnival of the animals (Elephant, swan, kangaroos etc.) *Music about Transport. *Explore sounds and noises in the environment – sounds walks etc *sound quizzes of recorded known sounds from familiar environments	<ul style="list-style-type: none"> *Explore a range of tuned and untuned percussion, investigating how they can be played and the different types of sound each can produce. *Use body percussion / movement / sound makers and untuned percussion to match and keep a regular beat. 	Stop, start, slow, fast, high, low, Start to learn names of un-tuned percussion
1	<ul style="list-style-type: none"> *simple songs/chants/rhymes from memory *Follow visual directions (stop/start/loud/ quiet) My turn, your turn *small pitch range – mi-so – then slightly larger range *call & response songs to control and match pitch accurately *as a group, hold a simple tune alongside another melody (eg. Sing one part of a round) 	Music from around the world: English trad. Australian folk African marching songs / drumming Latin-American Listening tracks from the Year 1 listening list. NOTATION: recognise how graphic notation can represent created sounds. Explore and invent own symbols. Follow pictures/symbols to guide singing and playing RHYTHM: copy-cat patterns, repeating patterns (ostinato), word pattern chants PULSE: respond to pulse in live and recorded music with movement, changing speed of movement as tempo changes Play repeated patterns using body percussion, tuned and untuned percussion to maintain a steady beat. PITCH: High and low sounds. Explore percussion sounds to enhance story-telling	<ul style="list-style-type: none"> *improvise vocal chants – question and answer phrases *create musical sound effects and short sequences of sound in response to stimuli. Combine to make a story (Use cross-curricular topics links) *understand the difference between rhythm and pitch patterns *create, retain and recall rhythm and pitch patterns and perform for others, taking turns. 	YR + beat, pattern, tune, create, pitch, rhythm, call and response, ostinato names of un-tuned percussion, melody
2	<ul style="list-style-type: none"> *sing songs with pitch range – do-so – pitching notes accurately *sing short phrases independently *Know the meaning of dynamics (loud/quiet) and pitch (high/ low) and demonstrate these when singing *sing simple 2-part rounds when supported by a leader or piano tune. 	Pieces from the time periods they are learning about in history both from recommended listening list and other pieces as appropriate. Pieces with different time signatures to identify 2 and 3 beat pulses. Peter and the Wolf. NOTATION: Use graphic, stick and dot notation and cube grids to keep a record of composed pieces. Represent rhythm patterns using stick notation including crotchets, quavers and crotchet rests. RHYTHM: copy-cat patterns, copy a leader and invent rhythms for others to copy, create and perform chanted rhythm patterns PULSE: Walk in time to the beat of a piece of music or song. Recognise changes in tempo Begin to group beats in 2s and 3s by tapping knees on the 1 st / strongest beat and clapping the rest Identify the beat groupings in familiar music they regularly sing and listen to. PITCH: Respond to changes in pitch with actions (stand up / sit down – hands walking up and down) Recognise dot notation and match it to 3 note tunes played on tuned percussion	<ul style="list-style-type: none"> *create music in response to stimulus; use cross- curricular topic links – The Great Fire of London etc. *Work with partner to improvise simple question and answer phrases to be sung or played, creating a musical conversation. 	YrR & 1+ introduction, dynamics (loud/quiet) pitch (hi/lo) crescendo, diminuendo, pause, parts
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3	<ul style="list-style-type: none"> *sing a variety of unison songs with a generally step-by-step melody *perform body percussion and signs elements confidently and in time while singing. *sing expressively using forte and piano (loud and quiet) *Perform as a choir in school assemblies Sing 2 part rounds confidently and begin to sing simple descants above a main tune with support. 	<ul style="list-style-type: none"> Select from suggested list covering musical periods and genres in accordance with objectives and cross-curricular topics. Listen out for a simple repeated theme. Recognise a beginning, middle and end in pieces. *Listen to and correctly order dot notation, showing dif arrangements of notes CDE 	<ul style="list-style-type: none"> *improvise short 'on-the-spot' responses using a limited note range (eg. EFG) * structure musical ideas using copy, copy back, question and answer, 2 distinct phrases, in order to produce music that has a beginning a middle and an end. *create short up and down phrases using rhythmic notation and letter names (3 note range). *compose song accompaniments on untuned percussion using known rhythms and note values to record. 	<ul style="list-style-type: none"> *learn to play a tuned instrument (recorder or glockenspiel) and practise regularly to improve accuracy and skill. *play and perform melodies following staff notation using a small range (eg. C-G on glockenspiels or G-D on recorders) as a whole class or in small groups. *Individually copy back stepwise melodic phrases with accuracy at different speeds. Extend to question and answer phrases. 	<ul style="list-style-type: none"> YR + KS1+ Unison, allegro, adagio, forte, piano, echo, improvise, stave, treble clef, crotchet, quaver, rest, silent beat, Phrase, compose, question and answer, accompaniment, staff notation, unison, rounds, descant
4	<ul style="list-style-type: none"> *sing a variety of unison songs with a greater range and including some leaps in the melody. *follow instructions for getting louder and softer. *sing a range of rounds and partner songs without melodic support. *begin to sing songs with two separate parts and hold without melodic support. 	<ul style="list-style-type: none"> Select from suggested list covering musical periods and genres in accordance with objectives and cross-curricular topics. Begin to identify structures in music. Pieces in major and minor keys for comparison. Film music used to create certain moods and feelings. 	<ul style="list-style-type: none"> *improvise on the instrument being learned (recorder or glockenspiel) and begin to make decisions about structure (eg. ABA, ABAB, AABA etc.) *Use rhythm cards to create sequences of 2, 3 or 4 beat phrases, arranged into bars. *Introduce major and minor tonality *compose music to create a specific mood. *capture and record creative ideas in a variety of ways – graphic symbols, rhythm and staff notations, technology (video) 	<ul style="list-style-type: none"> *develop more competency in the instrument being learned (recorder or glockenspiel). *play and perform melodies following staff notation extending note range from Year 3. *copy short melodic phrases *perform in two or more parts (eg. melody and accompaniment or a duet) using standard notation. *Identify static and moving parts 	<ul style="list-style-type: none"> YR + KS! + Y3 + Static, moving, parts, harmony, accompaniment, major, minor, score, bar lines, time signature, minim, rhythmic score,
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5	<p>*sing a broad range of songs from an extended repertoire with a sense of ensemble and performance</p> <p>*focus on phrasing (breathing) accurate pitching and appropriate vocal style</p> <p>*sing 3-part rounds, partner songs and 2-part songs without melodic support from the piano</p> <p>*Perform in assemblies and at other events.</p>	<p>Select from suggested list covering musical periods and genres in accordance with objectives and cross-curricular topics.</p>	<p>*improvise freely over a drone, using tuned percussion and melodic instruments.</p> <p>*improvise over a simple groove, responding to the beat.</p> <p>*use a wider range of dynamics ff, pp, mf, mp</p> <p>*compose melodies in pairs of phrases in either Cmaj or A min or a key suitable for the instrument chosen</p> <p>*compose a short tertiary piece ABA with a partner</p> <p>*Use chords to compose music to evoke a specific atmosphere, mood or environment.</p> <p>*capture and record ideas using various notation learned so far.</p>	<p>*Develop skills to play recorders /keyboards over the two years of Year 5 and 6.</p> <p>*play melodies on tuned percussion, melodic instruments or keyboards using staff notation, range C-C</p> <p>*Understand how triads are formed and play them on tuned percussion/ melodic instruments.</p> <p>*perform simple chordal accompaniments to familiar songs, C maj, G major, D major</p> <p>*perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles.</p> <p>*develop the skill of playing by ear on tuned instruments copying longer phrases and familiar melodies.</p>	<p>YR + KS1 + LKS2 + Ensemble, phrasing, 3-part rounds, verse, chorus, drone, groove, timbre, fortissimo, pianissimo, mezzo forte, mezzo piano, tertiary, triad, semiquaver, semibreve,</p>
NOTATION: As for Y4 + introduction of semiquavers and a semibreve with associated rests and major and minor triad chords.					
6	<p>*sing a broad range of songs including those with syncopated rhythms as part of a choir with a sense of ensemble and performance.</p> <p>*perform to a wider audience and observe rhythm, phrasing, accurate pitching and appropriate style.</p> <p>*sing 3 and 4 part rounds and experiment with positioning singers randomly within the group rather than in discrete parts to develop greater listening skills and balance between the parts.</p> <p>*sing 2-part harmony without support and 3-part harmony with some melodic support.</p>	<p>Select from suggested list covering musical periods and genres in accordance with objectives and cross-curricular topics.</p> <p>*Use an increasing variety of musical terms to describe pieces they listen to.</p> <p>*Music appreciation – be able to articulate why a piece appeals / does not appeal and identify some of the key features and characteristics of the piece.</p> <p>*be able to identify and name some of the pieces they have listened to in different year groups.</p> <p>*discuss how musical contrasts are achieved.</p>	<p>*develop improvisation skills by: Creating music with multiple sections including repetition and contrast,</p> <p>*Use chord changes</p> <p>*plan/compose a 8 -16 beat melodic phrases</p> <p>*incorporate rhythmic variety and interest</p> <p>*play the melody on a tuned instrument and record using standard notation.</p> <p>*Play from simple tab and chord symbols on the Ukulele</p> <p>*compose melodies from pairs of phrases in either G maj or E min.</p>	<p>*continue to develop keyboard proficiency and pick up new skills on the Ukulele</p> <p>*play a melody following staff notation with note range C-C (or close).</p> <p>*Use ukulele tab and chord charts to play along to songs</p> <p>*make decisions about dynamic range including pp p mp mf f and ff</p> <p>*accompany this melody and others using block chords or a bass line</p> <p>*perform a part within an ensemble</p>	<p>All previous vocab + Syncopated, discrete, musical periods and genres, block chords, bass line, octave, Characteristics, Notate,</p>
NOTATION: Using standard notation taught with greater independence and adding dynamic markings where appropriate.					
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