Music Curriculum Map

(Year 1- Year 6)

We journey together: loving learning; daring to discover; caring for all; with Jesus as our guide.

Music	Autumn	Spring	Summer
Year 1	**Charanga –** **Topic 1 Hey You** **Topic 2 Rhythm in the Way we Walk** **Listen and Appraise** To know 5 songs off by heart To know what the songs are about To know and recognise the sound and names of some of the instruments they use - ***I can concentrate and listen to a piece of music.*** - ***I can find the pulse by moving my body*** - ***I can use musical words and phrases to describe a piece of music.*** - ***I can say what I like or dislike about a piece of music and how it makes me feel.*** - ***I can understand that Rhythm describes the mixture of long and short sounds which are performed on top of the pulse.*** - ***I can listen to, copy and repeat a simple melody.*** **Games** To know that music has a steady pulse, like a heartbeat To know that we can create rhythms from words, our names, favourite food, colours and animals **Singing** To confidently sing or rap five songs from memory and sing them in unison - ***I can understand that pitch describes how high or low sounds are.***	**Charanga –** **Topic 1 In the Groove** **Topic 2 Round and Round** **Playing** Learn the names of the notes in their instrumental part from memory or when written down Learn the names of the instruments they are playing - ***I can name different musical instruments*** **Improvisation** Improvisation is about making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them Everyone can improvise! **Composition** Composing is like writing a story with music Everyone can compose **Performance** A performance is sharing music with other people, called an audience - ***I can follow the conductor or band leader*** - ***I can understand that tempo describes how fast or slow the music is.*** - ***I can understand that dynamics describe how loud or quite the music is.***	**Charanga –** **Topic 1 Your Imagination** **Topic 2 Reflect Rewind and Replay** – consolidation of learning and contextualising the history of music.

	- *I can perform rhymes, raps and songs* - *I can work and perform as part of an ensemble or as a group singing.* - *I can understand how to sing musically after warming up, sitting or standing well so that I can project the sounds confidently.*		

Music	Autumn	Spring	Summer
Year 2	**Charanga –** **Topic 1 Hands, Feet, Heart** **Topic 2 Ho Ho Ho** **Listen and Appraise** To know 5 songs off by heart To know that songs have a chorus or a response/answer part To know that songs have a musical style - *I can find a pulse and internalise it in my head.* - *I can understand that timbre describes the character or quality of a sound.* - *I can understand that texture describes the layers within the music.* - *I can understand that structure describes how different sections of music are ordered.* - *I can describe a piece of music using musical language.* **Games** To know that music has a steady pulse, like a heartbeat To know that we can create rhythms from words, our names, favourite food, colours and animals Rhythms are different from the steady pulse We add high and low sounds, pitch when we sing and play our instruments **Singing** To confidently know and sing five songs from memory To know that unison is everyone singing at the same time	**Charanga –** **Topic 1 I wanna Play in a Band** **Topic 2 Zootime** **Playing** Learn the names of the notes in their instrumental part from memory or when written down Know the names of untuned percussion instruments played in class - *I can use tuned and untuned classroom percussion to play accompaniments and tunes.* - *I can use tuned and untuned classroom percussion to compose and improvise.* - *I can play instruments using the correct techniques and with respect.* - *I can use pictures or formal musical notation to help me compose or perform music.* **Improvisation** Improvisation is making up your own tunes on the spot When someone improvises, they make up their own sure that has never been heard before. It is not written down and belongs to them Everyone can improvise, and you can use one or two notes - *I can improvise a simple rhythm using instruments and my voice.* **Performance** A performance is sharing music with an audience	**Charanga –** **Topic 1 Friendship Song** **Topic 2 Reflect Rewind and Replay** – consolidation of learning and contextualising the history of music. - *I can listen to and understand different pieces of high quality and live and recorded music.* - *I can recognise where music might come from, the people who might perform it and when it might be played.* - *I can show some understanding of how to recognise music from different points in history.* - *I can experiment with, create, select and combine sounds using the inter-related dimensions of music.* - *I can choose, organise and combine musical patterns.*

	Songs include other ways of using the voice e.g. rapping To know why we need to warm up our voices - ***I can understand that the words in a song effect its melody.*** - ***I can sing a song in two parts.*** -	A performance can be a special occasion and involve a class, a year group or a whole school An audience can include your parents and friends - ***I can perform as an ensemble using different instruments.*** - ***I can confidently perform rhymes, raps and songs*** - ***I can practise, rehearse and perform music to an audience with confidence.***	

Music	Autumn	Spring	Summer
Year 3	**Charanga –** **Topic 1 Let Your Spirit Fly** **Topic 2 Glockenspiel Stage 1** **Listen and Appraise** To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: It's lyrics, what is the song about? Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc) Name some of the instruments they heard in the song - ***I can listen with direction to a range of high quality music.*** - ***I can confidently recognise a range of musical instruments.*** - ***I can begin to listen to and recall sounds with increasing oral memory.*** **Games** Know how to find and demonstrate the pulse Know the difference between pulse and rhythm Know how pulse, rhythm and pitch work together to create a song Know that every piece of music has a pulse/steady beat	**Charanga –** **Topic 1 Three Little Birds** **Topic 2 The Dragon Song** **Improvisation** To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake - ***I can understand that improvisation is when a composer makes up a tune within boundaries*** **Composition** To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. - ***I can understand that composition is when a composed writes down and records a music idea.*** **Performance** To know and be able to talk about: Performing is sharing music with other people, an audience	**Charanga –** **Topic 1 Bringing Us** **Together Topic 2 Reflect, Rewind and Replay** – consolidation of learning and contextualising the history of music.

	Know the difference between a musical question and an answer **<u>Singing</u>** Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice - ***I can sing songs with multiple parts with increasing confidence.*** **<u>Playing instruments</u>** To know and be able to talk about: The instruments used in class (a glockenspiel and a recorder) - ***I can understand some formal, written notation which includes crotchets and rests***	A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music - ***I can play and perform in solo or ensemble contexts with confidence***	

Music	**<u>Autumn</u>**	**<u>Spring</u>**	**<u>Summer</u>**
Year 4	**Charanga –** **Topic 1 Mama Mia** **Topic 2 Glockenspiel Stage 2** **<u>Listen and Appraise</u>** To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about it: Some of the style indicators of the song The lyrics Any musical dimensions featured in the song and where they are used Identify the main sections of the song Name some of the instruments they heard in the song	**Charanga –** **Topic 1 Stop!** **Topic 2 Lean on Me** **<u>Playing</u>** To know and be able to talk about: The instruments used in class – recorder, glockenspiel or xylophone Other instruments they might play or be played by friends - ***I can copy increasingly challenging rhythms using body percussion and untuned instruments*** **<u>Improvisation</u>** Improvisation is making up your own tunes on the spot It is not written down and belongs to you	**Charanga –** **Topic 1 Blackbird** **Topic 2 Reflect, Rewind and Replay –** consolidation of learning and contextualising the history of music.

	- ***I can confidently recognise a range of musical instruments and the different sounds they make*** - ***I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.*** - ***I can use musical language to appraise a piece or style of music*** - ***I can listen to and recall sounds with increasing aural momory*** **Games** Know and be able to talk about: How pulse, rhythm and pitch work together Finding the pulse – the heartbeat of the music Rhythm Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse Musical leadership: creating musical ideas for the group to copy **Singing** To know and be able to talk about: Singing in a group can be called a choir Role of the leader or conductor Songs can make you feel different things Singing as part of a group is fun but you have to listen to each other Texture: a solo singer has a thinner texture than a group Why you warm up your voice - ***I can sing as part of an ensemble with confidence and precision***	Using one or two notes confidently is better than 5 If you improvise you cannot make a mistake You can use some known riffs **Composition** To know and be able to talk about: A composition; music that is created by you and kept in some way Different ways of recording compositions - ***I can understand some formal, written notation which includes minims and quavers*** **Performance** To know and be able to talk about: Performing is sharing music with an audience A performance can be to one person You need to know and have planned your performance It can be for a special occasion It is different for each occasion It involved communication feeling, thoughts and ideas about the song/music - ***I can play and perform in solo or ensemble with confidence and precision*** - ***I can play and perform in solo or ensemble contexts with increasing confidence***	

Music	Autumn	Spring	Summer
Year 5	**Charanga –** **Topic 1 Livin' On A Prayer** **Topic 2 Classroom Jazz 1** **Listen and Appraise**	**Charanga –** **Topic 1 Make You Feel My Love** **Topic 2 The Fresh Prince of Bel-Air** **Improvisation** Improvisation is making up your own tunes on the spot	**Charanga –** **Topic 1 Dancing in the Street** **Topic 2 Reflect, Rewind and Replay** – consolidation of learning and contextualising the history of music.

	To know 5 songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the units in those styles To choose two or three other songs and be able to talk about: Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics; what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc) Name some of the instruments they heard in the songs The historical context of the songs. What else was going on at this time? - ***I can understand how pulse, rhythm and pitch work together*** - ***I can listen with attention to detail and recall sounds with increasing aural memory.*** **<u>Games</u>** Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse Musical leadership: creating musical ideas for the group to copy or to respond to **<u>Singing</u>** To know and confidently sing five songs and their parts from memory and to sing them with a strong internal pulse To choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice	When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvised using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know three well-known improvising musicians - ***I can improvise with increasing confidence using my own voice, rhythms and varied pitch.*** **<u>Composition</u>** To know and be able to talk about: A composition: music that is created by you and kept in some way. It can be played or performed again to your friends A composition has pulse, rhythm and pitch that work together and are shared by tempo, dynamics, texture and structure Notation: recognise he connection between sound and symbol - ***I can compose complex rhythms using my aural memory.*** - ***I can understand that some formal, written notation which includes semibreves and dotted crotchets*** **<u>Performance</u>** To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music	- ***I can develop an increasing understanding of the history and context of music***

	- ***I can sing as part of an ensemble with increasing confidence and precision*** **<u>Playing</u>** To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends	- ***I can play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression***	

Music	**<u>Autumn</u>**	**<u>Spring</u>**	**<u>Summer</u>**
Year 6	**Charanga –** **Topic 1 Happy** **Topic 2 Classroom Jazz 2** **<u>Listen and Appraise</u>** To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles To choose three or four other songs and be able to talk about: The style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure of the songs (intro, verse, chorus etc) Name some of the instruments used in the songs The historical context of the songs. What else was going on at the time, musically and historically? Know and talk about the fact that we each have a musical identity - ***I can appropriately discuss the dimensions of music and recognise them in music heard.*** - ***I can listen with attention to detail and recall sounds with increasing aural memory and accuracy.***	**Charanga –** **Topic 1 A New Year Carol** **Topic 2 You've Got a Friend** **<u>Improvisation</u>** To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one, two or three notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations To know three well-known improvising musicians - ***I can improvise and compose music for a range of purposes using the inter-related dimensions of music.*** **<u>Composition</u>** To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure	**Charanga –** **Topic 1 Music and Me** **Topic 2 Reflect, Rewind and Replay –** consolidation of learning and contextualising the history of music. - ***I can develop a deeper understanding of the history and context of music.***

	- ***I can appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians.*** **Games** Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music How to keep the internal pulse Musical leadership: creating musical ideas for the group to copy or respond to **Singing** To know and confidently sing five songs and their parts from memory and to sing them with a strong internal pulse To know about the style of the songs so you can repeat the feeling and context to your audience To choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice - ***I can sing as part of an ensemble with full confidence and precision.*** **Playing** To know and be able to talk about: Different ways of writing music down- e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C The instruments they might play or be played in a band or orchestra or by their friends	Notation: recognise the connection between sound and symbol - ***I can create a simple composition and record it using formal notation*** - ***I can deepen my understanding and use of formal written notation which includes semibreves and dotted crotchets.*** **Performance** To know and be able to talk about: Performing is sharing music with an audience with belief A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music - ***I can play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression***	