

Music Curriculum Map 2019-2020

MUSIC	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Exploring the Outside	Musical Elements	Water Music	Pitch	We're Going on a Bear Hunt	Pulse and Rhythm
Year 2	Long and Short Sounds	Pitch	Beat and Rhythm	Singing	That's the Score	Instrument Sounds and Families
Year 3	Exploring Sounds	Animals and Their Characteristics	Rhythm and Layers	Notation	Class Orchestra	Singing Games
Year 4	Peter and the Wolf	Painting with Sound	The Pentatonic Scale	Melodies and Scales	Morse Code	World War 2
Year 5	Cyclic Patterns	Structure	The Planets	Space Clusters	Mood Music	Human Drum Kit
Year 6	Body Percussion	African Drums	Silent Films	Music for Television	Bringing Pictures to Life	School Play

Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>- Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Can they? Explore the sounds that surround them in everyday life?</p> <p>Attempt to recreate them using both body percussion and percussion instruments?</p> <p>Arrange these sounds into compositions?</p> <p>Explore different ways that they could be notated using a series of symbols and pictures?</p>	<p>- Play tuned and untuned instruments musically</p> <p>Can they? Explore different musical elements including high and low, loud and soft and long and short sounds?</p> <p>Compose with specific reference to these elements?</p> <p>Learn about different ways that they can be written alongside notation to provide more expression to performances?</p>	<p>- Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Can they? learn about how pictures like music can tell a story?</p> <p>Explore different sea conditions?</p> <p>Use instruments to recreate the mood in the picture?</p> <p>Compose music to perform to a film of a canoe running a river?</p>	<p>- Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>- Play tuned and untuned instruments musically</p> <p>Can they? Sing songs and play games that educate them about pitch?</p> <p>Explore their voices and tuned and untuned instruments?</p> <p>Learn about how each sound can be used and manipulated?</p>	<p>- Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Can they? Explore the story 'We're going on a Bear Hunt' to incorporate and build on their prior knowledge?</p> <p>Learn the story and create sounds and music to fit with specific sections?</p>	<p>- Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Can they? Learn about beat?</p> <p>Explore different genres of music and the differing tempos that they have?</p> <p>Use known songs and nursery rhymes to gain an understanding of rhythm?</p>

Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>- Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>- Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Can they? Build on their knowledge of long and short sounds by learning about graphic scores?</p> <p>Create their own ways of notating their work?</p> <p>Compose pieces?</p> <p>Notate to demonstrate their understanding?</p>	<p>- Play tuned and untuned instruments musically</p> <p>Can they? Explore how pitch can be used in different musical situations e.g. to express moods and feelings?</p> <p>Use graphic scores to reference different pitches?</p>	<p>- Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Can they? Understand beat?</p> <p>Explore different pieces of music and changing their tempo?</p> <p>Explore how beat can be written down to build a more detailed musical score?</p>	<p>- Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>- Play tuned and untuned instruments musically</p> <p>Can they? Use their current understanding of the musical elements?</p> <p>Can they demonstrate their understanding of long and short, high and low sounds and volume changes?</p>	<p>- Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>- Play tuned and untuned instruments musically</p> <p>Can they? Explore different ways that musical elements can be drawn?</p> <p>Create compositions that can be followed and performed in detail?</p>	<p>- Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>- Play tuned and untuned instruments musically</p> <p>Can they? Research different tuned and untuned percussion instruments?</p> <p>Discuss how they work?</p> <p>Design and construct their own musical instruments?</p>

Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>- Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Can they? Learn about how music is written to fit different theme?</p> <p>Listening to different pieces of music?</p> <p>Discuss the key musical elements that provide different moods and feelings?</p> <p>Link these to different pictures?</p>	<p>- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Can they? Discuss key elements within several pieces from the Carnival of the Animals?</p> <p>Work out how best they can be linked with different animals?</p> <p>Continue to compose music to match the characteristics of other creatures?</p>	<p>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Can they? Explore certain music to learn how layering works?</p> <p>Talk about the effects that it can bring?</p> <p>Compose pieces of music giving specific detail to the layering and combining sounds?</p>	<p>- Use and understand staff and other musical notations</p> <p>Can they? Explore 4 beat grids?</p> <p>Create their own rhythms?</p> <p>Continue to use standard notation including half beats and multi rhythms?</p>	<p>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Can they? Listen to different pieces of music to learn about different types of accompaniments?</p> <p>Explore using voices as accompaniments and record the outcomes?</p>	<p>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Can they? Explore everyday games that they play on the playground?</p> <p>Discuss if and which musical elements they contain in order to realize that they use those elements every day?</p> <p>Continue to create, play and share their own games that must include specific musical elements?</p>

Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Can they? Learn about the orchestral instruments that help bring the story to life?</p> <p>Discuss why the instruments used are chosen to represent each character and explore how they can be played to best fit?</p> <p>They gain an understanding of how music can tell stories and help bring stories to life.</p>	<p>- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Can they? Use their knowledge of the musical elements?</p> <p>Compose music to best fit different pictures that portray many different moods and atmospheres?</p>	<p>- Use and understand staff and other musical notations</p> <p>Can they? Explore the 5 notes that make up the pentatonic scale?</p> <p>They work out how to play music based on the scale and compose around it?</p> <p>Notate their compositions using standard notation?</p>	<p>- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Can they? Explore other melodies and tunes to learn about music travelling in steps of jumps?</p> <p>Compose music and notate using specific groups of notes and phrases?</p>	<p>- Listen with attention to detail and recall sounds with increasing aural memory</p> <p>- Use and understand staff and other musical notations</p> <p>Can they? Learn about rhythms and set patterns that can be created when turning words into Morse Code?</p> <p>Use these as a drone/accompaniment for other instruments to be added?</p>	<p>- Develop an understanding of the history of music.</p> <p>Can they? Learn a selection of songs sung during the period of World War 2?</p> <p>Explore the underpinning moral lifting phrases and word painting that they include?</p>

Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>- Use and understand staff and other musical notations</p> <p>Can they? Learn about different styles of repeated patterns?</p> <p>Explore and invent different ways to notate their patterns?</p> <p>Use different time signatures and symbols as well as standard notation?</p> <p>Explore combining their ideas with other groups using both body and normal percussion instruments to create cross rhythms similar to those found in African and Indian music?</p>	<p>- Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Can they? Learn about different song structures?</p> <p>Explore how some music starts with a chorus while others begin with a verse?</p> <p>Decide which they prefer?</p> <p>Learn about the middle section of songs called the bridge?</p> <p>Listen to different styles of music from different decades?</p>	<p>- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Can they? Look at different pictures of the planets; learn some facts about them, look at their colours and try to work out their human characteristics?</p> <p>Discuss which musical elements would best fit them?</p> <p>Give careful consideration to their instruments choices and compose pieces to best fit them?</p>	<p>- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Can they? Turn music on its head and learn about how to make music sound 'nasty'?</p> <p>Contemplate removing all that makes music predictable and pleasant to listen to?</p> <p>Attempt to compose music that is unpredictable and non-conforming with their usual listening tastes?</p>	<p>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Can they? Listen to different pieces of music and imagine a scene that fits them?</p> <p>Discuss how others have differing ideas to them?</p> <p>Identify common links between their ideas?</p> <p>Compose music to fit with given moods and feelings?</p>	<p>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Can they? Explore the human body musically?</p> <p>Learn about body percussion, and beat, rhythm and repeated phrases?</p> <p>Include layering and creating rounds?</p>

Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>- Use and understand staff and other musical notations</p> <p>Can they? Explore different vocal sounds as well as clapping and stamping? Work in groups composing and notating body percussion performances that are set to music? Perform a whole class composition in the style of a dance off? Enhance their understanding of rhythm and beat? Gain an understanding of how the body can be used as a percussion instrument?</p>	<p>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Can they? Continue learning about beat and rhythms alongside learning how to play the djembe? Learn different techniques to play the drum that produce different sounds? Incorporate them together to made intricate rhythmic patterns? Perform as part of a class or group performance?</p>	<p>- Develop an understanding of the history of music.</p> <p>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Can they? Watch and explore what early film would have been like with only instrumental accompaniment? Compose music to fit with an example film? Film their own short film and composing music to bring them to life?</p>	<p>- Listen with attention to detail and recall sounds with increasing aural memory</p> <p>- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Can they? Listen to radio jingles and how they are composed to give an insight into what the radio show may contain? Compose their own theme music to fit with a genre of their choice?</p>	<p>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Can they? Use all that they have learnt about the musical elements and compose music designed to tell a story and bring pictures to life? Compose considering instrument choice, layering, tempo, pitch, volume and texture?</p>	<p>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Can they? Listen to live musical performances and appreciate the skill of the musicians? Perform songs for their school play?</p>