

### MUSIC CURRICULUM MAP - Revised January 2024

Year	SINGING	LISTENING	COMPOSING & PERFORMING	VOCAB
R	<ul style="list-style-type: none"> <li>*simple songs/chants/rhymes from memory</li> <li>*action songs</li> </ul>	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"> <li>*Explore a range of tuned and untuned percussion, investigating how they can be played and the different types of sound each can produce.</li> <li>*Use body percussion / movement / sound makers and untuned percussion to match and keep a regular beat.</li> </ul>	Stop, start, slow, fast, high, low, Start to learn names of un-tuned percussion
1	<ul style="list-style-type: none"> <li>*simple songs/chants/rhymes from memory</li> <li>*Follow visual directions (stop/start/loud/ quiet) My turn, your turn</li> <li>*small pitch range – mi-so – then slightly larger range</li> <li>*call &amp; response songs to control and match pitch accurately</li> <li>*as a group, hold a simple tune alongside another melody (eg. Sing one part of a round)</li> </ul>	Music from around the world: English trad. Australian folk African marching songs / drumming Latin-American Listening tracks from the Year 1 listening list.	<ul style="list-style-type: none"> <li>*improvise vocal chants – question and answer phrases</li> <li>*create musical sound effects and short sequences of sound in response to stimuli. Combine to make a story (Use cross-curricular topics links)</li> <li>*understand the difference between rhythm and pitch patterns</li> <li>*create, retain and recall rhythm and pitch patterns and perform for others, taking turns.</li> </ul>	YR + beat, pattern, tune, create, pitch, rhythm, call and response, ostinato names of un-tuned percussion, melody
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				
2	<ul style="list-style-type: none"> <li>*sing songs with pitch range – do-so – pitching notes accurately</li> <li>*sing short phrases independently</li> <li>*Know the meaning of dynamics (loud/quiet) and pitch (high/ low) and demonstrate these when singing</li> <li>*sing simple 2-part rounds when supported by a leader or piano tune.</li> </ul>	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.	<ul style="list-style-type: none"> <li>*create music in response to stimulus; use cross- curricular topic links – The Great Fire of London etc.</li> <li>*Work with partner to improvise simple question and answer phrases to be sung or played, creating a musical conversation.</li> </ul>	YrR & 1+ introduction, dynamics (loud/quiet) pitch (hi/lo) crescendo, diminuendo, pause, parts
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 <sup>st</sup> / 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				
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3	<ul style="list-style-type: none"> <li>*sing a variety of unison songs with a generally step-by-step melody</li> <li>*perform body percussion and signs elements confidently and in time while singing.</li> <li>*sing expressively using forte and piano (loud and quiet)</li> <li>*Perform as a choir in school assemblies</li> <li>Sing 2 part rounds confidently and begin to sing simple descants above a main tune with support.</li> </ul>	<ul style="list-style-type: none"> <li>Select from suggested list covering musical periods and genres in accordance with objectives and cross-curricular topics.</li> <li>Listen out for a simple repeated theme.</li> <li>Recognise a beginning, middle and end in pieces.</li> <li>*Listen to and correctly order dot notation, showing dif arrangements of notes CDE</li> </ul>	<ul style="list-style-type: none"> <li>*improvise short 'on-the-spot' responses using a limited note range (eg. EFG)</li> <li>* 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.</li> <li>*create short up and down phrases using rhythmic notation and letter names (3 note range).</li> <li>*compose song accompaniments on untuned percussion using known rhythms and note values to record.</li> </ul>	<ul style="list-style-type: none"> <li>*learn to play a tuned instrument (recorder or glockenspiel) and practise regularly to improve accuracy and skill.</li> <li>*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.</li> <li>*Individually copy back stepwise melodic phrases with accuracy at different speeds. Extend to question and answer phrases.</li> </ul>	<ul style="list-style-type: none"> <li>YR + KS1+</li> <li>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</li> </ul>
4	<ul style="list-style-type: none"> <li>*sing a variety of unison songs with a greater range and including some leaps in the melody.</li> <li>*follow instructions for getting louder and softer.</li> <li>*sing a range of rounds and partner songs without melodic support.</li> <li>*begin to sing songs with two separate parts and hold without melodic support.</li> </ul>	<ul style="list-style-type: none"> <li>Select from suggested list covering musical periods and genres in accordance with objectives and cross-curricular topics.</li> <li>Begin to identify structures in music.</li> <li>Pieces in major and minor keys for comparison.</li> <li>Film music used to create certain moods and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>*improvise on the instrument being learned (recorder or glockenspiel) and begin to make decisions about structure (eg. ABA, ABAB, AABA etc.)</li> <li>*Use rhythm cards to create sequences of 2, 3 or 4 beat phrases, arranged into bars.</li> <li>*Introduce major and minor tonality</li> <li>*compose music to create a specific mood.</li> <li>*capture and record creative ideas in a variety of ways – graphic symbols, rhythm and staff notations, technology (video)</li> </ul>	<ul style="list-style-type: none"> <li>*develop more competency in the instrument being learned (recorder or glockenspiel).</li> <li>*play and perform melodies following staff notation extending note range from Year 3.</li> <li>*copy short melodic phrases</li> <li>*perform in two or more parts (eg. melody and accompaniment or a duet) using standard notation.</li> <li>*Identify static and moving parts</li> </ul>	<ul style="list-style-type: none"> <li>YR + KS! + Y3 +</li> <li>Static, moving, parts, harmony, accompaniment, major, minor, score, bar lines, time signature, minim, rhythmic score,</li> </ul>
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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>*compose melodies from pairs of phrases in either G maj or E min.</p>	<p>*continue to develop keyboard proficiency</p> <p>*play a melody following staff notation with note range C-C (or close).</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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