

Whole School Curriculum Map by Subject: Music

	<u>Key Stage 1</u>	<u>Key Stage 2</u>	
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	
Listening and Appraising	<u>By the end of Year 2...</u>	<u>By the end of Year 4...</u>	<u>By the end of Year 6...</u>
	<ul style="list-style-type: none"> • Move your body in time to the pulse. • Find and maintain the pulse of a piece of music. • Talk about changes in timbre, dynamics, tempo and pitch in a piece of music • Identify families of instruments; brass, woodwind, strings, percussion • Describe how a piece of music makes you feel. 	<ul style="list-style-type: none"> • Find and maintain the pulse in a variety of musical styles/time signatures (march, waltz, Irish jig). • Recognise and explore a range of musical styles and traditions and know their basic style indicators • Use the terms: rhythm, timbre, pitch, pulse, tempo, dynamics, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. • Identify and recognise individual instruments within the families 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning. • Develop a deeper understanding of the history of music (Composers and Musicians) eg. Medieval 800-1400, Renaissance 1400-1600, Baroque 1600-1750, Classical 1750-1820, Romantic 1820-1910, Modern 1910 – present.

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Performance (Each year group has been allocated a focus instrument. This doesn't mean other instruments can't be used. A focus unit must use your designated instrument.)	<ul style="list-style-type: none"> • I can play instruments using the correct technique and with respect. Focus on un-tuned percussion (Yr1) , recorders (Yr2) and voice. • Take part in singing, accurately following the melody. • Listen to, copy and repeat simple rhythms and melodies. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch using the voice. • Perform to an audience. 	<ul style="list-style-type: none"> • I can play instruments using the correct technique and with respect. Focus on djembe (Yr4) and ukulele and voice (Yr 3&4). • Sing from memory with accurate pitch and diction. • Hold a part within a round. • Perform in solo or ensemble with control and awareness of others. 	<ul style="list-style-type: none"> • I can play instruments using the correct technique with respect. Focus on keyboard instruments including, Glocks, xylophones etc. • Sing or play from memory with confidence. • Sing or play expressively and in tune. • Sing a harmony part confidently and accurately. • Sustain a drone (sustained note) or a melodic ostinato (repeating pattern) to accompany singing. • Perform in solo or ensemble with controlled breathing (voice) and awareness of others.
Composing	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap and play rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, melodic patterns (voice) and short, rhythmic phrases (un-tuned/body percussion) 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones (sustained note) as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of purpose, timbre and rhythm. • Combine a variety of musical devices, including melody, rhythm and chords. • Use drones (sustained notes) and melodic ostinato (repeated patterns) based on the pentatonic scale. • Use digital technologies to compose, edit and refine pieces of music.
Transcribing	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a quaver, crotchet, minim and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> • Use the standard musical notation of quaver, crotchet, dotted crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble clef and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures.

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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Project focus: Singing		Project focus: Ukulele	Project focus: Singing		
Charanga: Rhythm in the Way We Walk and the Banana Rap Alternatively use 'Freestyle' and 'Sing' sections for songs appropriate to topic. New vocabulary: pulse, pitch, dynamics Outcomes: <ul style="list-style-type: none"> • Perform the song using correct singing techniques. • To demonstrate understanding of the key vocabulary. 	Charanga: Alternatively use 'Freestyle' and 'Sing' sections for songs appropriate to topic. New vocabulary: timbre Outcomes: <ul style="list-style-type: none"> • Use the key vocabulary when describing a piece of music e.g. pitch, dynamics, tempo... • Perform to an audience. 	West Sussex Music Service	Charanga: use 'Freestyle' and 'Sing' sections for songs appropriate to topic. New Vocabulary: : rhythm, texture, rests (use of silence), stave (EGBGF, FACE) Outcomes: <ul style="list-style-type: none"> • To perform song(s) as part of an ensemble (and also opportunities for solos). • To demonstrate understanding of the key vocabulary and confidence using vocabulary from previous years. 	Charanga: use 'Freestyle' and 'Sing' sections for songs appropriate to topic. New Vocabulary/ Themes: Lyrics, melody, purpose, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, cultural context. Outcomes: <ul style="list-style-type: none"> • To perform song(s) as part of an ensemble and as a solo. • To demonstrate understanding of the key vocabulary and confidence using vocabulary from previous years 	Charanga: use 'Freestyle' and 'Sing' sections for songs appropriate to topic. Revise Vocabulary/ Themes: Lyrics, melody, purpose, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, cultural context. Outcomes: <ul style="list-style-type: none"> • To perform song(s) with more than one part (e.g. tune/drone/ harmony). • To demonstrate confidence using all technical vocabulary to describe music.
Project focus: Un-tuned percussion	Project focus: Recorders		Project focus: Djembe	Project focus: Keyboard instrument:	Project focus: Keyboard instrument: keyboard/glockenspiels
Charanga: In the Groove (Improvisation option to focus on percussion and accompanying singing). New vocabulary: tempo, strings, woodwind, brass, percussion.	Charanga: Suggested units: <i>I wanna play in a band</i> or <i>Blown Away Recorder Book 1 (2)</i> New Vocabulary: note names		Charanga: Instrument djembe (ukulele).	Charanga: Glockenspiel Stage 1	Charanga: Glockenspiel Stage 2 (can be used for either instrument).

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Outcomes: <ul style="list-style-type: none"> • To know there are different types of instruments, and name non-tuned percussion instruments. • To use non-tuned percussion instruments to play simple rhythms. • To demonstrate understanding of the key vocabulary. 	Outcomes: <ul style="list-style-type: none"> • To play simple songs/rhythms on the recorder using the correct technique. 		Outcomes: <ul style="list-style-type: none"> • To play different rhythms on the djembe using the correct technique. • To play and hold your part in a round. 	Outcomes: <ul style="list-style-type: none"> • To play the glockenspiel using the correct technique. • To play a simple 2 part piece with tune and accompaniment (drone). • Play simple tunes/rhythms from a written score. 	Outcomes: <ul style="list-style-type: none"> • To play/perform a piece of music with multiple parts e.g. tune and drone. • Play tunes/rhythms from a written score.
Project focus: composition and notation (This may be linked to the above focus or taught as an independent unit)					
Vocabulary: As above Outcomes: <ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	Vocabulary: AS above Outcomes: <ul style="list-style-type: none"> • To use simple notation to support composing/ performing. 		Vocabulary: quaver, crotchet, minim, semibreve, rest Outcomes: <ul style="list-style-type: none"> • To recognise the symbols for quaver, crotchet, minim, semibreve, rest. • Compose a piece of music for a purpose. • Record composition using either non-standard or standard notation. 	Vocabulary: quaver, crotchet, dotted crotchet, minim, semibreve, rest Outcomes: <ul style="list-style-type: none"> • To recognise the symbols for quaver, crotchet, minim, semibreve, rest. • Compose a piece of music for a purpose. • Record a simple composition using either standard notation for rhythm or pitch 	Vocabulary: quaver, crotchet, dotted crotchet, minim, semibreve, rest Outcomes: <ul style="list-style-type: none"> • To confidently recognise the symbols for quaver, crotchet, minim, semibreve, rest. • Compose a piece of music for a purpose. • Record a simple composition using standard notation (rhythm and pitch) e.g. using pentatonic scales and simple crotchet, quaver, rest rhythms.