



Whole School Music Curriculum Map

National Curriculum Statement:

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as *[active]*musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Non Negotiables for Music throughout every academic year:

- Children have opportunities to develop their aural skills through listening to, responding to and appraising pieces of music.
- Children have opportunities to respond to and understand pieces of music from different periods of time and different cultures.
- The skills of listening to, planning, responding to, performing and evaluating pieces of music are intertwined and development of these skills are deepened throughout each year.
- Children develop rhythmic fluency and understanding of pitch through singing and learning to play a target instrument.
- Children learn to play tuned and untuned percussion and four different tuned instruments throughout KS2.
- Every music lesson throughout is embedded in practical music making and supported through the reading of appropriate notation.
- Every child in every year group has the opportunity to perform through singing or playing instruments to a wider audience than their class during the school year.
- All children learn to read stave music notation and their experience of this begins in Y3 and is developed with increasing confidence and complexity throughout KS2.



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The planning is split to reflect the ongoing skills which are developed continuously throughout the year, and also any termly areas of focus (e.g. rounds, or ostinatos). Pupils will develop core skills of listening, performing, composing and appraising as they progress through the scheme.

KS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y3	Singing and playing: Intro to Recorders Exploring pitch and technique	Singing and playing: Exploring pitch and performance Xmas songs	Singing and playing: Exploring ostinatos	Singing and playing: Exploring Arrangements	Singing and playing: Exploring rounds	Singing and playing: Exploring Performing together
Suggested repertoire re: music for study	<ul style="list-style-type: none"> -Red Hot Recorder Tutor 1, Sarah Watts, published by Kevin Mayhew -Recorder Razzamajazz, Sarah Watts, published by Kevin Mayhew -Christmas Razzamajazz Recorder, Sarah Watts, published by Kevin Mayhew -Recorder Wizard, Emma Coultard, published by Chester Music -Recorder Boppers, David Moses, published by Tinderbox Music -Recorder from the Beginning book 1, John Pitts, published EJA Publications 					
	Musical elements -Develop their thinking voice (internalising) -Develop their aural/aural memory/copy cat skills -To compose using the pitches and rhythm sounds		Technical skills -Holding and posture -Blowing and breathing technique -Fingering technique -Use staff notation to read pitches and rhythms, 4/4, bars and bar lines (strong and weak beats)		End of Year Expectations -To sing and play using good technique -To play melodies using pitches low C, D,E, Fsharp,F, G,A,B, C D, -To say/clap/play too, tum ti, ta (four/six) rhythms	



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	-Develop rhythmic fluency and confidence	-Use of correct vocabulary to describe rhythm sounds e.g. crotchet, quaver, minium, rest	-To read the above notation from the score -To hold your part in a 2 part round or multipart ensemble
Y4	Singing and playing: Intro to glockenspiels: Exploring pitch and technique	Singing and playing: Exploring pitch and performance Xmas Song	Singing and playing: Exploring the pentatonic scale
Suggested repertoire re: music for study	<ul style="list-style-type: none"> -The Kaptain Uke Glockenspiel Book Volume 1 -Playing Chords with Glockenspiel Unit 1-The Music Room -Blues pp -WCIT Xylophone planning-NAM -Keyboard/Rec/Uke flip resources -Gotye-Somebody that used to know-Wall2wall music 		
	Musical elements -Continuing development of rhythmic fluency and confidence – performing with flow -Respond with increasing musicality to a written score - Children use more strategies to aid independent learning e.g. sight singing / aural cues	Technical skills -Can play two note chords -Can read sharps and flats -Understand Simple structures eg verse/chorus/verse -Use appropriate language in discussing aspects of playing and about the score, including the use of accurate terminology	End of year Expectations -To play melodies using the C scale, the pentatonic scale and the blues scale. -To play melodies using sharps and flats -To play two note chords C, G, A, F -Develop confidence when performing as part of an ensemble



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			when describing musical elements e.g. dynamics/tempo		including 2/3 part rounds/accompaniment/polyphony	
Yr 5	Singing and playing: Intro to Ukuleles Exploring pitch and technique	Singing and playing: Exploring pitch and performance Xmas songs	Singing and playing: Exploring chords	Singing and playing: Exploring scales and melodies	Singing and playing Exploring the Blues	Singing and playing: Exploring lyrics and melody-songwriter
	<p>Suggested repertoire re: music for study</p> <ul style="list-style-type: none"> -Ukulele from the Beginning book 1, Tim Fulston, published EJA Publications -Ukulele from the Beginning book 2, Tim Fulston, published EJA Publications -Ukulele Basics, Lorraine Bow & Alex Davis, published by Faber Music -Ukulele Magic, Ian Lawrence, published Collins music -10 Acoustic Guitar & Ukulele Songs, Theo Lawrence, published TL music lessons -Blues Music pp -Four Chord PP -Blues pp: Oscar Wood 					
	<p>Continuous development of musical elements below throughout terms 1 - 6 </p>					

	Musical elements: Continuing development of rhythmic fluency and confidence – performing with flow Continuing development of aural skills -Respond with increasing fluency and confidence to tempo and dynamic range -Performing in parts including rounds and ostinatos -Improvise repeated patterns and combine layers of sound with awareness of the combined effect -Express contrasting emotions through music eg happy/sad		Technical: -Plucking and strumming -Holding and posture -Performing with increasing fluency and confidence with good playing technique -Reading stave and tab notation -Playing chords -Improve their own work -Suggest improvements to their own and others’ work -Continuing to use and develop appropriate language and accurate terminology		End of Year Expectations: -To play C, A, G, F, Em7 and Em chords -To play fingered notes D,F and G -To read TAB of the above -Perform confidently as part of an ensemble including rounds / accompaniment / polyphony -To perform accurately a full dynamic range -To be able to independently analyse a piece of music	
Y6	Singing and playing: Intro to keyboards Exploring technique and pitch	Singing and playing: Exploring pitch and performance Xmas songs	Singing and playing: Exploring melodies and scales. Pentatonic/Blues	Singing and playing: Exploring chords and melody C/G/F/A	Singing and playing: Exploring Arrangements Rounds, Multiple parts.	Singing and playing: Exploring playing together Popular Music
Suggested repertoire re: music for study	<ul style="list-style-type: none"> -Collins Keyboard Magic -Flipchart from NAM -Emeli Sande-Next to me -Gotye-Somebody that I used to know -Four Chord pp -Chord Composition pp -Blues Music pp 					
<p style="margin: 0;">Continuous development of musical elements below throughout terms 1 - 6</p>						



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	<p>Musical</p> <ul style="list-style-type: none"> -Hold part in 2/3/4 part round -Identify the effect of a sharp/flat -Improvise melodic and rhythmic phrases as part of a group performance -Developing composing over larger forms e.g. longer melodies/contrasting sections -While performing by ear and from simple notation they maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect 	<p>Technical:</p> <ul style="list-style-type: none"> -Play with separate fingers on rh -Play in contrary motion -Play with hands together -Play with both hands, simple individual parts -Play in $\frac{3}{4}$ -Recognise how the musical elements are combined and used expressively -Compose by developing ideas within musical structures e.g. blues scale/pentatonic/pop chord progression - Continuing to use and develop appropriate language and accurate terminology 	<p>End of Year Expectations:</p> <ul style="list-style-type: none"> -To play melodies using the C scale, the pentatonic and the blues scale -Can use sharps and flats -To learn 3 note white chords, C, F, G, A, Dm Bb -To play with both hands - Perform confidently as part of an ensemble including rounds / accompaniment / polyphony -They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. They suggest improvements to their own and others' work
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Coverage of style and different cultural music

There is no separate unit that deals exclusively with a particular culture or style of music (blues excluded), but a wide range of music is covered throughout the year for example children's playground songs of different cultures, folk songs of different cultures, calypso and samba up to a wide range of popular music from blues to urban music. Different styles and cultures are also covered during:

- Cultural week
- Black history month
- Weekly assemblies include music by the great western composers (Bach, Beethoven, etc.)
- Samba band sessions will be added to children's lessons at the end of the term if there is time.