



Whole School Curriculum Map Music

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, one tuned instrument throughout KS1 and three different tuned instruments throughout KS2.
- Every music lesson throughout KS1 & KS2 is embedded in practical music making and supported through the reading of appropriate notation.



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- 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 Y1 and is developed with increasing confidence and complexity throughout KS1 & KS2 with upper KS2 also learning TAB.

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.

| KS1 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|--|--|--|--|--|---|
| Yr 1 | Singing: Exploring rhythm and pulse Sherlock/Out of the Ark Kodaly | Singing: Exploring pitch and performance Sherlock Jack in the box Xmas prep | Singing + untuned and tuned percussion: Exploring pitch notation GM- D/R/M/F/S/L/T | Singing + untuned and tuned percussion: Exploring pitch and rhythm parts Rapunzel | Singing + untuned and tuned percussion: Exploring Ostinatos The Three Little Pigs | Singing + untuned and tuned percussion: Exploring timbre, tempo and dynamics Hansel and Gretel |
| Suggested repertoire re: music for study | -Game Songs by Harriet Powell -Jack in the box pitch flip-Oscar Wood -Singing Sherlock Book 1 (Warm ups/Tune in/Feel the heartbeat) -Singing Sherlock Book 3 (Warm ups/Tune in/Feel the heartbeat) -GM flipchart- NAM -Rapunzel-Nikki Davies -Hansel and Gretel-Nikki Davies -The Three Little Pigs-Nikki Davies (Roald Dahl) | | | | | |



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| | <ul style="list-style-type: none"> -Seventy Simple Songs with ostinato by Albery Chatterly -Out of the Ark@Home | | | | | |
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| | Musical elements <ul style="list-style-type: none"> -Respond with increasing confidence to pulse, rhythm and pitch and changes with dynamics and tempo -Repeat short rhythmic and melodic patterns -Increasing fluency in performance -Make physical movements that represent sounds -Compose short phrases | | Technical skills <ul style="list-style-type: none"> -Develop control when singing and playing -Use voices in different ways such as speaking, singing and chanting -Hold their part in a musical performance -Reading graphic notation | | End of Year Expectations <ul style="list-style-type: none"> -To sing and play with good technique and posture -To sing, sign, translate and play the C major scale and C pentatonic scale -To say, clap, play and read ta/titi/ta rest (shh) rhythms -To read graphic notation for the above and use to play simple patterns | |
| Yr 2 | Singing + untuned percussion: Exploring rhythm and pulse Traditional Tales | Singing + tuned percussion: Exploring pitch and performance GM FLIP Xmas prep | Singing + untuned and tuned percussion: Exploring pitch and notation parts Jack and the Beanstalk | Singing + untuned and tuned percussion: Exploring pitch and rhythm parts Little red Riding hood | Singing + untuned and tuned percussion: Exploring Rounds | Singing + untuned and tuned percussion: Exploring Ostinatos Sun Sea and Song |
| Suggested repertoire re: music for study | <ul style="list-style-type: none"> -Game Songs by Harriet Powell -Singing Sherlock Book 1 (Warm ups/Tune in/Feel the heartbeat) -Singing Sherlock Book 3 (Warm ups/Tune in/Feel the heartbeat) -Sun Sea and Song-BBC -Jack and the Beanstalk -Niki Davies/BBC Mini Musical/Roald Dahl | | | | | |

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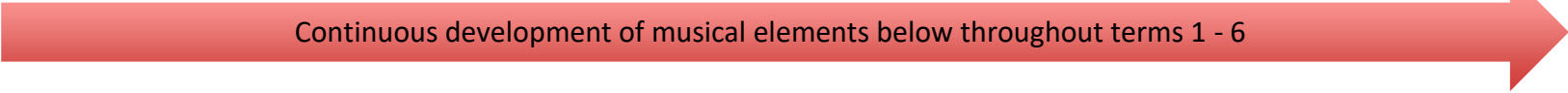
| | | |
|---|--|---|
| <ul style="list-style-type: none"> -Little Red Riding Hood - BBC Mini Musical/Roald Dahl; -Seventy Simple Songs with ostinato by Albery Chatterly -Flying a Round by David Gadby and Beatrice Harrop -Traditional Tales BBC -Out of the Ark@Home -GM Flipchart/Round flipcharT | | |
| <p>Continuous development of musical elements below throughout terms 1 - 6</p> | | |
| <p>Musical elements</p> <ul style="list-style-type: none"> -Respond to different styles/moods in music physically e.g. clapping/tapping/marching/smiling etc -Respond to changes in timbre, tempo, pitch and dynamics when playing instruments and singing -Develop an awareness of an audience and other performers -Explore how sounds can be made and changed -Compose using Kodaly and graphic notation | <p>Technical skills</p> <ul style="list-style-type: none"> -Develop control and phrasing when singing and playing -Read Kodaly rhythm and graphic notation (colour code) create and choose sounds -Following signals/cues e.g. stop/start, louder/quieter, -Take account of musical instruction | <p>End of Year Expectations</p> <ul style="list-style-type: none"> -Play melodies and ostinatos on chime bars using C scale pitches -Demonstrate an understanding between the relationship between pitch and rhythm -Sing confidently and in tune -Hold own part in a 2 part round |



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| KS2 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|--|---|--|--|--|
| <p style="font-size: 2em; font-weight: bold;">Y3</p> <p>Suggested repertoire re: music for study</p> | <p>Week 1-4: Voices and body percussion: Exploring pulse and rhythm: Week 5-8: Singing and playing: Intro to Recorders Exploring pitch, notation, and technique</p> | <p>Singing and playing: Exploring pitch, notation and performance Xmas songs</p> | <p>Singing and playing: Exploring melodies and stave notation</p> | <p>Singing and playing: Exploring Arrangements Recorder festival Easter Songs *Recorder Group</p> | <p>Singing and playing: Exploring playing in parts Exploring structure/style- Vocal songs Listening videos</p> | <p>Singing and playing: Exploring Performing together End of year Music Show</p> |
| <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 -Charanga -Musical Futures -Recorder Flip chart (Newham) | | | | | | |

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|  <p>Continuous development of musical elements below throughout terms 1 - 6</p> | | |
| <p>Musical elements</p> <ul style="list-style-type: none"> -Develop their thinking voice (internalising) -Develop their aural/aural memory/copy cat skills -To compose using the pitches and rhythm sounds -Develop rhythmic fluency and confidence | <p>Technical skills</p> <ul style="list-style-type: none"> -Holding and posture -Blowing and breathing technique -Fingering technique -Use of staff notation to read pitches, rhythms, time signature in 2/3/4 and expression (forte/piano/staccato/legato) -Use of correct vocabulary to describe rhythm sounds e.g. crotchet, quaver, minum, rest | <p>End of Year Expectations</p> <ul style="list-style-type: none"> -To sing and play using good technique -To play melodies using pitches low C, D,E, Fsharp,F, G,A,B, C D, -To read and translate (say/clap/play) kodaly rhythms from semi quavers-semibreve) -To read crotchet, minim, semibreve rests -To hold part in a 2 part round or multipart ensemble -To play with expression - To develop understanding of how the inter-related dimensions of music can be combined to create different moods and effects. -To listen to music from a number of great composers, musicians and traditions and to respond. |



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| <p style="font-size: 2em; font-weight: bold; margin: 0;">Y4</p> <p style="font-weight: bold; margin-top: 20px;">Suggested repertoire re: music for study</p> | <p>Week 1-4: Voices and body percussion: Exploring pulse and rhythm: Week 5-8: Singing and playing: Intro to Glockenspiels Exploring pitch, notation and technique</p> | <p>Singing and playing: Exploring pitch and performance Xmas Song</p> | <p>Singing and playing: Exploring melodies and stave notation</p> | <p>Singing and playing: Exploring melodies and scales</p> | <p>Singing and playing: Exploring sharps/flats/chords and playing in parts Exploring structure/style- Vocal songs Listening videos</p> | <p>Singing and playing: Exploring performing together End of year music show</p> |
| | <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 -Charanga -Keyboard flipchart (Newham) | | | | | |
| | <div style="background-color: #e67e22; color: white; padding: 10px; display: inline-block; font-weight: bold;"> Continuous development of musical elements below throughout terms 1 - 6 </div> | | | | | |



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| | <p>Musical elements</p> <ul style="list-style-type: none"> -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 | | <p>Technical skills</p> <ul style="list-style-type: none"> -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 when describing musical elements e.g. dynamics/tempo | | <p>End of year Expectations</p> <ul style="list-style-type: none"> -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 including 2/3 part rounds/accompaniment/polyphony - To develop an understanding of how the inter-related dimensions of music can be combined to create different moods and effects. -To listen to music from a number of great composers, musicians and traditions and to respond. | |
| <p>Yr 5</p> <p>Suggested repertoire re: music for study</p> | <p>Week 1-4: Voices and body percussion: Exploring pulse and rhythm: Week 5-8: Singing and playing: Intro to ukuleles/TAB Exploring pitch, notation and technique</p> | <p>Singing and playing: Exploring pitch and performance Xmas songs</p> | <p>Singing and playing: Exploring melodies and TAB/Stave notation</p> | <p>Singing and playing: Exploring scales and melodies *Ukulele Club</p> | <p>Singing and playing: Exploring melody, chords and arrangements with multiple parts</p> | <p>Singing and playing: Exploring performing together End of year music show</p> |



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| | | | | | Exploring structure/style- Vocal songs | |
| | | | | | Listening videos | |
| <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 -Charanga -Ukulele flipchart Newham | | | | | | |
| | | | | | | |
| 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 | | | 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 | | End of Year Expectations: -To play the C Pentatonic scale -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 | |



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| | <p>-Improvise repeated patterns and combine layers of sound with awareness of the combined effect</p> <p>-Express contrasting emotions through music eg happy/sad</p> | | <p>-Continuing to use and develop appropriate language and accurate terminology</p> | | <p>- To develop an understanding of how the inter-related dimensions of music can be combined to create different moods and effects.</p> <p>-To listen to music from a number of great composers, musicians and traditions and to respond.</p> | |
| Y6 | <p>Week 1-4: Voices and body percussion: Exploring pulse and rhythm:</p> <p>Week 5-8: Singing and playing: Intro to ukuleles/TAB Exploring pitch, notation and technique</p> | <p>Singing and playing: Exploring pitch and performance Xmas songs</p> | <p>Singing and playing: Exploring melodies and TAB/Stave notation</p> | <p>Singing and playing: Exploring scales and melodies</p> <p>*Ukulele Club</p> | <p>Singing and playing: Exploring melody, chords and arrangements Multiple parts</p> <p>Exploring structure/style- Vocal songs</p> <p>Listening videos</p> | <p>Singing and playing: Exploring performing together</p> <p>End of year music show</p> |
| | <p>-Ukulele from the Beginning book 1, Tim Fulston, published EJA Publications</p> <p>-Ukulele from the Beginning book 2, Tim Fulston, published EJA Publications</p> <p>-Ukulele Basics, Lorraine Bow & Alex Davis, published by Faber Music</p> <p>-Ukulele Magic, Ian Lawrence, published Collins music</p> <p>-10 Acoustic Guitar & Ukulele Songs, Theo Lawrence, published TL music lessons</p> <p>-Blues Music pp</p> <p>-Four Chord PP</p> <p>-Blues pp: Oscar Wood</p> | | | | | |

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| <p>-Charanga -Ukulele flipchart Newham</p> | | |
| <p style="text-align: center;">Continuous development of musical elements below throughout terms 1 - 6</p> | | |
| <p>Musical 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</p> | <p>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</p> | <p>End of Year Expectations: -To play the C Pentatonic scale -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 develop an understanding of how the inter-related dimensions of music can be combined to create different moods and effects. -To listen to music from a number of great composers, musicians and traditions and to respond.</p> |

Coverage of style and different cultural music



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There is no separate unit that deals exclusively with a particular culture or style of music, 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 different events that happen throughout the year.