

West Croft School



Music

Curriculum Intent





Through an **exciting, creative** and **hands-on** Music curriculum we aim to **inspire** and **engage** children with a wide range of Musical **experiences**.

Children will, through **practical-led, exploratory** musical activities foster their **enjoyment** of music and will **explore, appreciate, understand** and **create** a wide variety of music from a range of cultures, styles and times.

At West Croft we recognise that Music is a **universal** language that embodies one of the highest forms of creativity, therefore, through pupils own increased **understanding** and **talent** as **musicians** pupils should increase their **self-confidence, creativity** and sense of **achievement**. Pupils should develop their understanding and experiences of performing in solo, group and whole class **ensembles**.

Therefore, our aim, is to promote **active** ways for pupils to realise their **individual creative** potential and to be able to **express** themselves through Music.

# Music programmes of study: Key Stages 1 and 2 National Curriculum in England

## **Purpose of study**

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 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.

## **Aims**

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.

## **Attainment targets**

- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## **Subject content Key Stage 1**

Pupils should be taught to:

- 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.

## **Key Stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing 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 to 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
- Develop an understanding of the history of music.

# End of Year Outcomes in Music



By the end of Year 1 & 2, pupils should be able to:	By the end of Year 3 & 4, pupils should be able to:	By the end of Year 5 & 6, pupils should be able to:
<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a <b>range</b> of high quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate notations).</li> </ul>	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Improvise and compose music for a range of purposes using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate notations).</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Improvise and compose music for a range of purposes using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate notations).</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Develop an understanding of the history of music.</li> </ul>

# Skills Progression in Music

## PERFORMING

### Singing

### Playing instruments

	By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
<b>Singing</b>	<ul style="list-style-type: none"> <li>Sing together, as part of a group (unison)</li> <li>Follow instructions on how and when to sing (loudly/quietly)</li> <li>Sing a melody accurately and at their own pitch</li> <li>Take notice of others when performing</li> <li>To look at audience when they are singing/performing</li> </ul>	<ul style="list-style-type: none"> <li>Take part in singing, showing an awareness of melody</li> <li>To sing accurately at a given pitch</li> <li>To sing with increased awareness of tempo (fast/slow)</li> <li>Develop the use of vocal sounds to express feelings</li> <li>Chant and sing in two parts while playing/clapping a steady beat</li> <li>Explore voices to create descriptive musical effects</li> <li>Sing paying attention to the pitch shape of the melody (follow with hands)</li> <li>Sing a rhythmic chant/rap</li> <li>Sing a West African call &amp; response song</li> <li>Understand pitch through singing, movement and note names</li> <li>Prepare and improve a performance using movement, voice and percussion</li> </ul>	<ul style="list-style-type: none"> <li>Sing with confidence using a wider vocal range</li> <li>To sing in tune with expression &amp; recognise simple phrases</li> <li>Sing expressively with awareness and control at the expressive elements (e.g. timbre, tempo, dynamics)</li> <li>To control their voice when singing</li> <li>Understand how different mouth shapes can affect voice sounds.</li> <li>Internalise sounds by singing parts of a song 'in their heads'.</li> <li>Perform a song with tuned and untuned percussion</li> <li>Sing songs to create different vocal effects</li> <li>Sing in two parts (two different melodies), add movement and percussion</li> <li>Perform a round in two more parts</li> <li>Sing a call &amp; response song</li> </ul>	<ul style="list-style-type: none"> <li>Sing with confidence using a wider vocal range</li> <li>To sing songs from memory with accurate pitch and expression.</li> <li>To maintain their own part in a round</li> <li>To sing a song with two or more parts</li> <li>Internalise sounds by singing parts of a song 'in their heads'.</li> <li>Sing songs to create different vocal effects</li> <li>Sing in two parts (two different melodies), add movement and percussion</li> <li>Perform songs with verse and chorus structure</li> </ul>	<ul style="list-style-type: none"> <li>To breath in the correct place when singing</li> <li>Maintain a more complex part in a performance with confidence, accuracy and awareness of others/audience.</li> <li>To sing and use their understanding of meaning to add expression</li> <li>To maintain their part whilst others are performing theirs</li> <li>To perform from simple notations.</li> <li>Sing songs with two or three independent parts</li> <li>Sing partner songs</li> <li>Show control, phrasing and expression in singing.</li> </ul>	<ul style="list-style-type: none"> <li>To sing a harmony part confidently and accurately</li> <li>To perform parts from memory or/and from notation</li> <li>Maintain a more complex part in a performance with confidence, accuracy and awareness of others/audience.</li> <li>Show control, phrasing and expression in singing.</li> <li>To sing and use their understanding of meaning to add expression</li> </ul>
<b>Playing instruments</b>	<ul style="list-style-type: none"> <li>Learn to play percussion with control (stop/start, loud/quiet)</li> <li>Identify and play a steady beat using body percussion and an instrument.</li> <li>Explore and control dynamics, duration and timbre with instruments</li> <li>Play percussion instruments at different speeds</li> <li>Create a soundscape using instruments</li> <li>Explore sounds on instruments and find different ways to vary their sound</li> <li>Rehearse and perform a chant/rap with sound effects using instruments</li> <li>Use instruments to create descriptive sounds.</li> <li>Identify and name classroom instruments</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and repeat rhythmic patterns on body percussion and instruments</li> <li>Introduce simple notation (e.g. CEG) to play tuned percussion –by ear initially</li> <li>Perform steady beat and simple rhythms using movements, percussion and body percussion.</li> <li>Accompany a song with vocal, body percussion and instrumental ostinati.</li> <li>Explore and develop an understanding of pitch using percussion instruments.</li> <li>Use instruments expressively in response to visual stimuli.</li> <li>Identify the pulse in different pieces of music and how this changes (faster/slower)</li> <li>Begin to internalise and create rhythmic patterns</li> </ul>	<ul style="list-style-type: none"> <li>Know the difference between pulse and rhythm</li> <li>Recognise rhythmic patterns</li> <li>Begin to know number of beats in a crotchet, minim, quaver</li> <li>Perform a repeated pattern to a steady pulse.</li> <li>Play and create pentatonic melodies on tuned instruments</li> <li>Layer rhythms using untuned percussion instruments</li> <li>Play rhythmic ostinati individually and in combination</li> <li>Use a simple score and combine sounds to create different textures</li> <li>Create &amp; Play from graphic scores &amp; simple notation</li> <li>Rehearse &amp; perform, following others and sometimes taking the lead.</li> </ul>	<ul style="list-style-type: none"> <li>Know the difference between pulse and rhythm</li> <li>Sustain a rhythmic ostinato/drone/melodic ostinato to accompany singing on an instruments</li> <li>Know number of beats in a crotchet, minim, quaver and semibreve</li> <li>Use silence for effect</li> <li>Follow a basic melody line, using standard notation.</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts</li> <li>Play from memory with confidence</li> <li>Take turns to lead a group</li> <li>Maintains own part, playing accurately with awareness of what others are playing</li> <li>Play more complex instrumental parts</li> <li>Develop ensemble playing, focusing on steady beat and placing notes accurately together</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts</li> <li>Play from memory with confidence</li> <li>Take turns to lead a group</li> <li>Maintains own part, playing accurately with awareness of what others are playing</li> <li>Play more complex instrumental parts</li> <li>Develop ensemble playing, focusing on steady beat and placing notes accurately together</li> </ul>

# Skills Progression in Music

**EVALUATING**

**Listening & Appraising**

By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
<ul style="list-style-type: none"> <li>Recall and remember short songs and sequences and patterns of sounds.</li> <li>Recognise and respond to changes in tempo in music</li> <li>Identify a sequence of sounds in a piece of music (high, low, high)</li> <li>Respond to music through movement</li> <li>Identify changes in pitch and respond to them with movement</li> <li>Listen in detail to a piece of music &amp; describe simply what they hear (instrument)</li> <li>Respond to change of mood in a piece of music with a fast/slow steady beat</li> <li>Identify a simple repeated rhythm pattern</li> <li>Understand musical structure by listening and responding through movement</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways of producing sounds (e.g. shake, strike, pluck).</li> <li>Match descriptive sounds to images</li> <li>Identify different sound sources</li> <li>Listen in detail to a piece of music (e.g. identify how it depicts a season, weather, place).</li> <li>Use simple musical vocabulary to describe music</li> <li>Choose sounds and instruments carefully and make improvements to their own and others' work</li> </ul>	<ul style="list-style-type: none"> <li>Listen in detail to a piece of music &amp; identify mood/how it depicts a place, feeling, picture.</li> <li>Listen in detail to a piece of music and describe using inter-related dimensions of music.</li> <li>Identify a sequence of sounds (Structure) in a piece of music</li> <li>Identify simple melodic phrases and play them by ear.</li> <li>Create sequences of movements in response to sounds</li> <li>Explore and choose different movements to describe music heard.</li> <li>Use musical vocabulary to describe music</li> <li>Choose sounds and instruments carefully and make improvements to their own and others' work</li> <li>Recognise how music can reflect different intentions</li> <li>Develop listening skills by describing music from different traditions</li> <li>To begin to identify music linked with Famous composers in History.</li> </ul>	<ul style="list-style-type: none"> <li>Listen in detail to a piece of music and describe using inter-related dimensions of music.</li> <li>Identify different instrument groups from a recording</li> <li>Understand how rhythmic articulation affects musical phrasing</li> <li>Understand how the use of dynamics provides contrast</li> <li>Compare and contrast the structure and/or style of two pieces of music</li> <li>Copy rhythms and a short melody</li> <li>Identify the metre of a new song or piece</li> <li>To explain the place of silence and what effect it has</li> <li>Explore music of famous composers in History</li> <li>Learn about call &amp; response and Rondo form.</li> <li>Develop listening skills by analysing and comparing music from different traditions</li> </ul>	<ul style="list-style-type: none"> <li>Listen, identify and describe in detail using the interrelated dimensions of music.</li> <li>Identify different instrument groups from a recording</li> <li>Use more musical dimensions vocabulary to describe music – duration, timbre, pitch, dynamics, tempo, texture, structure, metre, ostinato, drone, melodic, harmony, chords</li> <li>Explore music of famous composers in History</li> <li>Describe the structure of a piece of music</li> <li>Develop listening skills by analysing and comparing music from different traditions</li> </ul>	<ul style="list-style-type: none"> <li>Listen, identify and describe in detail using the interrelated dimensions of music.</li> <li>Identify different instrument groups from a recording</li> <li>Use a range of musical vocabulary when describing &amp; evaluating a piece of music.</li> <li>Develop a deeper understanding of the History of Music</li> <li>Describe the structure of a piece of orchestral music (binary/ternary form)</li> <li>Understand and use Rondo form to build a performance</li> <li>Explore and analyse a song arrangement and its structure</li> <li>Develop listening skills by analysing and comparing music from different traditions</li> </ul>

\*Inter-related dimensions of music : pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate music notations

# Skills Progression in Music

## COMPOSING

### Improvising, exploring and creating sounds using inter-related dimensions of music

By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
<ul style="list-style-type: none"> <li>Explore, create and place vocal and body percussion sounds.</li> <li>Explore and develop an understanding of pitch using the voice and body movements</li> <li>Improvise descriptive music</li> <li>Play and control changes in tempo</li> <li>Relate pitch changes to graphic symbols and perform pitch changes vocally</li> <li>Explore different sound sources and materials</li> <li>Create a soundscape using instruments as part of a song performance</li> <li>Explore sounds on instruments and find ways to vary their sound</li> <li>Play fast, slow. Loud, quiet sounds on percussion instruments</li> <li>Invent and perform new rhythms to a steady beat</li> <li>Create, play and combine simple word rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Explore different sound sources</li> <li>Notate pitch shape and duration using simple line graphics (graphic scores)</li> <li>Explore timbre and texture to understand how sounds can be descriptive</li> <li>Understand and perform rising and falling pitch direction</li> <li>Read and write simple pitch line notation</li> <li>Combine pitch changes with changes in other elements/dimensions</li> <li>Understand and differentiate between beat and rhythm</li> <li>Combine sounds to create a musical effect in response to visual stimuli</li> <li>Perform and create simple three and four beat rhythms using a simple score</li> <li>Explore different ways to organise music</li> <li>Understand and play from simple notation</li> <li>Use sound to create abstract effects (including using ICT)</li> </ul>	<ul style="list-style-type: none"> <li>Select descriptive sounds, choose different timbres to make an accompaniment or composition</li> <li>Make choices about musical structure</li> <li>Improvise descriptive music or/and improvise an ostinati accompaniment</li> <li>Explore simple accompaniments using beat and rhythm patterns</li> <li>Recognise and explore different combinations of pitch sounds</li> <li>Develop a song by choosing lyrics and structure</li> <li>Arrange an accompaniment with attention to balance and musical effect</li> <li>Use a score and combine sounds to create different musical textures</li> <li>Make creative use of the way sounds can be changed, organised and controlled (including ICT)</li> <li>Suggest ways to improve own and others' work</li> </ul>	<ul style="list-style-type: none"> <li>Select descriptive sounds, choose different timbres to make an accompaniment or composition</li> <li>Make choices about musical structure</li> <li>Improvise descriptive music or/and improvise an ostinati accompaniment</li> <li>Explore simple accompaniments using beat and rhythm patterns</li> <li>Explore more complex rhythms such as syncopation</li> <li>Begin to use a variety of different musical devices including melody, rhythms and chords</li> <li>To use graphic notations to record and interpret sequences of pitches</li> <li>Begin to use keyboards to explore, create and combine sounds.</li> <li>Explore using ICT to organise musical ideas where appropriate</li> <li>Suggest ways to improve own and others' work</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use a variety of different musical devices including melody, rhythms and chords</li> <li>Improvise with increasing aural memory</li> <li>Compose and perform melodies using 5 or more notes</li> <li>Explore and perform more complex rhythms such as syncopation</li> <li>Create musical effects using contrasting pitch</li> <li>Create music reflecting given intentions and record using standard notation.</li> <li>Identify how sounds can be combined and used expressively, layering sounds.</li> <li>Use keyboards to explore, create and compose sounds</li> <li>Use ICT to organise musical ideas &amp; begin to explore how music can be composed using music technology software (e.g. Garageband, Bandlab etc).</li> <li>Refine and improve own and others' work</li> </ul>	<ul style="list-style-type: none"> <li>Create music reflecting given intentions and record using standard notation.</li> <li>Create more complex rhythmic patterns using a variety of instrumentation with an awareness of timbre, duration</li> <li>Create musical effects using contrasting pitch</li> <li>Compose music which reflects that of another key period in History.</li> <li>Use musical dimensions to create and perform music for a film clip</li> <li>Compose a piece of music showing pupils' freedom of expression and own choice of style/intention/purpose</li> <li>Use keyboards to explore, create and compose own accompaniments/pieces</li> <li>Compose music using Music technology software (e.g. Garageband, Bandlab etc)</li> <li>Record own compositions</li> <li>Refine and improve own and others' work</li> </ul>

\*Inter-related dimensions of music : pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate music notations

Performing - Singing

Performing - Playing instruments

# MUSIC Curriculum Map Year 1

Composing - improvising, exploring &amp; creating

Evaluating - Listening &amp; appraising

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
<b>WIDER CURRICULUM PROJECT</b> <u>Where would you like to live?</u>	<b>WIDER CURRICULUM PROJECT</b> <u>Which West Croft is Best Croft?</u>	<b>WIDER CURRICULUM PROJECT</b> <u>Too hot to handle, too cold to hold?</u>	<b>WIDER CURRICULUM PROJECT</b> <u>Can we reap what we sow?</u>	<b>WIDER CURRICULUM PROJECT</b> <u>Francis Drake – hero or pirate?</u>	<b>WIDER CURRICULUM PROJECT</b> <u>Weather - friend or foe?</u>
<b>Can I sing songs about my body?</b>  By the end of this unit, pupils will know songs which help them to learn about their body. Pupils will sing simple action songs, be able to clap/tap a steady beat and make simple body percussion sounds and rhythms as they sing.	<b>Can I describe Victorian songs?</b>  By the end of this unit, pupils will know about the significance of singing in the Victorian era. Pupils will learn some popular Victorian songs and a hymn. Pupils will be able to describe how Victorian songs/instruments sound different to modern popular songs.	<b>Can I explore instruments to describe a hot desert or icy polar region ?</b>  By the end of this unit, pupils will be able to describe different timbres/effects instruments can make and how they are played. Pupils will know how to play high and low sounds, long/short sounds and loud/soft dynamics. Pupils will explore & create timbral effects to describe an image.	<b>Can I make my own musical instrument?</b>  By the end of this unit, pupils will be able to describe how different instruments are played and the materials they are made from. Children will explore using natural or recycled materials (natural and/or garden objects) to make their own musical instruments and use them to play simple rhythms as part of a group.	<b>Can I sing pirate songs and sea shanties?</b>  By the end of this unit, pupils will know about the importance of Sea Shanties as traditional folk songs used as work songs on ships. Pupils will link Sea shanties to pirate songs through legends. Children will sing and play instruments as accompaniment to sea shanties and pirate songs.	<b>Can I compose a piece of music to describe the weather?</b>  By the end of this unit, pupils will know about different types of weather and be able to use tuned and untuned instruments to explore and combine sounds to create a weather composition. Children will be introduced to simple graphic scores, explore pitch, rhythm & dynamics.
<b>Singing</b>	<b>Singing</b>	<b>Playing instruments</b>	<b>Playing instruments</b>	<b>Singing</b>	<b>Improvising, exploring &amp; creating</b>
	<b>Listening &amp; Appraising</b>			<b>Playing Instruments</b>	
<ul style="list-style-type: none"> <li>Sing a variety of songs (unison) which help to name body parts (e.g. <i>Head, shoulders, knees and toes</i>)</li> <li>Add simple actions to songs, keeping aware of the steady beat.</li> <li>Explore body percussion sounds made by different parts of the body – what sounds can be made?</li> <li>Add simple body percussion rhythms along with singing (clap, stamp, tap) keeping a steady beat in time to the music.</li> </ul>	<ul style="list-style-type: none"> <li>Listen &amp; describe a variety of popular Victorian songs (e.g. Parlour songs &amp; music hall - <i>Daisy, Daisy, Ta-ra da boom de ay, Oh I do like to be beside the seaside, Boiled beef and carrots, Any old iron</i> etc).</li> <li>Understand Music Hall &amp; singing as popular entertainment in Victorian era.</li> <li>Learn to sing &amp; add actions to popular Victorian songs</li> <li>Learn a verse/s from a Victorian hymn (e.g. <i>All things bright and beautiful</i>).</li> <li>Understand the importance of singing hymns at church and school during Victorian era and musical instruments played at this time, compare with today's modern instruments used in pop songs.</li> </ul>	<ul style="list-style-type: none"> <li>Name &amp; explore different classroom percussion instruments</li> <li>Describe and sort instruments into groups (metal, wooden and instruments to shake, tap, scrape, pluck)</li> <li>Explore how instruments can be played and sounds made (timbre)</li> <li>Explore contrasting high/low pitches, dynamics soft/loud, long and short sounds.</li> <li>Explore different ways to play instruments shake, tap, scrape, shake</li> <li>Select and explore sounds which describe an image (e.g. hot desert warm wooden sounds/icy arctic sharp metal sounds)</li> <li>Play instruments on own and as part of a group/whole class.</li> </ul>	<ul style="list-style-type: none"> <li>Explore a range of natural and recycled materials/objects and how they can be used to make sounds.</li> <li>Learn about how some musical instruments are made from natural objects and how sounds are made.</li> <li>Make own simple musical instrument from natural and recycled materials (e.g. shaker, drum, xylophone, castanets)</li> <li>Play a steady pulse and simple rhythm patterns using their made instrument.</li> </ul>	<ul style="list-style-type: none"> <li>Sing a variety of sea shanties and pirate songs (e.g. <i>I'm a Pirate, Wellerman, When I was one...</i>)</li> <li>Add simple actions to songs, keeping aware of the steady beat.</li> <li>Add simple body percussion sounds along with singing, keeping aware of the steady beat.</li> <li>Add percussion instruments to a whole class performance of a song using simple rhythm patterns</li> <li>Listen to different examples of Sea shanties and understand they were sung as working songs (<i>heave ho!</i>)</li> <li>Learn about traditional instruments played in sea shanties e.g. fiddle (violin), concertina, whistle, bodhran (drum &amp; beater), bones (claves)</li> </ul>	<ul style="list-style-type: none"> <li>Listen &amp; describe how the music &amp; instruments describe the weather or season</li> <li>Introduce graphic scores to interpret the music and play from</li> <li>Learn about Antonio Vivaldi and The Four Seasons.</li> <li>Explore different ways to play instruments to create different timbral effects which link to different types of weather.</li> <li>Select and explore sounds which describe an image of different types of weather (rain, thunder, snow, sunshine, wind)</li> <li>Create a group composition which describes weather and explores changes in pitch, rhythm and dynamics.</li> </ul>
<b>Science link – Our bodies</b>			<b>Art Link – Andy Goldsworthy</b>		<b>100 Significant people: Composer Antonio Vivaldi</b>

Performing - Singing

Performing - Playing instruments

# MUSIC Curriculum Map Year 2

Composing - improvising, exploring and creating

Evaluating - Listening &amp; appraising

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
<b>WIDER CURRICULUM PROJECT</b> How was Bideford born?	<b>WIDER CURRICULUM PROJECT</b> How far can we fly?	<b>WIDER CURRICULUM PROJECT</b> How much do we really know about the blue planet?	<b>WIDER CURRICULUM PROJECT</b> What a wonderful world?	<b>WIDER CURRICULUM PROJECT</b> Equality – Are we there yet?	<b>WIDER CURRICULUM PROJECT</b> Evacuation – right or wrong?
<b>Can I accompany a song using instruments?</b> By the end of this unit, pupils will learn to add a simple accompaniment to a familiar song using pitched percussion. Pupils will learn to play short melodic phases on tuned percussion.	<b>Can I compose a soundscape about flight?</b> By the end of this unit, pupils will use instruments expressively in response to visual stimuli. Pupils will explore and combine sounds to create a soundscape linked to flight using simple graphic scores and exploring pitch, rhythm, timbre & dynamics.	<b>Can I compose music to describe the ocean ?</b> By the end of this unit, pupils will compose a composition for a short film clip from Blue Planet. Inspiration will be taken from the World's oceans and the creatures living in it.	<b>Can I perform African music?</b> By the end of this unit, pupils will learn about traditional West African music. Pupils will combine singing, dance and instrument playing. Pupils will sing African call & response songs and learn to perform djembe ostinato cyclic rhythms.	<b>Can I create a rap?</b> By the end of this unit, pupils will understand the significance of protest songs. Children will listen and compare the lyrical themes in different examples of protest songs. Children will learn about the importance of lyrics, creating their own version of a protest song in the form of a rap.	<b>Can I perform a song from WW2?</b> By the end of this unit, pupils will know about musical styles in Britain during the 1930s and 1940s and popular music during World War 2. Children will learn about the songs of Dame Vera Lynn and big band styles.
<b>Playing instruments</b>	<b>Listening &amp; Appraising</b>	<b>Improvising, exploring &amp; creating</b>	<b>Singing</b>	<b>Improvising, exploring &amp; creating</b>	<b>Listening &amp; Appraising</b>
	<b>Improvising, exploring &amp; creating</b>		<b>Playing Instruments</b>		<b>Singing</b>
<ul style="list-style-type: none"> <li>Learn to sing a simple song (e.g. <i>London's bridge is falling down/Bideford bridge is falling down</i>)</li> <li>Learn to sing in unison and as a simple two- part round.</li> <li>Identify and clap/play percussion instruments with the steady pulse.</li> <li>Introduce simple notation to play on tuned percussion to accompany singing as simple melodic ostinati pattern accompaniment (e.g. CGCGC - by ear initially)</li> <li>Perform short section of melody on tuned percussion.</li> <li>Begin to internalise and create/perform simple rhythmic patterns</li> </ul>	<ul style="list-style-type: none"> <li>Listen in detail to a variety of pieces of music which are connected to flight from various times and traditions.</li> <li>Appraise music and describe how each piece depicts flight/flight journey</li> <li>Explore different ways to play instruments to create different timbral effects which link to different examples of flight.</li> <li>Create simple rhythmic patterns, timbral effects, dynamics and differences of pitch and tempo as part of flight composition.</li> <li>Create a simple structure to perform piece (e.g. ABA, or Beginning, middle, end)</li> <li>Use graphic scores to record ideas and perform</li> <li>Choose instruments carefully and make improvements to their own and others work.</li> </ul>	<ul style="list-style-type: none"> <li>Explore different ways to play instruments to create different timbral effects which link to different examples of sea creatures and oceans.</li> <li>Create simple themes for various aspects of the sea (e.g. a melodic theme for a starfish, a bass ostinato to represent the deep seabed etc).</li> <li>Create a simple structure to perform piece which fits the film clip.</li> <li>Use graphic scores to record ideas and perform</li> <li>Create simple rhythmic patterns, timbral effects, dynamics and differences of pitch and tempo as part of composition</li> <li>Choose instruments carefully and make improvements to their own and others work.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about Africa for its rich musical culture, particularly drumming</li> <li>Listen in detail, describe &amp; appraise music from Africa, especially West African countries e.g. Mali, Ghana, Senegal, Guinea, Gambia, etc)</li> <li>Learn to sing songs from West Africa, including call and response (e.g. <i>Kye Kye Kule, Oleyo, Nanuma, Koko Rio Ko, Siyahamba</i>) (Sing up resource)</li> <li>Learn about the importance of the djembe drum, its original use as a form of communication and how it is widely popular/ significant tradition.</li> <li>Learn simple djembe playing techniques (tone, slap, bass) and how to perform simple rhythmic patterns/cyclic patterns</li> <li>Improvise simple djembe rhythms over a steady pulse/ostinato pattern.</li> <li>Learn about other African instruments (djun djun, shekere, kora, kalimba, balafon, mbira etc).</li> <li>Learn, rehearse and perform an African song with actions/movement, djembe cyclic patterns and percussion accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the significance of protest songs and civil rights movements</li> <li>Listen in detail, describe &amp; appraise examples of protest songs from 1960s/antiapartheid (e.g. <i>Sam Cooke A change is gonna come</i>, <i>Labi Siffre Something inside, so strong</i>, <i>Nina Simone I wish I knew how it would feel to be free</i>, <i>Asikhatali</i> etc)</li> <li>Use poetry/raps as a stimuli for writing lyrics linked to own version of a protest song as a rap/chant with own civil rights/protest theme.</li> <li>Explore word rhythms/body percussion to create a rhythmic verse for rap.</li> <li>Introduce ICT/keyboard to create a simple rhythmical backing track for rap performance.</li> </ul>	<ul style="list-style-type: none"> <li>Explore popular styles of music in Britain during the 1930s and 1940s</li> <li>Learn about the life of Vera Lynn and her impact during WW2 as a female singer.</li> <li>Listen, appraise and sing songs popular in WW2 (e.g. <i>White Cliffs of Dover, We'll meet again</i>).</li> <li>Sing, showing greater awareness of melody and accurate pitch.</li> <li>Show greater awareness of expression when singing</li> <li>Perform to an audience (e.g. assembly)</li> </ul>

Performing - Singing

Performing - Playing instruments

# MUSIC Curriculum Map Year 3

Composing - improvising, exploring &amp; creating

Evaluating - Listening &amp; appraising

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
<b>WIDER CURRICULUM PROJECT</b> <u>Stone age or iron age?</u>	<b>WIDER CURRICULUM PROJECT</b> <u>Who put that there?</u>	<b>WIDER CURRICULUM PROJECT</b> <u>Who shifted my plates?</u>	<b>WIDER CURRICULUM PROJECT</b> <u>Solid as the rock?!</u>	<b>WIDER CURRICULUM PROJECT</b> <u>Was Ancient Greece a myth?</u>	<b>WIDER CURRICULUM PROJECT</b> <u>Greece – hot or not?</u>
<b>Can I perform music from India?</b> By the end of this unit, pupils will learn about music from India. Children will learn about traditional Indian folk songs and bhangra styles and learn about traditional Indian musical instruments.	<b>Can I perform traditional music from the British Isles?</b> By the end of this unit, pupils will learn about traditional music from the British Isles. Children will listen to examples of jigs, reels, hornpipes and learn about the folk music, instruments and dance traditions of the British Isles and characteristics from each country.	<b>Can I use cyclic patterns to perform a Gamalan piece?</b> By the end of this unit, pupils will learn about Gamelan music from Java and Bali from east Asia. Children will learn cyclic patterns using new scales in the style of Balinese and Javanese Gamalan music. Children will learn to perform a Gamalan piece as a whole class.	<b>Can I compose my own piece 'Fossils in the rock' using the xylophone?</b> By the end of this unit, pupils will learn about the French composer Saint-Saens and the 'Fossils' section from The Carnival of the Animals. Children will develop their own xylophone playing and performing from notation. Children will compose their own fossils piece using xylophones	<b>Can I use instruments to recreate characters/places from a Greek Myth?</b> By the end of this unit, pupils will learn about Ancient Greek Myths and legends. Pupils will compose linking themes to characters and places in Ancient Greek Myths and legends.	<b>Can I sing and accompany songs from Europe?</b> By the end of this unit, pupils will learn to sing different songs from Europe. Children will learn to sing in rounds, two-parts and partner songs. Children will learn about the significance of 'Ode to Joy' as an official Anthem in Europe.
<b>Singing</b>	<b>Singing</b>	<b>Playing Instruments</b>	<b>Improvising, exploring &amp; creating</b>	<b>Improvising, exploring &amp; creating</b>	<b>Singing</b>
	<b>Playing Instruments</b>	<b>Listening &amp; Appraising</b>	<b>Playing Instruments</b>		<b>Listening &amp; appraising</b>
<ul style="list-style-type: none"> <li>Learn to sing a traditional Indian/Hindu song (e.g. <i>Ame sau vala tara bal</i> a Gujarati devotional song based on Bhairavi Raag or/and <i>Under the lemon tree</i> – traditional Bengali song).</li> <li>Learn simple classical dance moves and perform to music (e.g. importance of hand gestures) moving in time to beat</li> <li>Learn about traditional musical instruments from India and use of drones, ragas and improvisation.</li> <li>Listen/watch &amp; compare to a modern Indian pop song or Bollywood style.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about traditional music from the British Isles and how it is often combined with dance forms</li> <li>Listen to examples of jigs, reels, hornpipes and types of dance popular with each country (e.g. clog dance – Wales, Morris dance – England, Ceilidh – Scotland, Riverdance etc)</li> <li>Learn how the music is passed on traditionally from an oral tradition through generations, used for social gatherings or sometimes work songs (sea shanties)</li> <li>Learn to sing a traditional song from the British Isles (e.g. <i>Scarborough Fair</i>, <i>Blow the Man down</i>, <i>Poverty Knock</i>, <i>Here we go round the Mulberry bush</i>, <i>Lavenders blue</i>, <i>Sua Gan</i>, <i>Danny Boy</i>, <i>O waly waly etc</i>).</li> <li>Learn to play chords/drones of melodic phrases to accompany singing, learn about use of different scales (modes) in British Folk music.</li> <li>Add tuned and untuned percussion to a performance of a traditional song from the British Isles.</li> <li>Listen to modern composers &amp; artists and how they are influenced by British Folk music (e.g. Ralph Vaughan Williams-<i>English Folk Song Suite</i> 1923, modern pop groups - The Chieftans)</li> </ul>	<ul style="list-style-type: none"> <li>Listen to examples of Gamalan music from both Java and Bali and learn about the instruments</li> <li>Learn about how Gamalan music has featured in their traditional way of life for hundreds of years.</li> <li>Explore classroom instruments or/and keyboards to find similar timbres to Gamalan (e.g. metallophones, gongs, chime bars)</li> <li>Learn about how the instruments are tuned (e.g. 5-note scale 'slendro' or 7-note scale 'pelog'). Compare to a traditional western scale (classroom instruments may be similar in pitch, but not the same).</li> <li>Learn a traditional Gamalan piece as a whole class (e.g. <i>Bendrong</i> - Javanese) using interlocking cyclic patterns (Play by ear or/and use numbers to represent pitches)to perform.</li> <li>Rehearse, perform and appraise whole class performance of the piece</li> </ul>	<ul style="list-style-type: none"> <li>Listen in detail to 'Fossils' from the Carnival of the Animals by Saint-Saens (1835-1921)</li> <li>Listen &amp; describe in detail how the composer represents fossils in the piece, how it is structured, how melody repeats.</li> <li>Practise &amp; develop xylophone playing. Correct technique, playing simple 2 note drones, playing simple short melodic phrases.</li> <li>Practise reading &amp; playing from simple notation.</li> <li>Create own xylophone composition 'Fossils in the rock' using drones and simple melodic patterns.</li> <li>Structure composition into clear sections, use a simple melodic phrase which may repeat.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about stories &amp; characters from Ancient Greek Myths and legends.</li> <li>Create simple themes for different characters or places linked with a particular myth or legend (e.g. Theseus and the Minotaur, the labyrinth)</li> <li>Explore different timbral effects, dynamics, pitch, rhythm and tempo to represent a character/place/scene</li> <li>Explore chromatic note patterns or/and pentatonic scales for effect</li> <li>Choose instruments carefully and make improvements to their own and others work.</li> <li>Compose, rehearse &amp; perform to an audience</li> </ul>	<ul style="list-style-type: none"> <li>Learn to sing traditional songs from various European countries.</li> <li>Sing with awareness to expression, mood and accuracy in pitch.</li> <li>Maintain own part when singing as part of a round or in parts.</li> <li>Learn to sing as a three or four part round, partner songs and as two independent parts.</li> <li>Understand the significance and meaning of the song and from which European country it derives.</li> <li>Understand the 'Ode to Joy' theme (based on Schiller's poem) from Ludwig Van Beethoven's 9th Symphony is now an official 'Anthem of Europe' (played at political events).</li> </ul>
<b>RE link – Hinduism</b> <b>PE link - Dance</b>	<b>PE link - Dance</b>		<b>Passport experiences:</b> Xylophone playing		<b>100 Significant people:</b> <b>Composer</b> Ludwig van Beethoven

Performing - Singing

Performing - Playing instruments

# MUSIC Curriculum Map Year 4

Composing - improvising, exploring &amp; creating

Evaluating - Listening &amp; appraising

Autumn		Spring			
Evolution	Legacy	Exploration	Discovery	Debate	Conflict and Resolution
<b>WIDER CURRICULUM PROJECT</b> <u>What have the Romans done for us?</u>	<b>WIDER CURRICULUM PROJECT</b> <u>What have the Romans done for us?</u>	<b>WIDER CURRICULUM PROJECT</b> <u>Where's my mummy?</u>	<b>WIDER CURRICULUM PROJECT</b> <u>Where's my mummy?</u>	<b>WIDER CURRICULUM PROJECT</b> <u>River deep, mountain high?</u>	<b>WIDER CURRICULUM PROJECT</b> <u>River, deep, mountain high?</u>
<b>Can I sing in unison, rounds and add a melodic accompaniment?</b> By the end of this unit, pupils will learn about main features of Judaism as a world religion. As part of understanding the special relationship Jews share with God, children will learn to sing a traditional Jewish song and add an accompaniment.	<b>Can I develop an understanding of a Great Composer in history?</b> By the end of this unit, pupils will learn about the life and significance of Mozart as a composer. Pupils will listen to examples of some of his pieces and learn about the Concerto and Rondo form.	<b>Can I compose a chant for an Ancient Egyptian God?</b> By the end of this unit, pupils will learn about Ancient Egyptian Gods and the importance of worship. Pupils will learn about musical instruments played by the Ancient Egyptians and will compose a chant for an Ancient Egyptian God.	<b>Can I perform to an audience?</b> By the end of this unit, pupils will learn songs as part of a mini drama production about Ancient Egyptians. Pupils will develop their singing skills and perform to a wider audience.	<b>Can I compose piece of music describing the journey of a river?</b> By the end of this unit, pupils will have developed their understanding of the different stages of a river and its formation. They will create a piece of music which describes musically the journey of a river from source to sea.	<b>Can I understand how to change the pitch and volume of sounds?</b> By the end of this unit, pupils will be able to identify how sounds are made on different musical instruments. Pupils will be able to describe changes in the pitch and volume of musical notes. Pupils will explore a ukulele and learn how to create some basic sounds on the instrument.
Singing	Listening & Appraising	Singing	Singing	Improvising, exploring & creating	Playing instruments
Playing instruments	Playing instruments	Playing Instruments	Playing instruments		Improving, exploring and creating
<ul style="list-style-type: none"> <li>Listen to the traditional song (e.g. <i>Shalom</i>) and understand that it is a traditional Israeli song meaning 'peace'.</li> <li>Listen to other examples of traditional Jewish/Israeli songs (e.g. <i>Zum gali gali</i>)</li> <li>Learn to sing Shalom in unison, then as a round in two, three and four groups.</li> <li>Describe the four musical phrases of the song (each new line).</li> <li>Learn to play a simple 3 note chord accompaniment as a drone (e.g. AFD)</li> <li>Explore playing a simple melodic ostinato on tuned percussion as an accompaniment to the song.</li> <li>Children to sing with expression and showing an awareness to the mood of the piece.</li> <li>Perform the round as a whole class, incorporating singing, chords and melodic ostinato.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the life and significance of Wolfgang Amadeus Mozart as an Austrian composer and performer who could write and play music from an early age.</li> <li>Listen, describe and learn about selected examples of some of his famous compositional works (e.g. symphonies, sonatas, quartets etc)</li> <li>Listen in detail to a well-known composition (e.g. Mozart's Horn Concerto No.4)</li> <li>Learn about Rondo form as a musical structure.</li> <li>Learn that a concerto is a piece for a solo instrument and orchestra.</li> <li>Explore playing percussion instruments to create simple rhythmic call &amp; response patterns as musical questions and answers, imitating a Rondo form.</li> </ul> <p>BBC Ten Pieces</p>	<ul style="list-style-type: none"> <li>Learn about Ancient Egyptian Gods and the importance of music for worship.</li> <li>Learn about Ancient Egyptian musical instruments (e.g. sistrum, flute, harp, bells, trumpet, drum) and the significance of music in Ancient Egyptian society.</li> <li>Make inferences about Ancient Egyptian music by looking at historical artefacts as evidence.</li> <li>Use word syllable patterns and word rhythms to compose a chant for an Ancient Egyptian God (e.g. Ra).</li> <li>Rehearse rhythmic chant over a steady pulse played on a drum/instrument.</li> <li>Record rhythmic patterns of chant into a rhythm grid, incorporate correct note values (e.g. quavers, crotchets, minims etc)</li> <li>Rehearse, perform and appraise performances of chants and suggest improvements.</li> </ul>	<ul style="list-style-type: none"> <li>Learn a variety of songs &amp; associated short dramas about the Ancient Egyptians</li> <li>Listen &amp; describe features of the song/music such as speed, dynamics, rhythm, pitch and mood.</li> <li>Identify &amp; clap a steady pulse &amp; clap rhythmic patterns in the music</li> <li>Develop greater understanding of pitch, melodic phrases (including pitch leap and running notes).</li> <li>Add simple percussion accompaniment to a song/s</li> <li>Singing with greater accuracy of pitch and maintaining own part.</li> <li>Singing confidently, enthusiastically and with lots of energy and expression.</li> <li>Perform to a wider audience</li> </ul> <p>BBC School Radio Unit Ancient Egypt</p>	<ul style="list-style-type: none"> <li>Listen to a piece of music which describe a river (e.g. '<i>Moldau</i>' from <i>Ma Vlast</i> by Bedrich Smetana) and learn about how the composer uses music to describe the course of the Moldau (or Vltava) River in the Czech Republic.</li> <li>Describe how the composer describes each section of the river musically throughout the piece.</li> <li>Compose in groups a piece of music which describes a section or complete journey of the course of the river.</li> <li>Structure composition to reflect the course of the river into 3 sections (e.g. upper, middle, lower).</li> <li>Explore timbral effects that instruments can create to produce effective sounds to imitate sections of the river (e.g. tiny stream, waterfall, gurgling, rushing water, meandering, the sea etc)</li> <li>Perform with particular attention to tempo, pitch (leaps, running notes), and mood.</li> <li>Rehearse, perform and appraise performances and suggest improvements.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about how sounds are made by vibrations that travel through the air.</li> <li>Explore classroom musical instruments and how different instruments produce sounds.</li> <li>Categorise instruments into basic groups according to how sounds are produced (e.g. percussion that is hit, strings that are plucked/bowed, wind that is blown).</li> <li>Learn about the families of instruments in the orchestra and how they produce sound.</li> <li>Explore how pitch is high or low and how pitch can be changed.</li> <li>Explore how the volume of instruments can change from loud and quiet sounds, (e.g. weak/strong vibrations from a loose/tight drum skin).</li> <li>Use ukuleles scientifically to investigate sound.</li> <li>Learn to play different pitched notes and simple chords on a ukulele (e.g. C, F, G chords).</li> </ul>
RE link - Judaism	100 Significant people: Composer Wolfgang Amadeus Mozart				Science Link = Sound Passport experience = ukulele playing

Performing - Singing

Performing - Playing instruments

# MUSIC Curriculum Map Year 5

Composing - improvising, exploring &amp; creating

Evaluating - Listening &amp; appraising

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
<b>WIDER CURRICULUM PROJECT</b> <u>Can we save the rainforest?</u>	<b>WIDER CURRICULUM PROJECT</b> <u>What is the Mayan legacy?</u>	<b>WIDER CURRICULUM PROJECT</b> <u>How did invaders change Britain?</u>	<b>WIDER CURRICULUM PROJECT</b> <u>How did invaders change Britain?</u>	<b>WIDER CURRICULUM PROJECT</b> <u>Was Bideford significant to the Tudors?</u>	<b>WIDER CURRICULUM PROJECT</b> <u>Did we really land on the moon?</u>
<p><b>Can I perform instruments as part of a Samba Band?</b></p> <p>By the end of this unit, pupils will learn about Brazil and the popularity of Samba bands from the Rio carnival. Children will learn about Latin American Samba instruments and practise playing samba call &amp; response style rhythms as part of a whole class samba performance.</p>	<p><b>Can I compose a piece of music that reflects the music of the Mayan culture?</b></p> <p>By the end of this unit, pupils will learn about traditional music from South America. Children will learn about instruments and particularly those used by the Mayan culture. Pupils will compose their own Mayan style piece of music.</p>	<p><b>Can I sing as part of a class performance?</b></p> <p>By the end of this unit, pupils will learn several songs and dramas to explore Alfred the Great, Athelstan, the story of Beowulf and the end of the Anglo-Saxon dynasty in 1066 at The Battle of Hastings. Pupils will develop their singing skills and show more awareness of expression, diction and phrasing.</p> <p>Change to midsummers night dream?</p>	<p><b>Can I develop an understanding of a Great Composer in history?</b></p> <p>By the end of this unit, pupils will learn about the life and significance of Tchaikovsky as a composer. Pupils will listen to examples of some of his famous works including the Nutcracker Suite. Pupils will create their own rhythmic ostinatos and structure them into a piece as well as performing a simple waltz as an ensemble.</p>	<p><b>Can I describe how a composer uses music to evoke emotion?</b></p> <p>By the end of this unit, pupils will listen to a variety of contrasting pieces of music that evoke different moods and emotions. Children will explore how changing different elements can create different moods. Pupils will learn about the effect of tonality and how this can affect the mood of the music.</p>	<p><b>Can I compose sounds electronically to describe outer space?</b></p> <p>By the end of this unit, pupils will listen and appraise a variety of music which depicts space. Children will hear contemporary compositions and learn about timbral effects such as note clusters. Pupils will compose their own space composition using ICT.</p>
<b>Playing instruments</b>	<b>Improvising, exploring &amp; creating</b>	<b>Singing</b>	<b>Listening &amp; Appraising</b>	<b>Listening &amp; Appraising</b>	<b>Improvising, exploring &amp; creating</b>
			<b>Playing instruments</b>	<b>Playing instruments</b>	
<ul style="list-style-type: none"> <li>Learn about the origins of Samba from Brazil and the popularity of Samba.</li> <li>Learn about Rio Carnival, its Samba bands, costumes, parades and dancing.</li> <li>Learn about instruments used in Samba bands (Surdu, caixa, repenique, agogo, tamborim).</li> <li>Use body percussion and word rhythms to learn &amp; rehearse ostinato rhythmic patterns, keeping aware of steady pulse.</li> <li>Learn to play call &amp; response rhythms and syncopated rhythms using classroom percussion.</li> <li>Follow a leader and signals, sometimes taking the lead themselves.</li> <li>Rehearse, Perform and evaluate a Samba piece as a whole class performance that follows a simple structure.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about traditional Music and instruments from South America (e.g. pan pipes, claves, charango)</li> <li>Learn about the historical importance of music in Mayan society and its important role to accompany funerals, celebrations and communication with the Gods.</li> <li>Learn about historical Mayan musical instruments (, flutes, whistles, drums, trumpets) and how these instruments may have influenced traditional music from South America.</li> <li>Understand how Music played a role in sacrifice, processions and how music linked to the Spirit World of the Mayans.</li> <li>Create a group composition which reflects the style of Mayan Music, selecting and combining instruments that reflect the correct occasion/purpose (sacrifice, Worshipping Gods from Spirit World etc).</li> <li>Create rhythmic patterns, short melodic phrases and perform with an awareness to dynamics and tempo.</li> </ul>	<ul style="list-style-type: none"> <li>Learn a variety of songs &amp; associated short dramas about the Anglo-Saxons</li> <li>Listen &amp; describe features of the song/music such as speed, dynamics, rhythm, pitch and mood.</li> <li>Identify &amp; clap a steady pulse &amp; clap rhythmic patterns in the music</li> <li>Develop greater understanding of pitch, melodic phrases (including pitch leap and running notes).</li> <li>Singing in unison and canon</li> <li>Singing with greater accuracy of pitch and maintaining own part.</li> <li>Singing in harmony in two groups and singing songs with a verse &amp; chorus structure</li> <li>Singing with awareness to body posture, facial expressions, diction and controlled breathing.</li> <li>Singing confidently, enthusiastically and with lots of energy and expression.</li> </ul> <p>BBC School Radio Unit Anglo-Saxons</p>	<ul style="list-style-type: none"> <li>Learn about the life and significance of Pyotr Ilyich Tchaikovsky as a Russian composer and performer .</li> <li>Listen, describe and learn about selected examples of some of his famous compositional works including ballets (Nutcracker, Swan Lake, Sleeping Beauty) and symphonies.</li> <li>Listen in detail and reflect on a piece/s of orchestral music (e.g. <i>Waltz of the Flowers</i> and <i>Russian Dance</i> from <i>The Nutcracker Suite</i>)</li> <li>Create their own rhythmic ostinatos and structure them into a piece</li> <li>Perform a simple waltz as an ensemble, playing accurately in time, counting in 3.</li> <li>Use simple staff notation when playing pitched instruments</li> <li>Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul> <p>BBC Ten Pieces</p>	<ul style="list-style-type: none"> <li>Listen &amp; appraise a wide range of classical and contemporary contrasting pieces of music that evoke different moods and emotions.</li> <li>Describe aspects of the music and how it makes them feel (e.g. happy, sad, fearful, calm, peaceful, angry, anxious, agitated, excited, dreamy, joyful etc).</li> <li>Understand that these feelings come from how the song is composed, the instruments used and how performers play them.</li> <li>Describe in detail using musical vocabulary linked with the inter-related dimensions of music why the music creates a particular emotion.</li> <li>Learn about tonality (major, minor keys) for creating contrasting moods.</li> <li>Learn about how composers use pleasant sounds (consonance) and unpleasant sounds (dissonance) to create effects.</li> <li>Select, combine and create different sounds using a variety of tuned and untuned instruments to create different emotions and moods.</li> <li>Perform and appraise performances, suggesting improvements.</li> </ul>	<ul style="list-style-type: none"> <li>Listen in detail to a variety of pieces of music which describe Space (e.g. <i>Mars</i> from <i>The Planet Suite</i> by Holst)</li> <li>Appraise and describe how each piece depicts space using musical vocabulary linked with the inter-related dimensions of music.</li> <li>Listen, appraise and compare contemporary pieces of Music which describe space (e.g. <i>Atmospheres</i> by Gyorgy Ligeti, 1961, <i>Depart</i> by Wolfgang Rihm and <i>Mare Tranquillitatis</i> by the Greek composer Vangelis.</li> <li>Describe, explore and create 'sound clusters' on instruments (closely pitched notes played together for effect) using electronic sounds from keyboards or ICT software.</li> <li>Create a composition using electronic keyboards and/or using Music technology which describes Space (e.g. Garageband, Bandlab etc).</li> <li>Develop ICT skills &amp; vocabulary linked to music technology (e.g. Midi, mixing, sequencer, loop, riff, synthesised, reverb, delay, WAV, etc).</li> </ul>

Performing - Singing

Performing - Playing instruments

# MUSIC Curriculum Map Year 6

Composing - improvising, exploring &amp; creating

Evaluating - Listening &amp; appraising

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
<b>WIDER CURRICULUM PROJECT</b> <u>What's in your wardrobe and why?</u>	<b>WIDER CURRICULUM PROJECT</b> <u>Safari, Savanna, Starvation... is this all there is to Africa?</u>	<b>WIDER CURRICULUM PROJECT</b> <u>Battles: Why do people fight?</u>		<b>WIDER CURRICULUM PROJECT</b> <u>Express yourself?</u>	
<b>Can I compose a piece of music which takes influence from another key period in History?</b> By the end of this unit, pupils will know about the evolution of fashion and musical periods throughout history. Children will deepen their understanding of the history of Western Music, including popular and influential artists.	<b>Can I understand how music from Africa has influenced other countries?</b> By the end of this unit, pupils will learn about a wide variety of contemporary musical styles and artists from Africa that have influenced music in other countries. Pupils will also learn about blues, Jazz, Rock 'n Roll and learn to play a 12-bar blues sequence.	<b>Can I compose a piece of music to motivate a battle scene?</b> By the end of this unit, pupils will learn about the historical significance of the Battle of Britain and its impact on life during the military campaign. They will develop their understanding of how composers have created music to describe famous battles or war. In particular, pupils will look at how film scores can evoke powerful images and emotions associated with of war. Pupils will compose their own soundtrack to accompany a battle scene.		<b>Can I compose my own piece of music to express myself?</b> By the end of this unit, pupils will have the opportunity to express themselves through music. Pupils will have the freedom to plan, create, rehearse and perform a musical piece or song in a style of their own choosing. This unit provides an opportunity for pupils to develop and demonstrate their musical knowledge, composing, performing skills and understanding ICT.	
Singing	Listening & Appraising	Improvising, exploring & creating		Improvising, exploring & creating	
Listening & Appraising	Playing instruments	Listening & Appraising			
<ul style="list-style-type: none"> <li>Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.</li> <li>Learn about the key historical periods of western music: Early &amp; medieval, Baroque, Classical, Romantic, Early 20th Century, Mid 20th Century, Contemporary and place on a timeline.</li> <li>Listen in detail to popular musical styles, composers and artists from the 1950s, 60s,70s,80s and 90's</li> <li>Learn about significant artists and composers from different musical periods (e.g. Bach, Areatha Franklin).</li> <li>Learn to sing songs from specific eras (The Beatles, ABBA etc)</li> <li>Explore instrumentation and song structures (verse, chorus, intro, outro, bridge sections)</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the influence of traditional African music on classical (<i>The Rite of Spring</i> by Stravinsky and <i>African Sanctus</i> by Fashaw use polyrhythms) and popular music heard today.</li> <li>Understand that many African musical styles were transported to America along with the thousands of enslaved people from Africa during the slave trade.</li> <li>Explore how it was combined with the folk music of the European settlers to produce new styles of music such as blues, jazz and rock 'n' roll.</li> <li>Understand that many genres of music from pop songs to modern classical music are linked to music from Africa.</li> <li>Listen to and learn about examples of styles such as Blues, jazz and rock 'n' roll.</li> <li>Listen to famous artists (e.g. Jalihunda African Drums, Ladysmith Black Mambazo, Geoffery Oryma, Paul Simon (Graceland), and Soweto Gospel Choir).</li> <li>Learn about the significance of the Blues, its lyrics and chord structure and learn to play a 12-bar blues sequence on the keyboard.</li> </ul>	<ul style="list-style-type: none"> <li>Listen in detail to a variety of musical styles, classical and contemporary which describe battles and war.</li> <li>Listen and appraise using vocabulary to describe how to inter-related dimensions of music evoke emotions and depict images of battles and war.</li> <li>Learn about the significance of film soundtracks for creating emotional responses and supporting dramatic sequences, adding tension, drama, fear, sadness etc and listen to examples from famous film composers (e.g. Hans Zimmer).</li> <li>Learn about the importance of musical clichès in film scores associated with battles/war scenes (e.g. rhythmic ostinato patterns on timpanis/snares, use of trumpets and brass, choral, heroic thematic motifs).</li> <li>Use ICT/Music technology to compose own short musical soundtrack as a mini film score for a battle scene.</li> <li>Finalise, refine, rehearse and perform their soundtrack compositions and evaluate the finished outcome.</li> </ul>		<ul style="list-style-type: none"> <li>Plan, create, rehearse and perform music that reflects a chosen theme, style, purpose and intention, with an emphasis on individuality and freedom of expression.</li> <li>Create music that uses music technology software (e.g. Garageband, Bandlab) or conventional notations as a support for a creative work/performance.</li> <li>Create and perform music that meets intentions and combines sounds with awareness of the combined effect and how the inter-related dimensions of pitch, duration, dynamics, tempo, timbre, texture and structure are combined and used expressively.</li> <li>Finalise, refine and rehearse their compositions/performances, making changes and improvements.</li> <li>Assess their finished composition/performance, by taking into account feedback from others. Consider which musical ideas worked well, how further improvements could be made and whether the use of ICT impacted on the success of the overall musical piece.</li> </ul>	
<b>100 Significant people Composer/Artist:</b> Johanne Sebastian Bach					

## Implementation



Music is taught by class teachers through Topic links at West Croft and each unit consist of a minimum of three 45 minute sessions per half term.

Children will study 6 short units of Music from Year 1 to Year 6 each year; two units per half term. Music units will link to Topics where appropriate and other curriculum areas such as RE/Science. Each Music unit will further develop Childrens knowledge and build upon their musical skills related to key elements of Performing, Composing and Appraising.

- Most music units will correspond to one or more key areas from Performing, Composing and evaluating.
- Mini hooks and thematic approaches are used to engage our pupils, making links with main Topics or RE/Science.
- Foster pupils' sensitivity to and their understanding and enjoyment of music through an active involvement in listening, performing, singing, composing and evaluating.
- Enable pupils to acquire and develop musical skills and facilitate them in creating and composing music on their own and with others.
- Recognise the wide diversity of pupils' musical aptitudes and abilities.
- Children will be taught specialist vocabulary and encouraged to communicate their ideas and ask questions.
- Most Music lesson will adopt a hands-on approach with many opportunities for musical activities.
- Interrelated dimensions of Music will 'weave' through units to encourage the development of Musical skills as the learning progress through listening, appraising, creating, exploring and performing.