

The Three Schools

Music Curriculum Map 2021

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Reception	1.Listen and Respond to a different style of music each week/step 2.Explore and Create - initially using voices only but building to using classroom instruments too 3.Singing - nursery rhymes and action songs - building to singing and playing 4.Share and Perform				Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place	Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music
	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught A Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey		
Year 1/2 Cycle A	Tuned instruments (Violins) Perform: - Follow instructions on how and when to play an instrument. Compose: - Create a sequence of long and short sounds. - Clap rhythms. Singing Perform: - Take part in singing. - Follow instructions on how and when to sing.			Hey You - How pulse, rhythm and pitch work together. - Notes C & D - Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise Using voices and	Rhythm In The Way We Walk and The Banana Rap Pulse, rhythm and pitch, rapping, dancing and singing. Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).	In the Groove How to be in the groove with different styles of music Blues, Baroque, Latin, Bhangra, Folk, Funk

				instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. Genre: Old Skool Hiphop	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. Genre: Reggae	
	Compose: - Create a sequence of long and short sounds. - Clap rhythms. - Create a mixture of different sounds (long and short, loud and quiet, high and low). Create short, musical patterns.					
	Transcribe: - Use symbols to represent a composition and use them to help with a performance.					
Year1/2 Cycle B	Round and Round Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E. Genre: Bossa Nova	Your Imagination Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E. Improvise! Take it in turns to improvise using D or D and E Genre: Pop	Reflect, Rewind & Replay Genre: Classical	Tuned instruments (ukuleles) Perform: - Follow instructions on how and when to play an instrument. Make and control long and short sounds, using instruments.		
					Compose: - Create a sequence of long and short sounds. - Clap rhythms. - Create a mixture of different sounds (long and short, loud and quiet, high and low). Create short, musical patterns.	

				Transcribe: - Use symbols to represent a composition and use them to help with a performance.		
Year 3	Tuned instruments (violin / cello) Perform: - Maintain a simple part within a group. - Play notes on an instrument with care so that they are clear.	History of music: Baroque period Describe music: - Use the terms: duration, pitch, beat and tempo to describe music. - Evaluate music using musical vocabulary to identify areas of likes and dislikes.	Tuned instruments (violin / cello) Perform: - Maintain a simple part within a group. - Play notes on an instrument with care so that they are clear. - Perform with control.	History of music: Baroque period Describe music: - Use the terms: duration, pitch, beat, tempo and use of silence to describe music. - Evaluate music using musical vocabulary to identify areas of likes and dislikes.	Tuned instruments (violin / cello) Perform: - Maintain a simple part within a group. - Play notes on an instrument with care so that they are clear. - Perform with control.	History / genres of music: Reggae Describe music: - Use the terms: duration, pitch, beat, tempo and use of silence to describe music. - Evaluate music using musical vocabulary to identify areas of likes and dislikes.
					Compose: - Compose and perform melodic songs. - Create accompaniments for tunes.	Perform: - Sing in tune. - Maintain a simple part within a group. - Pronounce words within a song clearly. - Perform with awareness of others.
						Compose (using untuned instruments) - Create accompaniments for tunes. - Create repeated patterns with a range of instruments.
						Transcribe: - Devise non-standard symbols to indicate when to play and rest.

Year 4	History of music – Classical period Describe music: - Use the terms: duration, pitch, beat, tempo, texture and use of silence to describe music. - Evaluate music using musical vocabulary to identify areas of likes and dislikes.	Tuned instruments (recorders) Perform: - Maintain a simple part within a group. - Play notes on an instrument with care so that they are clear. - Perform with awareness of others.	History of music – Classical period Describe music: - Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. - Evaluate music using musical vocabulary to identify areas of likes and dislikes. - Understand layers of sounds and discuss their effect on mood and feelings.	Tuned instruments (recorders) Perform: - Maintain a simple part within a group. - Play notes on an instrument with care so that they are clear. - Perform with control and awareness of others.	History of music / genres of music: Abba Describe music: - Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. - Evaluate music using musical vocabulary to identify areas of likes and dislikes. - Understand layers of sounds and discuss their effect on mood and feelings.	History of music / genres of music: Abba Perform: - Sing from memory with accurate pitch. - Sing in tune. - Maintain a simple part within a group. - Pronounce words within a song clearly. - Show control of voice.
		Compose: - Compose and perform melodic songs. - Create accompaniments for tunes. - Use drones as accompaniments. - Create repeated patterns with a range of instruments.		Compose: - Compose and perform melodic songs. - Create accompaniments for tunes. - Use drones as accompaniments. - Create repeated patterns with a range of instruments.		Compose: (using untuned instruments) - Compose and perform melodic songs. - Use sound to create abstract effects. - Create repeated patterns with a range of instruments. - Create accompaniments for tunes. - Use drones as accompaniments. - Choose, order, combine and control sounds to create an effect. - Use digital technologies to compose pieces of music.
		Transcribe: - Recognise the notes EGBDF and FACE on the musical stave. - Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.		Transcribe: - Recognise the notes EGBDF and FACE on the musical stave. - Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	Perform: - Sing from memory with accurate pitch. - Sing in tune. - Maintain a simple part within a group. - Pronounce words within a song clearly. - Show control of voice.	Transcribe: - Devise non-standard symbols to indicate when to play and rest. - Recognise the notes EGBDF and FACE on the musical stave. - Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.

Year 5	Tuned instruments (brass) Perform: - Play with confidence. - Perform solos or as part of an ensemble. - Play expressively and in tune. - Perform with skilful playing.	History of music: Romantic period Describe: - Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, sense of occasion, expressive and accompaniments.	Tuned instruments (brass) Perform: - Play from memory with confidence. - Perform solos or as part of an ensemble. - Play expressively and in tune. - Perform with skilful playing.	History of music: Romantic period Describe: Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, sense of occasion, expressive, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.	Tuned instruments (brass) Perform: - Play from memory with confidence. - Perform solos or as part of an ensemble. - Play expressively and in tune. - Perform with skilful playing.	History of music / genres of music: Rap Describe: - Describe how lyrics often reflect the cultural context of music and have social meaning.
			Transcribe: - Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. - Use and understand simple time signatures.		Transcribe: - Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. - Use and understand simple time signatures.	
			Compose: - Create rhythmic patterns with an awareness of timbre and duration. - Thoughtfully select elements for a piece in order to gain a defined effect.		Compose: - Create songs with verses and a chorus. - Create rhythmic patterns with an awareness of timbre and duration. - Convey the relationship between the lyrics and the melody. - Use digital technologies to compose, edit and refine pieces of music.	
Year 6	History of music: contemporary / popular music through the ages Describe: - Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. - Describe how lyrics often reflect the cultural context of music and have social meaning.	Tuned instruments (keyboards) Perform: - Play with confidence. - Perform solos or as part of an ensemble. - Hold a part within a round. - Perform with skilful playing (instrument).	Tuned instruments (keyboards) Perform: - Play with confidence. - Perform solos or as part of an ensemble. - Play expressively and in tune. - Hold a part within a round. - Perform with skilful playing (instrument).	Digital music technology Compose: - Create rhythmic patterns with an awareness of timbre and duration. - Thoughtfully select elements for a piece in order to gain a defined effect.	Tuned instruments (steel pans) Perform: - Play from memory with confidence. - Perform solos or as part of an ensemble. - Play expressively and in tune. - Hold a part within a round.	

	Compose (songs): - Create songs with verses and a chorus. - Combine a variety of musical devices, including melody, rhythm and chords. - Thoughtfully select elements for a piece in order to gain a defined effect. - Convey the relationship between the lyrics and the melody. - Use digital technologies to compose, edit and refine pieces of music.	Transcribe: - Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. - Read and create notes on the musical stave. - Understand the purpose of the treble and bass clefs and use them in transcribing compositions. - Understand and use the # (sharp) and b (flat) symbols. - Use and understand simple time signatures.	Transcribe: - Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. - Read and create notes on the musical stave. - Understand the purpose of the treble and bass clefs and use them in transcribing compositions. - Understand and use the # (sharp) and b (flat) symbols. - Use and understand simple time signatures. Compose: - Create rhythmic patterns with an awareness of timbre and duration. - Combine a variety of musical devices, including melody, rhythm and chords. - Thoughtfully select elements for a piece in order to gain a defined effect. - Use drones and melodic ostinati (based on the pentatonic scale).	- Use digital technologies to compose, edit and refine pieces of music.	- Perform with skilful playing (instrument). Production: - Sing from memory with confidence. - Perform solos or as part of an ensemble. - Sing expressively and in tune. - Hold a part within a round. - Sing a harmony part confidently and accurately. - Perform with controlled breathing.
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