

Music Curriculum Map

Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	Can you feel the beat? Listening/Performing: African and Caribbean songs Experience: celebrating the contribution of diverse cultures to music. Building on: Reception Sum 2 Leading to: Y1 Aut 2 Rationale: developing an understanding of the history/geography of music	Can you perform seasonal songs? Listening: Seasonal songs Composing/Performing: Simple songs with rhythmic accompaniments Experience: Performing Christmas Songs in Production to parents Building on: Y1 Aut 1 Leading to: Y3 Aut 2..... Rationale: Pupils working together to achieve a common musical aim	Can you compose character music? Listening: Saint Saens – Carnival Of The Animals Songwriting/Performing: Gruffalo Songs Experience: Recording and listening back to their own class songs. Building on: Y1 Aut 2 Leading to: Sum 2 Y1 Pirate Verses, Spring 1 Y2 Fairytale Songwriting, Sum 2 Y2 Rationale: Experiencing descriptive music and that music can evoke characters eg kangaroos.	Can you compose Superhero music? Listening: John Williams – Superman theme Composing/Performing: Superhero Raps) Experience: looking at video footage of an orchestral performance. Building on: Y1 Spring 1 Leading to: Spring 2 Y2 Local Area Rap Rationale: Using vocal and body sounds to create music	What does our music look like ? Listening: Gustav Holst-The Planets‘Oxygene’ Jean Michel Jarre Composing/Performing: Beegu music and graphic scores Experience: Listening to varied extracts of narrative music (synthesised and orchestral music) Building on: Y1 Spring 2 Leading to: Aut 2 Y2 Fireworks Score Rationale: Composing and performing using percussion instruments to evoke emotions.	How do we add instrumental sounds to songs? Listening: Wellerman Song Composing/Performing: Pirate Verses and Rhythmic Accompaniment Experience: promoting group practice and collaboration in creating their music. Building on: Y1 Sum 1 Leading to: Aut 1 Y2 Creating Accompaniments Rationale: develop children’s understanding of the terms pulse and rhythm.

Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	Can you hear the rhythms? Listening: Trad African Music. Caribbean Music . ‘London Is The Place For Me’ Lord Kitchener Composing/Performing: Creating tuned percussion accompaniments to songs. Experience: celebrating the contribution of diverse cultures to music. Building on: Y1 Sum 2 Leading to: Rationale: developing an understanding of the history/geography of music	How do we write down and perform our music? Listening: Handel’s ‘Firework Music’ Composing/Performing: Create and write a graphic score for a whole class ‘Musical Firework’. Experience: Performing Christmas Songs in Production to parents Building on: Y2 Aut 1 Leading to: Standard notation in Y3 Rationale: Pupils working together to hone their musical skills	How can you play that tune? Listening: Trad Fairytale song. Composing/Performing: C-E . Show notation as dots- High Middle Low Keyboard Melodies ‘Princess Smartypants’ song Experience: listening and looking at Piano/Keyboard played live Building on: Y2 Aut 2 Leading to: Y3 Aut 1 keyboard progression Rationale: Introduction to playing the keyboard and motor skills required.	How can we become composers? Listening: ‘Driving In My Car’ Madness Composing/Performing: create a local area Rap and Soundscape Experience: Listening to sounds and effects used in Popular Music Building on: Y2 Spring 1 Leading to: Y3 Aut 1, Composing a Rap with a Chorus Rationale: To learn how to create different timbres using instruments and voices	Where do our songs come from? Listening: traditional songs related to London’s History (Narrative songs) Composing/Performing: Creating Great Fire of London’ Ostinatos and accompaniments on tuned percussion Experience: Performing songs for parents in assembly Building on: Y2 Spring 2 Leading to: Y3 Aut 2, creating layered ostinato pieces Rationale: Performing and playing songs that narrate historical events.	How does the Orchestra tell a story? Listening: Revisit Carnival of The Animals Composing/Performing: Creating own ‘Peter And The Wolf’ themes using notes C-G on tuned percussion. Notating pitch on a stave. Experience: Listening players from Y5 and 6 play Orchestral instruments live. Building on: Y1 Spring 1 Leading to: Y3 Aut 1,5 note melodies Rationale: Plan, structure and play a musical motif that represents a character.

Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Music	Can you tell a story through music ? Listening: Revisit ‘London Is The Place For Me’ Lord Kitchener.Calypso and Reggae rhythms. Composing/Performing: composing a 4 line rap and chorus. Experience: performing and recording their rap/song to a rhythm track. Building on: Y2 Spring 1 Leading to: Y6 Sum 1, composing Rap/songs with a more complicated structure Rationale: Using verse and chorus structures in their own pieces	How many ways can you sing that tune? Listening: Seasonal songs Composing/Performing: Simple songs with tuned ostinato layered parts Experience: Performing Christmas Songs in Production to parents Building on: Y2 Sum 1 Leading to: Y5 Aut 2, creating layered parts from motifs Rationale: Organise sounds into a structure.	Can we compose pentatonic music? Link to Chinese New Year Listening: Trad Chinese song ‘Jasmine Flower’ various versions Composing/Performing: Compose and notate ‘Chinese Dragon Song’ using notes from the pentatonic scale Experience: Recording and Evaluating their songs. Building on: Y3 Aut 2 Leading to: Y5 Aut 1, working with scales containing a more complicated pattern of notes <i>Rationale:</i> Learning to recognise and use the pentatonic scale.	Can we play recorder and read music? Listening: Recorder playing clips, various genres. Composing/Performing: Playing simple 3 note pieces Notes BAG Experience: Opportunity for independent practice on loaned instruments. Building on: Y3 Spring 1 Leading to: Sum 2 Y3 Recorder Concert to Parents Rationale: Control sounds made on the recorder . Use tongue to sound start and finish notes.	Can we improve our recorder technique? Listening: Medieval Recorder Music . Early instruments. Composing/Performing: Playing simple 5 note pieces. Notes GABCD Experience: Honing and applying musical skills to prepare for a performance. Building on: Y3 Spring 2 Leading to: Sum 2 Y3 Recorder Concert to Parents Rationale: Further Control breath and sound quality on the recorder	Are we ready to perform our recorders in a concert? Listening: Baroque Recorder Music Bach Brandenburg Concerto Composing/Performing: Experience: Sum 2 Y3 Recorder Concert to Parents. Solo/Duet playing for some children. Leading to: Y4 Spring 1 violin performance Building on: Y3 Sum 1 Leading to: Y4 Aut 1 Rationale: Improve finger placements on the recorder.
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Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	Can you play pizzicato? Experience: Naming and recognising the parts of a violin. Building on: Y3 Sum 2 Leading to: Spring 2 Y4 Violin Concert to Parents Rationale: Learning how to hold and pluck strings on a violin appropriately	Can you bow the strings? Experience: different methods of creating sounds on the violin. Building on: Y4 Aut 1 Leading to: Spring 2 Y4 Violin Concert to Parents Rationale: Learning how to hold and use the bow appropriately	How do we use our fingerboard to play more notes? Experience: Learning why and how sounds change pitch Building on: Y4 Aut 2 Leading to: Spring 2 Y4 Violin Concert to Parents Rationale: Promote group practice and collaboration.	Are we ready to perform? P1 Experience: Y4 Spring violin performance to parents Building on: Y4 Spring 1 Leading to: Sum 2 Y4 Violin Concert to Parents Rationale: Performing provides pupils with a practical reason to hone and apply their musical skills.	How can we improve our violin technique? Experience: Leading to: Y4 Summer 1 violin performance Building on: Y4 Spring 2 Leading to: Sum 2 Y4 Violin Concert to Parents Rationale: Promote group practice and collaboration as pupils work together to achieve a higher level of performance.	Are we ready to perform? P2 Experience: Sum 2 Y4 Violin Concert to Parents Building on: Y4 Sum 1 Leading to: Rationale: Performing provides pupils with a practical reason to hone and apply their musical skills.

Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	Can you play the Blues? Listening: Famous Blues Artists eg BBKing, Muddy Waters. Composing/Performing: Own class Blues songs using 12 bar blues structure Experience: Listening to and evaluating their own songs. Building on: Y2 Spring 1 Leading to: Y5 Spring 2, learning about different patterns of notes and scales in Indian Music. Rationale: To know that Blues music is a genre which aims to share feelings and is created in a set pattern of chords.	Can you adapt musical motifs? Listening: Carol Of The Bells (Shchedryk – Ukranian Song) Composing/Performing: To create a new piece from existing motifs. Experience: Performing Christmas Songs to parents Building on: Y2 Sum 2 Leading to: Y6 Aut 2, learning about how motifs are used in Western Classical music Rationale: Composing requires planning and structuring musical ideas.	How do we play West African Music? Listening: Iro Ye – Benin Lullaby Composing/Performing: To create a class arrangement of an existing traditional West African Song. Experience: Creating a recorded performance . Building on: Y1 Aut 1 Leading to: Y5 Sum 2, how to make decisions on structuring our music Rationale: Composing requires analysing and adapting ideas to fit with the purpose	Can you play traditional Indian Music ? Listening: ‘Anile Vaa? Or choose Indian song’ Performing: Play a drone, a rag and a tala Experience: learning a diverse range of music Building on: Y5 Aut 1 Leading to: Y5 Sum 1, comparing and contrasting styles of music from different continents and cultures Rationale: Learning about the stylistic features of traditional Indian Music	How do we play the music of South America? Samba and carnival sounds and instruments* Listening: Various Samba Bands performances Performing: Syncopated rhythms Experience: learning a diverse range of music Building on: Y5 Spring 1 Leading to: Y5 Sum 2, using our knowledge of a style of music to create a new piece. Rationale: Learning about the stylistic features of Samba Music	Can we use music technology to create a Samba style piece? Looping and remixing: Can you create a South American Dance Track using music technology and real instruments ? Listening: ‘Mas Que Nada’ Sergio Mendez Composing/Performing: creating and recording a samba style dance track using Garageband. Experience: How technology can be used to create music

						Building on: Y5 Sum 1 Leading to: Y6 Spring 2, using Garageband to mix and create a new piece Rationale: Music technology can be used to create, organise and control sound.
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Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	How do we identify the music of WW2? Listening: Popular songs of 1940s Performing: Singing songs in two or more secure parts from memory or notation, with accuracy, fluency, control and expression. Experience: Performing a medley of songs to an audience Building on: Y5 Aut 1 Leading to: Y6 Sum 2 Rationale: Songs can reflect a period of history and communal experience.	Can we explore Classical Theme and Variation music? Listening: Young Person's Guide to The Orchestra, Benjamin Britten (Theme by Purcell) Composing/Performing: A theme and variation. Experience: Performing Christmas Songs in a Show to parents Building on: Y5 Aut 2 Leading to: Y6 Sum 1 Rationale: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Can we compose and record Popular theme music? Listening: Popular TV and film themes eg Doctor Who Composing/Performing: Using Classroom Instruments and Keyboards to create a piece. Experience: Evaluating the effectiveness of their own and other's pieces. Building on: Y2 Aut 2 Leading to: Y6 Spring 2 Rationale: To understand different musical features in a variety of film /TV contexts.	Can we use music technology to remix our Sci Fi themes? Listening: Each other's compositions. Composing/Performing: Using Garageband to loop and remix a piece. Experience: Learning to further manipulate music technology. Building on: Y6 Spring 1 and Y5 Sum 1 Leading to: KS3 Music Rationale: To be able to confidently use music technology.	Can we compose and perform a song/Rap with a message? Listening: Gimme Hope Joanna, Eddie Grant, Something Inside So Strong , Labi Siffre. Composing/Performing: Creating a rap with a sung chorus to a rhythmic backing track. Experience: Performing their songs to an audience Building on: Y3 Aut 1 Leading to: KS3 Music Rationale: Using verse and chorus structures in their own pieces	Can you perform in a musical? Listening: Excerpts from musicals eg 'Matilda', 'Oliver' and 'Lion King' Performing: Perform in time with their groups ensuring smooth transitions between spoken dialogue, singing and dancing. Experience: to perform a show to parents and children. Building on: Y6 Aut 1 Leading to: KS3 Music Rationale: Explain what musical theatre is and be able to recall features of this kind of music