

## Curriculum Map - Music

Curriculum Area: **Music**

### Curriculum Intent:

At Hilldene Primary School, our music curriculum intends to inspire creativity, self-expression and encourage our pupils on their musical journey as well as giving them opportunities to connect with others. We hope to foster a lifelong love of music by exposing them to a diverse musical experience and igniting a passion for music. By listening and responding to a range of different musical genres, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians.

'Music is a universal language that embodies one of the highest forms of creativity' (The National Curriculum)

	EYFS (Listen and Respond)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listen and Appraise</b>	<p>Skills taught:</p> <ul style="list-style-type: none"> <li>- To learn that music can touch your feelings.</li> <li>- To begin to enjoy moving to music by dancing, marching, being animals or Pop stars.</li> </ul>	<p>Skills taught:</p> <ul style="list-style-type: none"> <li>- To continue to learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul>	<p>Skills taught:</p> <ul style="list-style-type: none"> <li>- To show how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>- To learn how songs can tell a story or describe an idea.</li> </ul>	<p>Skills taught:</p> <ul style="list-style-type: none"> <li>To confidently identify and move to the pulse.</li> <li>To think about what the words of a song mean.</li> <li>To take it in turn to discuss how the song makes them feel.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>	<p>Skills taught:</p> <ul style="list-style-type: none"> <li>To confidently identify and move to the pulse.</li> <li>- To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>- Talk about the music and how it makes them feel.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>To try to use musical words.</li> </ul>	<p>Skills taught:</p> <ul style="list-style-type: none"> <li>To identify and move to the pulse with ease.</li> <li>- To think about the message of songs.</li> <li>- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- To try to use musical words.</li> <li>- To talk about the musical dimensions</li> </ul>	<p>Skills taught:</p> <ul style="list-style-type: none"> <li>To identify and move to the pulse with ease.</li> <li>- To think about the message of songs.</li> <li>- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- Use musical words when talking about the songs.</li> <li>- To talk about the</li> </ul>

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						<p>working together in the Unit songs.</p> <ul style="list-style-type: none"> <li>- Talk about the music and how it makes you feel.</li> </ul>	<p>musical dimensions working together in the Unit songs.</p> <ul style="list-style-type: none"> <li>- Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul>
	<p>Knowledge taught:</p> <ul style="list-style-type: none"> <li>- To know twenty nursery rhymes off by heart.</li> <li>- To know the stories of some of the nursery rhymes.</li> </ul>	<p>Knowledge taught:</p> <ul style="list-style-type: none"> <li>- To know five songs by heart.</li> <li>- To know what the songs are about.</li> <li>- To know and recognise the sound and names of some of the instruments they use.</li> </ul>	<p>Knowledge taught:</p> <p>To know five songs by heart. To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p>	<p>Knowledge taught:</p> <ul style="list-style-type: none"> <li>- To know five songs from memory and who sang them or wrote them.</li> <li>- To know the style of the five songs.</li> <li>- To choose one song and be able to talk about: <ul style="list-style-type: none"> <li>o Its lyrics: what the song is about</li> <li>o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>o Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>o Name some of the instruments they heard in the song</li> </ul> </li> </ul>	<p>Knowledge taught:</p> <p>To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>- Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>- The lyrics: what the song is about.</li> <li>- Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>- Identify the main sections of the song (introduction, verse, chorus etc).</li> </ul>	<p>Knowledge taught:</p> <p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <ul style="list-style-type: none"> <li>- To know the style of the five songs and to name other songs from the Units in those styles.</li> <li>- To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> <li>o Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>o The lyrics: what the songs are about</li> <li>o Any musical dimensions featured in the songs and where</li> </ul> </li> </ul>	<p>Knowledge taught:</p> <p>To know five songs from memory, who sang or wrote them, when they were written and why?</p> <ul style="list-style-type: none"> <li>- To know the style of the songs and to name other songs from the Units in those styles.</li> <li>- To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> <li>o The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>o The lyrics: what the songs are about</li> <li>o Any musical dimensions featured in the songs and where they are used (texture, dynamics,</li> </ul> </li> </ul>

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	EYFS ( <i>Singing</i> )	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<ul style="list-style-type: none"> <li>- Name some of the instruments heard in the song.</li> </ul>	<ul style="list-style-type: none"> <li>they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>o Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>o Name some of the instruments they heard in the songs</li> <li>o The historical context of the songs. What else was going on at this time?</li> </ul>	<ul style="list-style-type: none"> <li>tempo, rhythm, pitch and timbre</li> <li>o Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>o Name some of the instruments used in the songs</li> <li>o The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>o Know and talk about that fact that we each have a musical identity</li> </ul>
Singing	<p>Skills taught:</p> <ul style="list-style-type: none"> <li>- To sing along with a pre-recorded song and add actions.</li> <li>- To sing along with the backing track.</li> </ul>	<p>Skills taught:</p> <ul style="list-style-type: none"> <li>- Learn about voices, singing notes of different pitches (high and low).</li> <li>- Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>- Learn to start and stop singing when following a leader.</li> </ul>	<p>Skills taught:</p> <ul style="list-style-type: none"> <li>- Learn about voices singing notes of different pitches (high and low).</li> <li>- Learn that they can make different types of sounds with their voices – including rap (spoken word with rhythm).</li> <li>- Learn to find a comfortable singing position.</li> <li>- Learn to start and stop singing when</li> </ul>	<p>Skills taught:</p> <ul style="list-style-type: none"> <li>To sing in unison and in simple two-parts.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To enjoy exploring singing solo.</li> <li>- To sing with awareness of being 'in tune'.</li> <li>- To have an awareness of the pulse internally</li> </ul>	<p>Skills taught:</p> <ul style="list-style-type: none"> <li>To sing in unison and in simple two-parts.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To enjoy exploring singing solo.</li> <li>- To sing with awareness of being 'in tune'.</li> <li>- To rejoin the song if lost.</li> <li>- To listen to the</li> </ul>	<p>Skills taught:</p> <ul style="list-style-type: none"> <li>To sing in unison and to sing backing vocals.</li> <li>- To enjoy exploring singing solo.</li> <li>-To listen to the group when singing.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To experience rapping and solo singing.</li> <li>- To listen to each</li> </ul>	<p>Skills taught:</p> <ul style="list-style-type: none"> <li>To sing in unison and to sing backing vocals.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To experience rapping and solo singing.</li> <li>- To listen to each other and be aware of how you fit into the group.</li> <li>- To sing with</li> </ul>

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			following a leader	when singing.	group when singing.	other and be aware of how you fit into the group. - To sing with awareness of being 'in tune'.	awareness of being 'in tune'.
	<p>Knowledge taught:</p> <ul style="list-style-type: none"> <li>- To sing or rap nursery rhymes and simple songs from memory.</li> <li>- Songs have sections.</li> </ul>	<p>Knowledge taught:</p> <ul style="list-style-type: none"> <li>- To confidently sing or rap five songs from memory and sing them in unison.</li> </ul>	<p>Knowledge taught:</p> <ul style="list-style-type: none"> <li>To confidently know and sing five songs from memory.</li> <li>To know that unison is everyone singing at the same time.</li> <li>- Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>- To know why we need to warm up our voices.</li> </ul>	<p>Knowledge taught:</p> <ul style="list-style-type: none"> <li>To know and be able to talk about: - Singing in a group can be called a choir</li> <li>- Leader or conductor: A person who the choir or group follow</li> <li>- Songs can make you feel different things e.g. happy, energetic or sad</li> <li>- Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>- To know why you must warm up your voice</li> </ul>	<p>Knowledge taught:</p> <ul style="list-style-type: none"> <li>To know and be able to talk about: Singing in a group can be called a choir</li> <li>- Leader or conductor: A person who the choir or group follow</li> <li>- Songs can make you feel different things e.g. happy, energetic or sad</li> <li>- Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>- Texture: How a solo singer makes a thinner texture than a large group</li> <li>- To know why you must warm up your voice</li> </ul>	<p>Knowledge taught:</p> <ul style="list-style-type: none"> <li>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>- To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>o Its main features</li> <li>o Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>o To know what the song is about and the meaning of the lyrics</li> <li>o To know and explain the importance of warming up your voice</li> </ul> </li> </ul>	<p>Knowledge taught:</p> <ul style="list-style-type: none"> <li>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>- To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>- To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>o Its main features</li> <li>o Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>o To know what the song is about and the meaning of the lyrics</li> <li>o To know and explain the importance of warming up your voice</li> </ul> </li> </ul>

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	EYFS - N/a	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Playing		<p>Skills taught:</p> <ul style="list-style-type: none"> <li>- Treat instruments carefully and with respect.</li> <li>- Play a tuned instrumental part with the song they perform.</li> <li>- Begin to learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>- Begin to listen to and follow musical instructions from a leader.</li> </ul>	<p>Skills taught:</p> <ul style="list-style-type: none"> <li>- Treat instruments carefully and with respect.</li> <li>- Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</li> <li>Play the part in time with the steady pulse.</li> <li>- Listen to and follow musical instructions from a leader.</li> </ul>	<p>Skills taught:</p> <p>To treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> <li>- Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>- To rehearse and perform their part within the context of the Unit song.</li> <li>- To listen to and follow musical instructions from a leader.</li> </ul>	<p>Skills taught:</p> <p>To treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> <li>- Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>- To rehearse and perform their part within the context of the Unit song.</li> <li>- To listen to and follow musical instructions from a leader.</li> <li>- To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>	<p>Skills taught:</p> <p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <ul style="list-style-type: none"> <li>- Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>- To rehearse and perform their part within the context of the Unit song.</li> <li>- To listen to and follow musical instructions from a leader.</li> <li>- To lead a rehearsal session.</li> </ul>	<p>Skills taught:</p> <ul style="list-style-type: none"> <li>- Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>- Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>- To rehearse and perform their part within the context of the Unit song.</li> <li>- To listen to and follow musical instructions from a leader.</li> <li>- To lead a rehearsal session.</li> </ul>
			<p>Knowledge taught:</p> <ul style="list-style-type: none"> <li>- Begin to learn the names of the notes in their instrumental part from memory or when written down.</li> </ul>	<p>Knowledge taught:</p> <ul style="list-style-type: none"> <li>- Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>- Know the names</li> </ul>	<p>Knowledge taught:</p> <p>To know and be able to talk about: - The instruments used in class (a glockenspiel, a recorder)</p>	<p>Knowledge taught:</p> <p>To know and be able to talk about: - The instruments used in class (a glockenspiel, recorder or</p>	<p>Knowledge taught:</p> <p>To know and be able to talk about: - Different ways of writing music down – e.g. staff notation, symbols</p>

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		- Learn the names of the instruments they are playing.	of untuned percussion instruments played in class.		xylophone). - Other instruments they might play or be played in a band or orchestra or by their friends.	- The notes C, D, E, F, G, A, B + C on the treble stave - The instruments they might play or be played in a band or orchestra or by their friends	- The notes C, D, E, F, G, A, B + C on the treble stave - The instruments they might play or be played in a band or orchestra or by their friends
	EYFS ( <i>Explore &amp; Create</i> )	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Improvisation	<p>Skills taught: There are progressive Music Activities within each unit that embed pulse, rhythm and pitch.</p> <ul style="list-style-type: none"> <li>- Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</li> <li>- Copy basic rhythm patterns of single words, building to short phrases from the song/s.</li> <li>- Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and</li> </ul>	<p>Skills taught: Clap and Improvise</p> <ul style="list-style-type: none"> <li>- Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>- Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play their own answer using one or two notes.</li> <li>- Improvise using one or two notes.</li> </ul>	<p>Skills taught: Clap and Improvise</p> <ul style="list-style-type: none"> <li>- Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>3. Improvise! – Take it in turns to improvise using one or two notes.</li> </ul>	<p>Skills taught: Improvise using instruments in the context of the song they are learning to perform.</p> <ul style="list-style-type: none"> <li>o Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.</li> <li>o Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</li> <li>o Improvise! – Take it in turns to improvise using one or two notes.</li> </ul>	<p>Skills taught: Improvise using instruments in the context of a song they are learning to perform.</p> <ul style="list-style-type: none"> <li>o Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.</li> <li>o Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</li> <li>o Improvise! – Take it in turns to improvise using one or two notes.</li> </ul>	<p>Skills taught: Improvise using instruments in the context of a song to be performed.</p> <p>Play and Copy Back</p> <ul style="list-style-type: none"> <li>- Copy back using instruments. Use the two notes.</li> <li>Play and improvise</li> <li>- Question and Answer using instruments. Use two notes in answer. Always start on a G.</li> </ul> <p><i>Classroom Jazz 2</i> - Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>	<p>Skills taught: Improvise using instruments in the context of a song to be performed.</p> <p>Copy back using instruments. Use the three notes.</p> <p>Play and Improvise</p> <ul style="list-style-type: none"> <li>- Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> <p>Improvisation - - Improvise using three notes.</p> <p><i>Classroom Jazz 2</i> – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>

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	<p>low-pitched sounds on a glockenspiel.</p> <ul style="list-style-type: none"> <li>- Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</li> <li>- Adding a 2-note melody to the rhythm of the words</li> </ul>						
<p>Knowledge taught:</p> <ul style="list-style-type: none"> <li>- To know that we can move with the pulse of the music.</li> <li>- To know that the words of songs can tell stories and paint pictures.</li> </ul>	<p>Knowledge taught:</p> <ul style="list-style-type: none"> <li>- Improvisation is about making up your own tunes on the spot.</li> <li>- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>- Everyone can improvise</li> </ul>	<p>Knowledge taught:</p> <p>Improvisation is making up your own tunes on the spot.</p> <ul style="list-style-type: none"> <li>- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>- Everyone can improvise, and you can use one or two notes.</li> </ul>	<p>Knowledge taught:</p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>- Improvisation is making up your own tunes on the spot</li> <li>- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>- To know that using one or two notes confidently is better than using five</li> <li>- To know that if</li> </ul>	<p>Knowledge taught:</p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>- Improvisation is making up your own tunes on the spot</li> <li>-When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>- To know that using one or two notes confidently is better than using five</li> <li>- To know that if</li> </ul>	<p>Knowledge taught:</p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>- Improvisation is making up your own tunes on the spot</li> <li>- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>- To know that using one or two notes confidently is better than using five</li> <li>- To know that if</li> </ul>	<p>Knowledge taught:</p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>- Improvisation is making up your own tunes on the spot</li> <li>- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>- To know that using one or two notes confidently is better than using five</li> <li>- To know that if</li> </ul>	<p>Knowledge taught:</p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>- Improvisation is making up your own tunes on the spot</li> <li>- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>- To know that using one, two or three notes confidently is better than using five</li> </ul>

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				you improvise using the notes you are given, you cannot make a mistake	you improvise using the notes you are given, you cannot make a mistake - To know that you can use some of the riffs heard previously in improvisations	you improvise using the notes you are given, you cannot make a mistake - To know that you can use some of the riffs you have heard in the Challenges in your improvisations - To know three well-known improvising musicians	- To know that if you improvise using the notes you are given, you cannot make a mistake - To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations - To know three well-known improvising musicians
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	Skills taught: n/a	Skills taught: Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.	Skills taught: Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.	Skills taught: Help create at least one simple melody using one, three or five different notes. - Plan and create a section of music that can be performed within the context of the unit song. - Talk about how it was created. - Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics	Skills taught: Help create at least one simple melody using one, three or all five different notes. - Plan and create a section of music that can be performed within the context of the unit song. - Talk about how it was created. - Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm,	Skills taught: - Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. - Explain the keynote or home note and the structure of the melody. - Listen to and reflect upon the developing composition and make musical decisions about how the melody	Skills taught: Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. - Explain the keynote or home note and the structure of the melody. - Listen to and reflect upon the developing composition and make musical decisions about how the melody

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				and tempo. - Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	pitch, dynamics and tempo. - Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	connects with the song. - Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	connects with the song. - Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
	Knowledge taught:	Knowledge taught: - Know that composing is like writing a story with music. - Everyone can compose.	Knowledge taught: Composing is like writing a story with music. Everyone can compose.	Knowledge taught: To know and be able to talk about: A composition: - music that is created and kept in some way. - It's like writing a story. It can be played or performed again to your friends. - Different ways of recording compositions (letter names, symbols, audio etc.)	Knowledge taught: To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)	Knowledge taught: To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. - A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure - Notation: recognise the connection between sound and symbol	Knowledge taught: To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. - A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure - Notation: recognise the connection between sound and symbol
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performance	Skills taught:	Skills taught:	Skills taught:	Skills taught:	Skills taught:	Skills taught:	Skills taught:

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	<ul style="list-style-type: none"> <li>- Perform any of the nursery rhymes by singing and adding actions or dance.</li> <li>- Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>- Record the performance to talk about</li> </ul>	<p>Choose a song they have learnt and perform it. Add ideas to the performance. Record the performance and say how they were feeling about it.</p>	<p>Choose a song they have learnt and perform it. Add their ideas to the performance. Record the performance and say how they were feeling about it.</p>	<p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> <li>- To communicate the meaning of the words and clearly articulate them.</li> <li>- To talk about the best place to be when performing and how to stand or sit.</li> <li>- To record the performance and say how they were feeling, what they were pleased with and what they would change and why.</li> </ul>	<p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> <li>- Present a musical performance designed to capture the audience.</li> <li>- To communicate the meaning of the words and clearly articulate them.</li> <li>- To talk about the best place to be when performing and how to stand or sit.</li> <li>- To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>	<p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> <li>- To communicate the meaning of the words and clearly articulate them.</li> <li>- To talk about the venue and how to use it to best effect.</li> <li>- To record the performance and compare it to a previous performance.</li> <li>- To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>	<p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> <li>- To communicate the meaning of the words and clearly articulate them.</li> <li>- To talk about the venue and how to use it to best effect.</li> <li>- To record the performance and compare it to a previous performance.</li> <li>- To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>
	<p>Knowledge taught:</p> <ul style="list-style-type: none"> <li>- A performance is sharing music</li> </ul>	<p>Knowledge taught:</p> <ul style="list-style-type: none"> <li>- A performance is sharing music with other people, called an audience.</li> </ul>	<p>Knowledge taught:</p> <ul style="list-style-type: none"> <li>- A performance is sharing music with an audience.</li> <li>- A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>- An audience can include your parents and friends.</li> </ul>	<p>Knowledge taught:</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>- Performing is sharing music with other people, an audience</li> <li>- A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>- You need to know and have planned everything that will</li> </ul>	<p>Knowledge taught:</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>- Performing is sharing music with other people, an audience</li> <li>- A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>- You need to know and have planned everything that will</li> </ul>	<p>Knowledge taught:</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>- Performing is sharing music with other people, an audience</li> <li>- A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>- Everything that will be performed must be planned and learned</li> </ul>	<p>Knowledge taught:</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>- Performing is sharing music with an audience with belief</li> <li>- A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>- Everything that will be performed must be planned and learned</li> </ul>

### Curriculum Map - Music

				<ul style="list-style-type: none"> <li>be performed</li> <li>- You must sing or rap the words clearly and play with confidence</li> <li>- A performance can be a special occasion and involve an audience including of people you don't know</li> <li>- It is planned and different for each occasion</li> <li>- It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>be performed</li> <li>- You must sing or rap the words clearly and play with confidence</li> <li>- A performance can be a special occasion and involve an audience including of people you don't know</li> <li>- It is planned and different for each occasion</li> <li>- It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>- You must sing or rap the words clearly and play with confidence</li> <li>- A performance can be a special occasion and involve an audience including of people you don't know</li> <li>- It is planned and different for each occasion</li> <li>- A performance involves communicating ideas, thoughts and feelings about the song/music.</li> </ul>	<ul style="list-style-type: none"> <li>- You must sing or rap the words clearly and play with confidence</li> <li>- A performance can be a special occasion and involve an audience including of people you don't know</li> <li>- It is planned and different for each occasion</li> <li>- A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>
	Key vocabulary taught: perform, unison, phrase.	Key vocabulary taught:	Key vocabulary taught:	Key vocabulary taught:	Key vocabulary taught:	Key vocabulary taught:	Key vocabulary taught:
Key Vocabulary development & Progression	Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase, boogie, funk, congo, rondo, concerto,	rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, groove, audience, imagination.  Previously Taught: <i>Pulse, rhythm, pitch,</i>	drums, bass, electric guitar, saxophone, trumpet, question and answer,, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.  Previously Taught: <i>Keyboard, pulse, rhythm, pitch, improvise, compose,</i>	structure, introduction, verse, chorus, tempo, dynamics, synthesiser, hook, texture, structure, electric guitar, organ, backing vocals, hook, riff, pentatonic scale, imagination, Disco.  Previously Taught: <i>Improvise, compose, pulse, rhythm, pitch,</i>	hook, riff, solo, pentatonic scale,, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, by ear, notation, piano, acoustic guitar, birdsong, civil rights, racism, equality.  <i>Keyboard, electric guitar, bass, drums,</i>	Rock, Bossa Nova, Swing, Big bands, Old-school Hip Hop, Soul, backbeat, amplifier, bridge, appraising, syncopation, tune/head, note values, note names, ballad, verse, interlude, tag ending, strings, cover, deck, backing loops, scratching, cover, timbre,	Neo Soul, Motown, Urban Gospel, style indicators, dimensions of music, producer, ostinato, gender equality,  <i>Blues, unison, harmony, hook, riff, solo, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, groove, Jazz, improvise/</i>

### Curriculum Map - Music

		<i>Funk,</i>	<i>audience, melody</i>	<i>melody, Reggae, bass, drums, guitar, keyboard,</i>	<i>organ, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, percussion, backing vocal, synthesisers, unison</i>	<i>groove, bass line, brass section, harmony, solo, pulse, rhythm, riff, hook, improvise, compose, melody, Rap, synthesiser, Funk, pitch, tempo, dynamics, unison, structure, guitar, bass, drums, melody, chorus, piano, texture,</i>	<i>improvisation, by ear, melody, riff, solo, dynamics, timbre, texture, structure, civil rights, phrases,</i>
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Curriculum Map - Music

**The Interrelated Dimensions of Music**

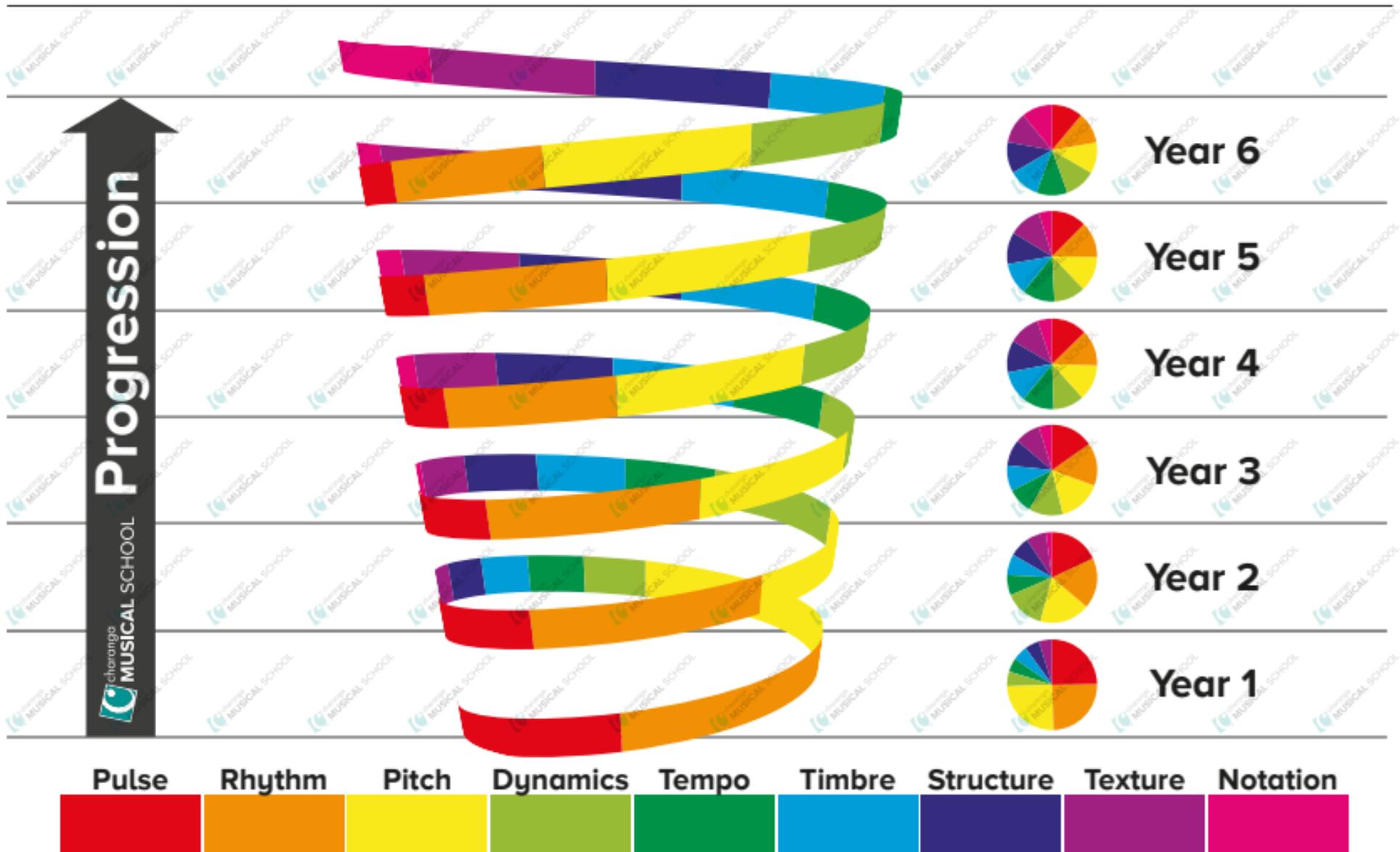
Progression through Charanga Musical School



Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



## Curriculum Map - Music

### The Interrelated Dimensions of Music (Dimensions)

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation – the link between sound and symbol