

Music Curriculum Map 2016-17

Foundation Stage



	Autumn	Spring	Summer
Nursery and Reception	<p><u>Ourselfs</u> <u>Light and Dark</u> 22-36 months Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound.</p> <p>30-50 months Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed.</p> <p>40-60 months Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p><u>Fairy Tales</u> <u>The Rainbow</u> 22-36 months Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound.</p> <p>30-50 months Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed</p> <p>40- 60 months Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p><u>Growing and Food</u> <u>Journeys</u> 22-36 months Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound.</p> <p>30-50 months Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed</p> <p>40-60 months Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>

Key Stage 1

	Autumn	Spring	Summer
Year 1	<p>Aims: children will learn to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Children will learn a variety of simple and more complex melodies through singing the songs for the Christmas Nativity story.</p>	<p>In our outdoor learning sessions, the children will: learn to play tuned and untuned instruments musically. To compose and perform a simple melody by experimenting with, creating, selecting and combining sounds. To perform a melody as part of a group.</p>	<p>Aims: Children will learn to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. They will learn to listen with attention to detail and recall sounds with increasing aural memory.</p>
Year 2	<p>Aims: make and control long and short sounds using voices and instruments; work in partnership with another child to create a sequence of long and short sounds</p>	<p>Aims: identify and control changes in pitch and use them expressively; create short melodic patterns; use changes in pitch expressively in response to a stimulus</p>	<p>Aims: recognise and explore how sounds can be organised; sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse; choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points; represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects; improve their own work.</p>

Key Stage 2

	Autumn	Spring	Summer
Year 3	<p><u>Exploring descriptive sounds</u> Represent different animal characteristics Stone age rhythmic patterns in groups Stig of the Dump rhythmic patterns to tell a story Perform group rhythms Listen to and perform Celtic music and dance Sing songs linked to the topic</p> <p>Aims: Identify how music can be used descriptively Explore different rhythmic patterns Sing songs together Develop an understanding of the history of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p><u>Class Orchestra</u> Listen and join in with different music types Study an accompaniment in music Identify the accompanying instrument Sing the accompaniment Call and response songs Work out and practise the melody Explore phrases Explore different beats Develop a jingle and explore ways of performing the words Play instruments Sing songs linked to the topic</p> <p>Aims: Identify an accompaniment Identify an accompanying instrument Identify and explore phrases and beats Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p><u>Scales, Rhythm and Melody</u> Explore the pentatonic scale Perform and appraise a performance Combine rhythm and melody Practise singing and playing melodies Play instruments Explore timbre, rhythm and dynamics Explore how effectively the mood of the picture is captured Compose layers of music to accompany different pictures Sing songs linked to the topic</p> <p>Aims: Explore the pentatonic scale Combine rhythm and melody Explore timbre, rhythm and dynamics Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>
Year 4			
Year 5	<p><u>Exploring Rounds</u> <u>Exploring Rhythm & Pulse</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p><u>Exploring Sound Sources</u> <u>Exploring Melody</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p><u>Exploring Composition</u> <u>Performing Together</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>

	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>
Year 6	<p><u>Aztec and Mayan Musical Instruments</u> Research instruments used and what they were used for. Group instruments into their types and consider materials they are made from. Learn to play drum in cyclic patterns and record using music notation and fractions. Learn to play basics on recorder and learn BAG. Read music and play duets.</p> <p>AIMS: Develop an understanding of the history of music. Use and understand staff and other musical notations.</p>	<p><u>Viking song</u> Listen and sing Viking songs from Singup, Horrible Histories and Viking Sagas on Radio 1. Write own Viking songs- learn about verse, chorus and rhyme. Consider different types of singing.</p> <p><u>History of music in 20th century</u> Home project to study a style of music and its influences- jazz, blues, scat, bop etc. Sing songs as a class in parts and rounds. Look at how music has influenced music now.</p> <p>AIMS: Develop an understanding of the history of music.</p>	<p><u>River and Mountain Music</u> Listen to Vivaldi and compose own river music illustrating 3 stages of a river through changes in pitch, timbre, volume, temp and duration. Select appropriate instruments. School Play Learn songs in duet, solo, group and round for the school play. Listen to 'In the Hall of the Mountain King' and study narrative of story. Match instruments to characters.</p> <p>AIMS: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>

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