

MUSIC CURRICULUM MAP 2022 - 2023

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS	<p><u>CLL</u>: Show sound awareness. <u>EAD</u>: Join in with an increasing range of songs</p>		<p><u>CLL</u>: Produce rhyming words <u>EAD</u>: Explore creative ways of moving to music. Experiment with art and music.</p>		<p><u>EAD</u>: Enjoy and experience different musical styles and genres. Experiment with musical instruments. Use art to represent feelings.</p>	
Year 1	<p>Pop <u>Singing</u>: Sing chants in the same pitch. <u>Listening</u>: Begin to recognise how music makes us feel. Recognise repeated patterns. <u>Musicianship</u>: Move to a steady beat; perform copycat rhythm patterns; listen to sounds in the school environment.</p>	<p>Ballads – Vera Lynn <u>Singing</u>: Begin singing simple mi-so ranged songs. <u>Listening</u>: Develop an understanding as to why artists write songs. <u>Musicianship</u>: Clap a steady beat, change the speed of the beat as the tempo changes (fast or slow); compare high and low sounds.</p>	<p>Rock <u>Singing</u>: Sing pentatonic songs from memory by counting in. <u>Listening</u>: Begin to compare the mood of a piece of music. Begin to recognise instruments (guitar, drums and vocalists). <u>Musicianship</u>: sing familiar songs in both low and high voices and talk about the difference.</p>	<p>Musical Theatre – South Pacific <u>Singing</u>: Sing a range of call and response songs to control vocal pitch. <u>Listening</u>: Begin to understand that lyrics can share feelings. <u>Composition</u>: Improvise simple vocal chants, using question and answer phrases.</p>	<p>Films – Ice Age <u>Singing</u>: sing a wide range of call and response songs to match the pitch they hear. <u>Listening</u>: Begin to understand that music/sound effects can emphasise a story. <u>Composition</u>: understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p>Musical Theatre – Madagascar <u>Singing</u>: sing a range of call and response songs to match the pitch they hear with accuracy. <u>Listening</u>: Reflect on the mood of music and use this within our own compositions. <u>Composition</u>: understand the difference between creating a rhythm pattern and a pitch pattern.</p>
Year 2	<p>Pop <u>Singing</u>: Sing do-so songs with vocal control; sing songs accurately with a small pitch range. <u>Listening</u>: to recognise that a chorus is a repeated pattern. <u>Musicianship</u>: Walk in time to the beat; Know</p>	<p>Nativity <u>Singing</u>: know & use dynamics and tempo, responding to directions. <u>Listening</u>: to begin to recognise the sound of brass instruments. <u>Musicianship</u>: Mark the beat by tapping; recognise changes in</p>	<p>Musical Theatre- The Lion King! <u>Singing</u>: to learn the meaning of dynamics and tempo. <u>Listening</u>: to recognise that music emphasises significant events within a story. <u>Musicianship</u>: Identify the beat groupings;</p>	<p>Rock - Queen <u>Singing</u>: be able to demonstrate dynamics and tempo when singing by responding to the leader's directions. <u>Listening</u>: Develop understanding of the social context of rock music.</p>	<p>Musical Theatre – Oliver! <u>Singing</u>: apply their learning of dynamics and tempo by responding to visual symbols. <u>Listening</u>: Begin to understand the origins and historical contexts of musical theatre</p>	<p>Sound Effects <u>Singing</u>: apply their learning of dynamics and tempo by responding to visual symbols. <u>Listening</u>: to recognise how sound effects can replicate voices and conversations.</p>

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	the difference between left and right; Play copycat rhythms; sing short phrases independently.	tempo; understand the speed of the beat can change; create rhythms using word phrases.	Read, respond, create and perform their own rhythm patterns and represent them with stick notation; Respond independently to pitch changes heard in short melodic phrases; recognise dot notation.	Composition: Create music in response to a non-musical stimulus; use graphic symbols/dot notation/stick notation to record composed pieces.	(books, real life events and jukebox musicals) Composition: Work with a partner to improvise simple question and answer phrases; use graphic symbols/dot notation/stick notation to record composed pieces.	Composition: use music technology, to capture, change and combine sounds.
Year 3	<p>60s</p> <p>Listening: Analyse a time period and how it may have impacted a piece of music.</p> <p>Composing: Become more skilled in improvising. Learn about the staff, lines, spaces, and clef. Use dot notation.</p> <p>Performing: Develop facility in playing an instrument. Sing a widening range of unison songs and perform actions.</p>	<p>60s</p> <p>Listening: Identify the main parts of a song. Recognise known instruments and the category they belong to.</p> <p>Composing: Structure musical ideas. Compose song accompaniments. Understand the differences between crotchets and paired quavers.</p> <p>Performing: Develop facility in playing an instrument. Sing a widening range of unison songs and perform actions.</p>	<p>70s</p> <p>Listening: Confidently identify and move to the pulse.</p> <p>Composing: Structure musical ideas. Compose song accompaniments.</p> <p>Performing: Move to a beat and recognise changes in tempo. Play and perform melodies following staff notation. Sing a widening range of unison songs and perform actions.</p>	<p>70s</p> <p>Listening: Recognise changes in timbre and texture.</p> <p>Composing: Become more skilled in improvising. Combine known rhythmic notation with letter names. Use dot notation.</p> <p>Performing: Apply chants to rhythms. Sing with an understanding of pitch, dynamics and tempo. Follow a leader's direction.</p>	<p>80s</p> <p>Listening: Use listening skills to correctly order phrases using dot notation, showing arrangements of notes.</p> <p>Composing: Become more skilled in improvising. Combine known rhythmic notation with letter names. Use dot notation.</p> <p>Performing: Order phrases and arrange notes. Apply chants to rhythms. Perform within a choir.</p>	<p>80s</p> <p>Listening: Discuss how a piece of music makes them feel referring to the interrelated dimensions of music and lyrics.</p> <p>Composing: Structure musical ideas. Compose song accompaniments.</p> <p>Performing: Order phrases and arrange notes. Apply chants to rhythms. Review skills learned and consolidate through performance.</p>

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Year 4	<p><u>Motown</u></p> <p>Listening: Confidently identify the pulse and tempo.</p> <p>Composing: Improvise using instruments. Make compositional decisions about the overall structure of improvisations. Understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Performing: Read and perform pitch notation within a defined range. Sing unison songs with the range of an octave. Sing songs with small and large vocal leaps.</p>	<p><u>Musical Theatre</u></p> <p>Listening: Discuss the music and how it makes them feel referring to the interrelated dimensions of music.</p> <p>Composing: Combine rhythmic notation with letter names. Create short pentatonic phrases.</p> <p>Performing: Develop facility in the basic skills of a selected musical instrument. Play and perform melodies following staff notation. Sing rounds and partner songs in different time signatures.</p>	<p><u>Classical</u></p> <p>Listening: Name the instruments that can be heard. Identify drone and ostinato. Explain why silence is often needed in music and the effect it has.</p> <p>Composing: Improvise using instruments. Make compositional decisions about the overall structure of improvisations.</p> <p>Performing: Read and perform pitch notation within a defined range. Follow and perform simple rhythmic scores. Maintain individual parts accurately.</p>	<p><u>Musical Theatre</u></p> <p>Listening: Identify cyclic patterns in music. Understand the role of music and entertainment in Blackpool's development.</p> <p>Composing: Compose music to create a specific mood.</p> <p>Performing: Play and perform melodies following notation. Sing a broad range of unison songs with the range of an octave. Pitch the voice accurately. Follow directions for volume.</p>	<p><u>Country/Americana</u></p> <p>Listening: Listen to peer's work, evaluating it and offering improvements with justification.</p> <p>Composing: Improvise on a limited range of pitches on known instruments. Make compositional decisions about improvisations.</p> <p>Performing: Read and perform pitch notation within a defined range. Follow and perform simple rhythmic scores. Sing rounds and partner songs in different time signatures. Sing in harmony.</p>	<p><u>Musical Theatre</u></p> <p>Listening: Recognise the structure of songs. Identify harmonies. Understand the relationship between lyrics and melody.</p> <p>Composing: Capture and record creative ideas.</p> <p>Performing: Play and perform melodies following staff notation. Perform from simple notation using known instruments. Perform a range of songs.</p>
Year 5	<p><u>60s</u></p> <p>Listening: Copy back one-note riffs and rhythms. Invent rhythms for others to copy back.</p> <p>Composing: Improvise freely over a drone using tuned instruments.</p>	<p><u>70s</u></p> <p>Listening: Contrast the work of established composers and show preference.</p> <p>Composing: Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p>	<p><u>80s</u></p> <p>Listening: Confidently refer to the interrelated dimensions of music when describing, comparing or evaluating a piece of music.</p> <p>Composing:</p>	<p><u>90s</u></p> <p>Listening: Link instruments to genres. Discern and distinguish layers of sound and understand their combined effect.</p> <p>Composing:</p>	<p><u>00s</u></p> <p>Listening: Development of musical movements/genres; influencers of particular musical movements; history of music.</p> <p>Composing:</p>	<p><u>10s/20s</u></p> <p>Listening: Explain why they think music is successful or unsuccessful. Suggest improvements to their own and others work.</p> <p>Composing:</p>

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	<p>Compose melodies made from pairs of phrases.</p> <p>Performing: Sing a range of songs from an extended repertoire. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Develop the skill of playing by ear on tuned instruments.</p>	<p>Compose a short ternary piece. Capture and record creative ideas using graphic symbols, rhythm notation, time signatures, staff notation and technology.</p> <p>Performing: Perform a range of songs from an extended repertoire. Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation.</p>	<p>Use chords to compose music to evoke a specific atmosphere, mood or environment. Capture and record creative ideas using graphic symbols, rhythm notation, time signatures, staff notation and technology.</p> <p>Performing: Sing three-part rounds, partner songs, and songs with a verse and a chorus. Play triads on tuned instruments. Perform simple, chordal accompaniments. Read and perform pitch notation within an octave.</p>	<p>Improvise over a simple groove. Experiment with using a wider range of dynamics.</p> <p>Performing: Sing a range of songs from an extended repertoire. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation with greater confidence.</p>	<p>Compose a short ternary piece. Capture and record creative ideas using graphic symbols, rhythm notation, time signatures, staff notation and technology.</p> <p>Performing: Perform a range of repertoire pieces and arrangements. Read and play short rhythmic phrases at sight. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p>	<p>Use chords to compose music to evoke a specific atmosphere. Capture and record creative ideas using graphic symbols, rhythm notation, time signatures, staff notation and technology.</p> <p>Performing: Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform a range of repertoire pieces and arrangements. Read and play short rhythmic phrases at sight.</p>
Year 6	<p><u>Sound Effects</u></p> <p>Listening: Listen to and improve their own work and others.</p> <p>Composing: To evaluate, design, review and improve upon sound effects for</p>	<p><u>Film Scores</u></p> <p>Listening: Use aural memory to recall sounds. Copy back rhythms, one-note and two-note riffs.</p> <p>Composing: Create music with multiple sections</p>	<p><u>EDM</u></p> <p>Listening: Compare two songs in the same style.</p> <p>Composing: Extend improvised melodies beyond 8 beats over a fixed groove.</p>	<p><u>Rock</u></p> <p>Listening: Work out how harmonies, drones and melodic ostinati (riffs) are used to accompany singing. Begin to link the knowledge of instrument categories</p>	<p><u>Rap/Grime</u></p> <p>Listening: Evaluate differences in live and recorded performances. Evaluate how the venue, occasion and purpose affects the music.</p> <p>Composing:</p>	<p><u>Musical Theatre</u></p> <p>Listening: Consider how one piece of music could be interpreted in different ways by different performers, sometimes according to venue and occasion.</p> <p>Composing:</p>

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	<p>film and television clips. To experiment with notation styles. Performing: To experiment with the use of vocals within sound effects. To perform in front of others and evaluate performances.</p>	<p>including repetition and contrast. Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale. Performing: Sing syncopated rhythms. Continue to sing three- and four-part rounds or partner songs. Play a melody following staff notation. Make decisions about dynamic range. Read different note types and their equivalent rests.</p>	<p>Use available music software/apps to create and record a ternary piece. Performing: To experiment with the use of vocals within EDM. To experiment with accompanying existing melodies. To develop confidence performing in front of others and evaluate performances.</p>	<p>and related genres to appreciate how it affects the expressive dimension of music. Composing: Create music with multiple sections. Use chord changes as part of an improvised sequence. Compose melodies made from pairs of phrases. Performing: Sing syncopated rhythms. Continue to sing three- and four-part rounds or partner songs. Accompany melodies using block chords or a bass line. Engage with ensemble playing.</p>	<p>Extend improvised melodies beyond 8 beats over a fixed groove. Use available music software/apps to create and record a ternary piece. Discuss how musical contrasts are achieved. Performing: To experiment with rap. Read and perform confidently from rhythm notation cards and rhythmic scores.</p>	<p>Create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence. Compose melodies made from pairs of phrases. Use equipment to record and evaluate pieces created. Performing: Play a melody following staff notation. Make decisions about dynamic range. Further develop the skills to read and perform pitch notation within an octave.</p>
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