Music Concepts and Components Curriculum Map

Inter-Related Dimensions of Music						
EARLY YEARS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Pitch and Harmony	Pitch - how high or low the sound is			Harmony - combinations of pitches		
I know how to sing a high sound and a low sound high, low	I know that sounds can be high and low I know how to recognise changes in pitch (high and low) Low, middle, high, pitch, getting higher, getting lower	I know I can identify changes in pitch.	I know and understand a pentatonic scale. I know how to identify melodies that move in steps or leaps (melodic shape). I know and can identify major and minor keys Pentatonic, major, minor, scale, step, leap		I know I can understand how simple chords (triads) are formed and how they can be major or minor. I know I can understand that scales are sets of notes e.g. Blues scale, raga, modes Key, chord, triad, scale	
Dynamics - the volume of the sound						
I know some sounds are loud and some are quiet. loud, quiet	I know I can understand that sounds can be loud and quiet I know I can recognise changes in dynamics (loud and quiet) Loud and soft, crescendo, diminuendo	I know how to identify changes in dynamics. I know how to recognise gradual changes in dynamics	I know I can identify how dynamics can be used descriptively. Forte (*f*), piano (*p*)		I understand how dynamics are used for a purpose Pianissimo (*pp*), fortissimo (*ff*), mezzo piano (*mp*), mezzo forte (*mf*).	
Tempo - the speed of the sound						
I know that some sounds can be fast and some are slow Fast, slow	I know that sounds can be fast and slow. I know that I can recognise changes in tempo (fast and slow) Fast, slow, getting faster, getting slower	I know I can identify changes in tempo. I know how to recognise gradual changes in tempo.	I know identify how tempo can be used descriptively. Allegro, adagio		I know how tempo can be used for a purpose. I know that tempo can be measured in BPM (beats per minute). Accelerando (getting faster), rallentando (getting slower)	

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EARLY YEARS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Duration - the length of the sound		Pulse - steady beat		Rhythm - a pattern of long and short sounds		
I know I can move to a steady beat. marching beat	I know I can understand that sounds can be long and short. I know how to recognise long and short sounds. pulse, steady beat	I know that the pulse is the steady beat of the music.	I know that the pulse can be grouped e.g.2/4, 3/4, 4/4 (metre) I know that the downbeat of each group is the strongest beat. I know how to identify the downbeat (first beat of the bar). Metre, downbeat		I know that a polyrhythm is many layers of rhythms played at the same time. I know I can recognise polyrhythms. I know and can recognise syncopated rhythms (off beat) Off-beat, syncopation	
Structure - how the music is organised						
I know I can identify the part of a song that is repeated. Chorus	I know that sounds can be organised into simple patterns Verse, chorus, call and response, repeat	I know I can recognise different forms of repeating patterns. I know I can recognise the pattern of verse and chorus.	I know that music can be organised using a range of structures Question and answer, round, ostinato,		I know and recognise different structures used by composers and genres. Rondo, ternary form, common EDM formats, introduction, verse, chorus, middle 8, outro	
Timbre - the characteristic of the sound						
I know that some instruments make their sound because the are played differently. shake, strike	I know that voices, instruments and sound makers can make different types of sound. Names of instruments (classroom and orchestral) Tapping, scraping, shaking, string, woodwind, percussion, brass	I know and can identify different instruments and group them into family sounds. I can recognise when composers have changed timbre.	I know I can identify how timbre can be used descriptively. I know how articulation can be used in music e.g. staccato and legato (smooth and spiky) Legato, staccato		I know how timbre can be used for a purpose I know how timbre can be combined and contrasted in different ensembles e.g. rock band, string quartet, samba band	

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Texture - how many layers of sounds you can hear						
I know the difference between the sound of an instrument you shake and an instrument you strike.	I know that sounds can be played separately or together.	I know that texture is how many sounds are played together. layer	I know and can identify how texture can be used descriptively. unison, layered, solo, duet, melody, accompaniment		I know and understand how texture can be used for a purpose. I know and understand how textures can be contrasted for effect. Trio, quartet, polyphony, harmony	
Notation - how musical ideas are written down (graphic / pitch / rhythm)						
I know that the volume of a sound can be shown through symbols e.g. big - loud, small - quiet	I know that simple symbols can represent sounds.  I know that low, middle and high sounds can be represented with dots which are low, middle or high on a page.  I know that the syllables of words can be used to create simple rhythms dot notation	I Know that I can recognise simple dot notation and match it to pitches e.g. - B - A - G I know that dots can be used to represent syllables in a word and correspond to the number of sounds. e.g: one dot = one sound, 2 dots = 2 sounds I know that sticks can represent rhythm patterns.  word rhythm, stick notation	I know I can understand increasingly sophisticated graphic notation. I know how pitch is shown on stave notation. I know I can recognise and read melodies which reflect pitch in notation. I know, recognise and read notation for a crotchet, crotchet rest, minim, barred quavers  Stave, crotchet, barred quavers, minim, crotchet rest, treble clef, staff		I know and use a wider range of notation e.g. ukulele chord charts TAB I know, recognise and read with increasing fluency melodies (within an octave) on stave notation. I know the meaning of flats and sharps  I know, recognise, write melodies and rhythms with increasing fluency using notation for crotchet, crotchet rest, minim, barred and single quavers, semi-quavers.  I know and understand the differences between 2/4, 3/4 and 4/4 time signatures (metre).  Chord charts/tab, key signature, time signature, metre, flat, sharp, barlines, treble clef	

Listening						
EARLY YEARS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I know how to listen attentively and express an opinion about the sounds. I know sounds can be loud or quiet.	I know how to take turns and listen attentively to others.	I know how to copy a rhythm I know how to copy a sound pattern.	I know how to identify a number of different instruments and changes in pitch . I know the type of instrument being played within a piece of music.	I know I can listen and identify instruments within the samba genre. I know how to identify characteristics of samba music.	I know how to identify characteristics of the rock and roll genre. I know what instruments are played in rock and roll songs.	I know how to identify dynamics within a piece of music. I know how to compare two or more pieces of music from different genres.

Performing: Instrumental						
EARLY YEARS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I know how to explore the sounds the different instruments make.	I know I can use my body as an untuned percussion instrument.	I know how to count to a steady 4 beat as I perform.	I know how to perform a piece of music using different percussion instruments. I know how to play to a 4 beat rhythm.	I know how to perform a rhythm of a Brazilian samba groove as a whole class ensemble. I know how to play in a call and response pattern.	I know how to perform an independent part with a whole class ensemble. I know how to perform a group composition with confidence using the key features of African music.	I know how to demonstrate a secure sense of pulse when playing in unison within an ensemble. I know how to demonstrate musicality in the control and production of sound using expression.

Performing: singing						
EARLY YEARS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I know how to sing a range of songs and rhymes.	I know to warm my voice up before I sing. I know where my singing voice comes from.	I know I can sing and follow directions. I know I can sing two part songs.	I know how to perform as part of a bigger ensemble. I know I can sing along with an accompaniment.	I know how to sing as part of a round. I know call and response songs. I know how to sing and play instruments at the same time.	I know how to sing as part of an ensemble using the structure of two-part harmony. I know how to sing along to the melody of a song from the Rock and Roll genre.	I know how to add dynamics and expression to the song I am singing. I know how to sing a counter melody alongside the main melody of a song. I know how to sing confidently with control. I know how to accurately match pitch across a range of notes; leaps, lengths, and rhythmic complexity

Composing and Improvising						
EARLY YEARS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I know how create a simple to sound to represent an emotion or natural environment (wind/ocean/sand ect..)	I know how to compose a simple melody using pitch (solfège dot notation).	I know how to compose a simple rhythm pattern using stick notation	To compose a simple melody combining rhythm and pitch.	I know how to compose a suitable ending to a samba piece. I know how create a polyrhythm in a piece of music.	I know how to improvise rhythms to an accompaniment. I know how to copy and improvise rhythms through musical games and song. I know how to apply and use key features of African music to create rhythmic compositions.	I know how to compose a melody made of pairs of phrases to fit over a chord structure and base line. I know how compose a catchy melody and lyrics for a song.

Appraising						
EARLY YEARS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I know how to say if I like or dislike a piece of music. I know how music makes me feel.	I know how to tell the difference between a fast and slow tempo, loud and soft dynamics and high and low pitch. I know how to respond to different moods in music and say how it makes me feel.	I know how to independently identify the pulse in a piece of music and clap along. I know how to recognise changes in timbre, dynamics and pitch.	I know how to use musical words to describe and give an opinion on a piece of music. I know that music can be played or listened to for a variety of purposes. I know how to recognise a range by ear.	I know why silence is used in a piece of music and say what effect it has. I know how to identify and describe the different purposes of music. I know how to identify the character of a piece of music.	I know how to describe, compare and evaluate music using musical vocabulary. I know how to suggest improvements to mine and other's work. I know how to express an opinion on a preferred composer's work.	I know how to refine and improve my work. I know how to analyse features within different pieces of music. I know how to discuss the impact of a composers had in their era.

Artists, Styles and History						
EARLY YEARS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn Term						
Sound Searchers Songs: Grand Old Duke of York Incy Wincy Spider	Resourceful Rhythms Songs: Marching bagpipe band The Percussion Show	Remarkable Rhythms Artist: Mozart – Rondo Alla Turca	Recorders 2: Songs: Kangaroo Bounce The Kangaroo and Tortoise Duet	Recorders 3 Songs: G to the B We will rock you	Rock and Roll: Artists: Elvis Presley – Blue suede shoes Chuck Berry – Roll over Beethoven	WW2: Big Band Music Artists: Glenn Miller - In the mood The Andrew Sisters – Don't sit under the apple tree
Spring Term						
Musical Story Land Artist: BBC Philharmonic Orchestra Jack and the Beanstalk Ananse and the Monkeys	Pitch Perfect Songs: Twinkle twinkle Selection of seashanties	Ritzy Recorders: Artist: Orlan Charles – Top Gear - snes music Roupa Nova - Sapato Velho	Ukelele 1: Songs: Sing–a–long rag Starlight, starbright	Ukelele 2: Songs: Autumn Leaves Land of the Silver Birch	Ukelele 3: Songs: Thumb brush strum Frere a Jaques	Ukelele 4: Songs: Row your boat. Ukelele boogie woogie Sambalele
Summer Term						
Hurley-Burley Hullabaloo Environmental sounds: crunching leaves Crackling fire Storm/rain fall	Summer Soundscape Environmental Sounds: Beach Countryside Road	African Ambiance Songs: Sansa Kroma Obwisana	In the Garden Artists: Laura Mvula – Green Garden Apple Tree	Genre – Samba Songs: Carnival is here Traditional Samba music	Genre - Africa Songs: Shosholoza Listen: African tribal drums	Genre – Reggae Artists: Bob Marley – Three little birds Gregory Issacs – My Number One
Daily Listening 5 Pieces – played in the classrooms Musician of the Week – played in assembly						