

Curriculum map

Music

End of Foundation Stage	End of Year 2	End of Year 4	End of Year 6
<p>Children should be able to move to music, showing some degree of rhythmical intent. Children should sing, move or clap along to simple rhymes and chants. Children should be familiar with some favourite songs or nursery rhymes. Children should be able to experiment with some tuned and untuned instruments, knowing how to play and produce a sound.</p>	<p>Children should be able to sing as a class creatively and expressively, following a conductor. They should be able to move or clap to the beat. They should be able to play an untuned instrument rhythmically, copying accurately the patterns played by their teacher. They should be able to listen with concentration to some different pieces of music, and be able to talk about some of the sounds/instruments they have heard. They should be able to create their own short rhythms.</p>	<p>Children should be able to sing as a class in a round, or with two simple parts, following a conductor. They should be able to sing short sections of music independently and tunelessly, and they should be able to individually perform simple rhythms and melodies on the recorder. They should be able to read the notes B, A and G on the staff, as well as, with practise, correctly playing and identifying minims, crotchets and quavers and semibreves. They should be able to name some famous composers or pieces of music. They should be able to name some instruments of the orchestra.</p>	<p>Children should be able to sing confidently and tunelessly as a class in a round, or with two or three harmonies, following a conductor. They should be able to sing independently, and they should be able to individually perform simple rhythms and melodies on the recorder. Children should improvise their own rhythms and melodies to music, and should compose short pieces of their own, using their knowledge of the interrelated dimensions of music. Children should be able to listen to a piece of music and talk about it using musical vocabulary. They should be able to name some famous composers or pieces of music and name some different musical genres.</p>

	Autumn		Spring		Summer	
EYFS	Reception Charanga Units <u>Me! And My Stories</u>		Reception Charanga Units <u>Everyone and Our World</u>		Reception Charanga Units <u>Big Bear Funk and Reflect Rewind and Replay</u>	
Year 1	Singing assembly throughout the year.	<u>Charanga – Hey You!</u>	<u>Charanga – In The Groove</u>	<u>Charanga – Round and Round</u>	<u>Charanga – Your Imagination</u>	<u>Charanga – Reflect, Rewind and Replay</u>
		Old School Hip-Hop: How pulse, rhythm and pitch work together. Reggae: Pulse, rhythm and pitch, rapping, dancing and singing. Christmas Performances and songs	Blues, Baroque, Latin, Bhangra, Folk, Funk: How to be in the groove with different styles of music.	Bossa Nova: Pulse, rhythm and pitch in different styles of music	Using your imagination.	Classical: The history of music, look back and consolidate your learning, learn some of the language of music.

Year 2 Singing assembly throughout the year.	<u>Charanga – Hands, Feet, Heart</u> Afropop, South African music.	<u>Charanga - Ho Ho Ho</u> A song with rapping and improvising for Christmas Christmas Performances and songs	<u>Charanga – I Wanna Play in a Band</u>	<u>Charanga - Zootime</u>	<u>Charanga – Friendship Song</u>	Charanga – Reflect, Rewind and Replay
Year 3 Singing assembly throughout the year.	Music Study – Peter and the Wolf (Prokofiev) <u>Recorders</u> Introduction to notes B and A and formally written rhythms (crotchets, minims, semibreves, including rests). How to hold the recorder. How to blow to make a nice sound. How to link written symbols to physical playing. Performance to parents at the end of term – African chants.		<u>Recorders</u> Consolidating ability to play notes B and A. How to use their fingers to change notes. Recognising the pitch of different notes. How to keep to the beat. Learning about dynamics (p and f).		<u>Recorders</u> Introduction to note G. Listening skills; listen and repeat without the music. Summer 1: Focus on improvisation and composition. Performance (singing and recorders) in June	
Year 4 Singing assembly throughout the year.	Djembe Drumming – EMS tuition Performance to parents at the end of term – Djembe drumming and African chants.		<u>Recorders</u> Tongueing to create a nice tone and cleaner sound. Learn about further dynamics. (mp, mf, crescendo, diminuendo) Repeat signs, fine, etc. Following more advanced musical symbols and language. Introduction to $\frac{3}{4}$ time signature. Playing long notes and tied notes.		<u>Recorders</u> Playing in two parts; being able to recognise double staves and knowing which part to play. Being able to follow music from one line to the next. Consolidating their understanding of bar lines. Introduction to quavers, dots and dotted minims. Learning the note E. Introduction to note D. Music Study – Compose with your friends – from Charanga (New Model Music Curriculum, Year 4 Spring 1)	
Year 5 Singing assembly throughout the year.	<u>Recorders</u> Consolidate E and D. Playing more pieces with more complexity. More complicated rhythms and rests. Pauses. Listening skills using more notes. Consolidating use of pitch. Staccato and Legato.		Djembe Drumming – EMS tuition Performance to parents at the end of term – Djembe drumming and singing.		<u>Recorders</u> Continue with Autumn objectives. Introduction to F#. Understanding of sharps using a keyboard. More musical language, e.g. rallentando. Introduction to a high C and D. Performance (singing and recorders) in June	

			<p>Summer 1: Focus on improvisation and composition.</p> <p>Music Study – Jazz (with a focus on improvisation) from Charanga (Original Scheme, Yr 5 Autumn 2)</p>
<p>Year 6</p> <p>Singing assembly throughout the year.</p>	<p><u>Recorders</u></p> <p>Consolidate E and D. Playing more pieces with more complexity. More complicated rhythms and rests. Pauses. Listening skills using more notes. Consolidating use of pitch. Staccato and Legato. Learning F#, high E and Bflat</p> <p>Learning several Christmas tunes to perform at the Christmas market - performance in front of parents and other attendees.</p>	<p><u>Recorders</u></p> <p>Continue with Autumn objectives.</p> <p>Understanding of sharps using a keyboard.</p> <p>More musical language, e.g. rallentando.</p> <p>Composition.</p>	<p>Djembe Drumming – EMS tuition</p> <p>Performance to parents at the end of term – Djembe drumming and recorders.</p> <p>Music Study - History of music and musical styles.</p>