

Curriculum Map for Music

Early Years

Statutory framework for the Early Years foundation stage: The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

Physical Development: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

Expressive Arts and Design The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Communication and Language: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

End Points Nursery:

CL:

- Sing a large repertoire of songs

PD:

- Use large-muscle movements to wave flags and streamers, paint and make marks.

EAD:

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

End points Reception:

CL:

- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

PD:

- Combine different movements with ease and fluency.

EAD:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

Expressive Arts and Design ELG: Being imaginative and expressive: Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Physical Development ELG: Gross motor skills: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Communication and Language ELG: Listening, Attention and Understanding ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

The end points set out below will ensure all children begin to explore music to be ready to move in to KS1. Continuous provision and adult lead learning will be used both inside and outside to enable all children to be expressive in their own inspirations from music and sound. Adults will look for application of skills taught throughout the year in other opportunities. Early Years children will also take part musically in a winter and summer production.

Early Years	End Points Nursery	End Points Reception	Instruments to explore:																														
	<p>Key Vocabulary: Pulse, beat, rhythm, pitch, high sounds, low sounds, perform, instrument names</p>		<table border="1"> <tr> <td></td> <td>tulip block</td> <td></td> <td>three bell jingle</td> <td></td> <td>maraca</td> </tr> <tr> <td></td> <td>hand bells</td> <td></td> <td>guiro</td> <td></td> <td>drum</td> </tr> <tr> <td></td> <td>claves</td> <td></td> <td>finger cymbals</td> <td></td> <td>cabasa</td> </tr> <tr> <td></td> <td>tambourine</td> <td></td> <td>castanets</td> <td></td> <td>cymbal</td> </tr> <tr> <td></td> <td>jingle stick</td> <td></td> <td>wooden agogo</td> <td></td> <td>triangle</td> </tr> </table>		tulip block		three bell jingle		maraca		hand bells		guiro		drum		claves		finger cymbals		cabasa		tambourine		castanets		cymbal		jingle stick		wooden agogo		triangle
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Key Stage One

National Curriculum:

Key stage 1 Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

A Year	Autumn 1 Hey You! Genre: Old School Hip Hop music.	Autumn 2 Whole school winter performance Genre: To be decided each year	Spring 1 In the Groove! Genre: Groove matched to Blues, Baroque, Latin, Bhangra, Folk, Funk	Spring 2 In the Groove! Genre: Groove matched to Blues, Baroque, Latin, Bhangra, Folk, Funk	Summer 1 Round and Round Genre: Bossa nova is a style of samba developed in the late 1950s and early 1960s in Rio de Janeiro, Brazil.	Summer 2 Whole school summer performance Genre: To be decided each year
End points	What a pulse is. How to copy and clap rhythms . What pitch is. Know how to play instruments using up to two notes C and G. Perform by singing the song in unison, adding actions and movement. How to perform and share to an audience. Say what went well and what can be improved. Year 2: Will go on to use D, F and E also. Sing and sign	Learn all songs by heart to perform . Demonstrate understanding of story-telling through song in actions and facial expressions . How to perform and share to an audience . Say what went well and what can be improved.	How to be in the groove with different styles of music. Recognise the pulse . (Observe natural movement in response to music) Copy and clap rhythms . What pitch is. How to play tuned instruments using notes D, C and A Compose with notes D, C, A How to perform and share to an audience. Year 2: Will go on to use E in addition. Sing and sign		Make up own rhythms . Play accurately and in time as part of the performance. Play and recognise C, D, F Understand that the rhythm is different to the pulse. Pulse is a steady beat like a ticking clock or your heartbeat. A rhythm is a pattern of sounds of different lengths . Perform by singing the song in unison, adding actions and movement. Year 2: Will go on to use E in addition and create own rhythms.	Learn all songs by heart to perform . Demonstrate understanding of story-telling through song in actions and facial expressions . How to perform and share to an audience . Say what went well and what can be improved. Sing in unison and in two parts .
	Music appreciation: Del-A-Soul Me - Myself and I DJ Jazzy-Jeff and the Fresh Prince - The Fresh Prince of Bel-Air The Sugar Hill Gang – Rappers delight MC Hammer – You can't touch this Run DMC – It's like that		Music appreciation: BB- King – How Blue can you get? (Blues) Handel – Let the Bright Seraphim (Baroque) Ricky Martin –Livin' La Vida Loca (Latin) A.R Rahman – Jai Ho (Bhangra) Ronan Hardiman – Lord of the Dance (Folk) Tower of Power – Diggin' on James Brown (Funk)		Music appreciation: Ricky Martin –Livin' La Vida Loca (Latin) John Williams – The Imperial March (film) Michael Buble – It had better be tonight (Latin) Gramophonedzie – Why don't you (Latin) Santana – Oye Como Va (Latin)	
	Key Vocabulary: Pulse, pitch, compose, singer, audience, rhythm, improvise, perform, percussion, rap glockenspiel, recorder, note	Key Vocabulary: Pulse, pitch, rhythm, perform, audience, story-telling.	Key Vocabulary: pulse, pitch, compose, singer, audience, rhythm, improvise, perform, percussion, Blues, Baroque, Latin, Irish Folk, Funk, groove, glockenspiel, recorder, note		Key Vocabulary: keyboard, base, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience	Key Vocabulary: Pulse, pitch, rhythm, unison, story-telling
B Year	Autumn 1 Rhythm in the way we walk and Banana rap. Genre: Rap	Autumn 2 Whole school winter performance Genre: To be decided each year	Spring 1 Hands, Feet, Heart Genre: South African music	Spring 2 Hands, Feet, Heart Genre: South African music	Summer 1 Friendship Genre: songs around a theme	Summer 2 Whole school summer performance Genre: To be decided each year
End points	What a pulse is. How to copy and clap rhythms . Create rhythms from known words in themes (e.g. food, names) Understand that pitch is high and low sounds. Follow and sing a rap in unison. How to perform and share to an audience. Say what went well and what can be improved. Year 2: Will go on to compose own raps as lead in groups.	Learn all songs by heart to perform . Demonstrate understanding of story-telling through song in actions and facial expressions . How to perform and share to an audience . Say what went well and what can be improved.	Understand that the rhythm is different to the pulse. Pulse is a steady beat like a ticking clock or your heartbeat. A rhythm is a pattern of sounds of different lengths . Recognise that songs sometimes have a question and answer section and a chorus. Play notes G, A, C Improvise with C and D Compose with C, D, E Perform by singing the song in unison, adding actions and movement. Year 2: Will go on to use C, D, E, F & G in addition. Sing and sign		Play accurately and in time as part of the performance. Play and recognise C, D, E, G Understand that the rhythm is different to the pulse. Pulse is a steady beat like a ticking clock or your heartbeat. A rhythm is a pattern of sounds of different lengths . Perform by singing the song in unison, adding actions and movement. Year 2: Will go on to use A, B in addition and create own rhythms.	Learn all songs by heart to perform . Demonstrate understanding of story-telling through song in actions and facial expressions . How to perform and share to an audience . Say what went well and what can be improved. Sing in unison and in two parts .
	Music appreciation: Rappers Delight – Sugarhill Gang MC Hammer – U Can't Touch This Vanilla Ice – Ice Ice Baby		Music appreciation: Soweto Gospel Choir - Mbube Hugh Masekela – Bring him back home Paul Simon – You can call me Al Arthur Mofokate - Hlokoloza		Music appreciation: Bruno Mars – Count on Me Grease – We go together Randy Newman – You've got a friend in me Queen – You're my best friend	
	Key Vocabulary: pulse, rhythm, pitch, rap, melody, singers, keyboard, base, guitar, percussion, trumpets, saxophone, perform	Key Vocabulary: Pulse, pitch, rhythm, perform, audience, story-telling.	Key Vocabulary: glockenspiel, recorder, note, keyboard, drums, base, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo		Key Vocabulary: Keyboard, drums, glockenspiel, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Key Vocabulary: Pulse, pitch, rhythm, unison, story-telling

Key Stage Two

National Curriculum:

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Key Stage Two	A Year	Autumn 1 Let your Spirit Fly Genre: R&B	Autumn 2 Whole school winter performance Genre: To be decided each year	Spring 1 Three Little Birds Genre: Reggae	Spring 2 Developing Notation Skills Genre: Country, ballads	Summer 1 Developing Notation Skills Genre: Folk, ballads	Summer 2 Whole school summer performance Genre: To be decided each year
	End points	<p>Sing in unison and in simple two-parts. Enjoy exploring singing solo. Sing with awareness of being 'in tune'. Have an awareness of the pulse internally when singing. Respond to a musical question and answer. Play instrumental parts accurately and in time, as part of the performance. Play F, G + C by ear. (Y3) Play E, F, G, A, B + C by ear and from notation. (Y4)</p> <p>To know an R&B song from memory and who sang or wrote it. To know the style of R&B songs.</p>	<p>Sing and perform in an ensemble context taking the lead to support younger years. Opportunities for solo performances. Demonstrate clear understanding of story-telling through song in actions and facial expressions. Explore use of instrumental accompaniment to enhance the overall performance. How to perform confidently and share to an audience. Say what went well and what can be improve in individual performances and ensemble.</p>	<p>Sing in unison To know a Reggae song from memory and who sang or wrote it. To know the style of Reggae songs. To talk about: Its lyrics: what the song is about, any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch), identify the main sections of the song (introduction, verse, chorus) Play C, D and E to a simple melody using simple rhythms and use it as part of the performance. Year 4: Use the notes - C, D, E, G + A (pentatonic scale).</p>	<p>Follow and produce a steady beat (Metre 4/4) Follow and produce rhythmic and melodic patterns Recognise and/or reading (Y4) simple notation Use the first three notes of the G major scale which are (G, A, B) Recognise and follow: Minims, crotchets and quavers Play notes: C, D, E, F, G, A, B Learn to sing the song as part of an ensemble/choir Follow a leader/conductor Understand the meaning of the song Demonstrate and maintain correct posture and breath control</p>	<p>Follow and produce a steady beat (Metre 4/4) Follow and produce rhythmic and melodic patterns Recognise and/or reading (Y4) simple notation Use the first three notes of the G major scale which are (G, A, B) Recognise and follow: Minims, crotchets and quavers Play notes: C, D, E, F, G, A, B Learn to sing the song as part of an ensemble/choir Follow a leader/conductor Understand the meaning of the song Demonstrate and maintain correct posture and breath control</p>	<p>Sing and perform in an ensemble context taking the lead to support younger years. Opportunities for solo performances. Demonstrate clear understanding of story-telling through song in actions and facial expressions. Explore use of instrumental accompaniment to enhance the overall performance. How to perform confidently and share to an audience. Say what went well and what can be improve in individual performances and ensemble.</p>
		<p>Music appreciation: Ben E King –Stand by Me Marvin Gaye – What’s Going on? Prince – When Doves Cry Whitney Houston – I will always love you Beyonce – Crazy in Love</p>		<p>Music appreciation: Jamming by Bob Marley Small People by Ziggy Marley 54-46 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse</p>	<p>Music appreciation: Mumford and Son’s – I will wait Dolly Parton – Jolene Kane Brown – One Mississippi</p>	<p>Music appreciation: Miranda Lambert – Strange Don McLean – American Pie Jonny Cash – Ring of Fire</p>	
		<p>Key Vocabulary: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody.</p>	<p>Key Vocabulary: Solo, perform, ensemble, lead, instrumental, accompany, audience, evaluate</p>	<p>Key Vocabulary: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae, pentatonic scale.</p>	<p>Key Vocabulary: Pulse/Beat/Groove Rhythm Melody - high, low, rising, falling Tempo - fast (allegro), slow (adagio) Dynamics - loud (forte), quiet (piano) Timbre - different instrumental and vocal sounds Texture - layers of sound building, solo, unison Structure (Form) - introduction, verse, chorus,</p>	<p>Key Vocabulary: Building on Spring 2 - ostinato, riff, call and response, question and answer, copy back/echo Harmony - static Crotchets Paired quavers Minims Rests Time signatures 2/4, 3/4 and 4/4 Stave, lines and spaces, clef Bar</p>	<p>Key Vocabulary: Solo, perform, ensemble, lead, instrumental, accompany, audience, evaluate</p>
B Year	Autumn 1 Mama Mia Genre: Pop - ABBA’s music	Autumn 2 Whole school winter performance Genre: To be decided each year	Spring 1 Stop! Genre: rap, grime	Spring 2 Lean on me Genre: Soul	Summer 1 Blackbird Genre: Pop - Themes	Summer 2 Whole school summer performance Genre: To be decided each year	
End points	<p>Sing in unison. Copy back, play, invent rhythmic and melodic patterns. Play instrumental parts accurately and in time, as part of the performance. Improvise in the lessons and as part of the performance. Compose a simple melody using simple rhythms and use it as part of the performance. Using and recognising the notation: G, A + B (D & E Y4) Pentatonic scale Recognise Abba’s music as pop. Sing and sign</p>	<p>Sing and perform in an ensemble context taking the lead to support younger years. Opportunities for solo performances. Demonstrate clear understanding of story-telling through song in actions and facial expressions. Explore use of instrumental accompaniment to enhance the overall performance. How to perform confidently and share to an audience. Say what went well and what can be improve in individual performances and ensemble.</p>	<p>Identify the structure: Intro and 6 rapped verses, each with a sung chorus. Identify the instruments/voices: Digital/electronic sounds, turntables, synthesizers, drums. Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture. Copy back, play, invent rhythmic and melodic patterns. Sing and rap in unison and in parts. Compose own rapped lyrics about bullying or another topic or theme decided as a class. Using and recognising the notation: C, D</p>	<p>Identify the piece’s structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro. Identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, organ. Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture. Play instrumental parts accurately and in time, as part of the performance. E, F + G by ear and from notation. Compose a simple melody using simple rhythms and use it as part of the performance. Y3 using the notes: F, G + A. Y4 Using the notes: C, D, F, G + A.</p>	<p>Identify the themes: Equality, civil rights. Identify instruments/voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong. Discuss: Do the words tell a story? Does the music create a story in your imagination? What story? Compose a simple melody using simple rhythms and use it as part of the performance. Y3 using the notes: C, D + E. Y4 using the notes: C, D, E, G + A (pentatonic scale). How to perform confidently and share to an audience. Say what went well and what can be improve in individual performances and ensemble. Sing and sign</p>	<p>Sing and perform in an ensemble context taking the lead to support younger years. Opportunities for solo performances. Demonstrate clear understanding of story-telling through song in actions and facial expressions. Explore use of instrumental accompaniment to enhance the overall performance. How to perform confidently and share to an audience. Say what went well and what can be improve in individual performances and ensemble.</p>	
	<p>Music appreciation: Abba – Mama Mia Abba –Dancing Queen Abba –Super Trouper</p>		<p>Music appreciation: Secret Agent 23 Skidoo – ‘Gotta be me Travis Scott – Butterfly effect Will Smith - Miami</p>	<p>Music appreciation: Bill Withers – Lean on me Mary, Mary – Shackles ACM Gospel Choir – Lean on me</p>	<p>Music appreciation: Yellow Submarine, Hey Jude, Can’t Buy Me, Yesterday, Let It Be – The Beatles</p>		
<p>Key Vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison.</p>	<p>Key Vocabulary: Solo, perform, ensemble, lead, instrumental, accompany, audience, evaluate</p>	<p>Key Vocabulary: Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo.</p>	<p>Key Vocabulary: Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo.</p>	<p>Key Vocabulary: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo.</p>	<p>Key Vocabulary: Solo, perform, ensemble, lead, instrumental, accompany, audience, evaluate</p>		