

## Music Curriculum Map



	Extra-Curricular	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Reception</b>		Body sounds  Patterning with sounds.		Grouping of instruments by way they are played. Exploring playing them fast, slow, loud, quiet, high, low. Using a conductor		KS2 musicians sharing their talents.  Peter and the Wolf.	
<b>Year 1</b>		<p style="text-align: center;"><b>Sounds All Around</b></p> <p style="text-align: center;"><i>Can I recognise sounds of the city? Can I use my body and voice to perform a song about the city?</i></p> <p style="text-align: center;"><b>Exploring Duration (weather/bonfire compositions)</b></p> <p style="text-align: center;"><i>Are the sounds long/short or effective in a sequence? Do sounds follow patterns and make connections to the words?</i></p>		<p style="text-align: center;"><b>Move Yourself – Beats and Rhythms</b></p> <p style="text-align: center;"><i>Can I identify beat? Does it change? Can words be used to create a rhythm?</i></p> <p style="text-align: center;"><b>Spring Production</b></p> <p style="text-align: center;"><i>What sounds can I make with a percussion instrument? What is meant by pitch? Timbre? Dynamics?</i></p>		<p style="text-align: center;"><b>Asia Day Monsoon Composition</b></p> <p style="text-align: center;"><i>What effect do pitch, dynamics and rhythm have on my composition?</i></p> <p style="text-align: center;"><b>April Showers</b></p> <p style="text-align: center;"><i>Can I follow and create a graphic score?</i></p>	
<b>Year 2</b>	Choir	<p style="text-align: center;"><b>Exploring duration</b></p> <p style="text-align: center;"><i>Can I combine long and short sounds to fit in with a steady beat?</i></p> <p style="text-align: center;"><b>Exploring sounds Pulse</b></p> <p style="text-align: center;"><b>Feel the Pulse – Exploration</b></p> <p style="text-align: center;"><i>Can I combine beat and rhythm using percussion instruments?</i></p>		<p style="text-align: center;"><b>Train Composition – William Tell’s Train Overload</b></p> <p style="text-align: center;"><i>Can I show how symbols can be used to represent sounds and describe changing sounds?</i></p> <p style="text-align: center;"><b>Composition</b></p> <p style="text-align: center;"><i>How can I use symbols to describe changing sounds?</i></p>		<p style="text-align: center;"><b>Exploring Duration, pulse and rhythm</b></p> <p style="text-align: center;"><i>Can I hear and identify long and short sounds in music? Can I make long and short sounds using my body as an instrument? Can I find the beat in a piece of music? Can I hear the rhythm in a piece of music?</i></p> <p style="text-align: center;"><b>Hairy, Scary Castle</b></p> <p style="text-align: center;"><i>Exploring Instruments and Picture Symbols.</i></p> <p style="text-align: center;"><b>Music Week</b></p> <p style="text-align: center;"><i>A Week of listening to, comparing and analysing a range of live music.</i></p>	

Year 3	<p><b>Recorders Choir</b></p>	<p><b>Victorian songs</b> <i>Can I recognise songs from the Victorian era?</i></p> <p><b>Composition – Victorian machines</b> <i>Can I compose a piece of music that represents the sound of a mill?</i></p> <p><b>Rhythm</b> <i>Can I play rhythmic patterns using clapping and on an instrument?</i></p> <p><b>Ukulele</b> <i>Can I name the parts of the ukulele? Can I play a range of strumming patterns? Can I play the C / F / Am / G7 chords?</i></p>	<p><b>Ukulele</b> <i>Can I play songs using 'c', 'f', 'g7' and 'am' chords?</i></p> <p><b>Spring performance - Moses and Joseph</b></p>	<p><b>Ukulele concert</b> <i>Can I play songs using 'c', 'f', 'g7', 'g', 'd' and 'am' chords (Viva La Vida, Hallelujah)?</i></p> <p><b>Exploring Beat and Composition</b> <i>Can I compose music based on an Egyptian God?</i></p>
Year 4	<p><b>Recorders Opportunity to learn violin, 'cello, flute or clarinet Choir</b></p>	<p><b>Songs from the Seaside Production</b></p> <p><b>Sounds of the Sea composition</b> <i>Can I create the sounds of the seaside using a range of percussion instruments? Can I create my own notation to show how to play my composition?</i></p>	<p><b>How do instruments produce sound?</b> <i>How does sound change if distance is changed? Can I find patterns between the volume of the sound and the strength of the vibrations? Are there patterns between the pitch of the sound and the features of the object? How are sounds made? Can I show how different sounds are made and reach the ear?</i></p>	<p><b>Composition – sounds of the rainforest</b> <i>Can I create the sounds of the rainforest using a range of percussion instruments? Can I create my own notation to show how to play my composition?</i></p>
Year 5	<p><b>Recorders Opportunity to learn violin, 'cello, flute or clarinet Orchestra Choir Steel Pans Keyboard</b></p>	<p><b>WW2 songs</b> <i>Can I recognise and appreciate music from the WWII era?</i></p> <p><b>Christmas performance</b></p>	<p><b>River songs</b> <i>Can I show my understanding of the Water cycle through performance and song?</i></p> <p><b>Moldau composition</b> <i>How can timbre, dynamics, pitch and tempo represent the journey of the Moldau river?</i></p>	<p><b>The history of music/ Music drawn from different traditions</b> <i>Can I use musical vocabulary to compare and analyse two different versions of the same song? Can I compose my own version of an existing song?</i></p>
Year 6	<p>Opportunity to learn violin, 'cello, flute or clarinet</p>	<p><b>John Blanke</b> <i>What is the importance of John</i></p>	<p><b>Compare and analyse music from other countries.</b></p>	<p><b>Barbara Hepworth Sculpture composition</b></p>

	<p><b>Choir</b> Keyboard <b>Orchestra</b></p>	<p><i>Blanke in the context of Tudor England?</i></p> <p><b>Mountain Songs</b></p> <p><i>Can I sing and perform as part of an ensemble?</i></p>	<p><i>Can I use technical vocabulary to compare and analyse music from a range of Islamic countries?</i></p> <p><b>Mussorgsky – pictures at an exhibition</b></p> <p><i>Is it possible to ‘draw’ music? How does music link to art?</i></p>	<p><i>Can I produce music by designing and making my own instrument?</i></p> <p><i>Can I timbre, dynamics, pitch and tempo to represent a journey through a Gallery using my own instrument?</i></p> <p><b>Y6 production</b></p>
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