

Music



Our Subject Intent



What does Music look like at Downlands?

Volume of content:

1. Each mixed-age class will complete at least **4** units per year.
2. Each unit will be at least **3** lessons.

Subject delivery:

1. Each music unit will correspond to one or more key areas of performing, composing and evaluating.
2. Each lesson will begin with a recap of either the previous lessons learning or learning from a previous unit.
3. Each lesson will consist of a warm up, main activity and conclusion.
4. During each lesson children will be taught specialist vocabulary and encouraged to communicate their ideas and ask questions.
5. Three 'progression snapshots' will be recorded over a year (one per term). The videos will be uploaded to seesaw in the 'Music' folder.
6. All children in Year 4 will be provided with a full term of instrumental music tuition.
7. All children (Year 1 to Year 6) will have the opportunity to take part in extra-curricular music clubs such as choir, instrumental lessons and music for pleasure.

Music – progression of skills (disciplinary knowledge)



SKILL	FS2	End of KS1	End of LKS2	End of UKS2
Singing	<p>Can remember and sing simple songs e.g. nursery rhymes, Nativity songs, classroom routine songs.</p> <p>Can sing the pitch of a tone sung by another person.</p> <p>Can sing the melodic shape (up and down) of familiar songs.</p> <p>Can sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Can sing simple songs, chants and rhymes from memory.</p> <p>Can sing a wide range of call and response songs to control vocal pitch and match the pitch they hear.</p> <p>Can demonstrate different dynamics and tempo when singing.</p>	<p>Can sing a wide range of unison songs, rounds and partner songs, tunefully.</p> <p>Can demonstrate different dynamics and tempo when singing.</p> <p>Can perform actions in time to a range of action songs.</p>	<p>Can sing a wide range of songs with verse and chorus, including syncopated rhythm songs, three and four part rounds and partner songs.</p>
Play tuned or untuned instruments	<p>Can play instruments with increasing control to express their feelings and ideas.</p>	<p>Can retain and recall rhythm and pitch patterns and perform these with body percussion and tuned and untuned instruments.</p> <p>Can create musical sound effects and sequences of sounds in response to stimuli e.g. a rainstorm, animals moving.</p>	<p>Can play and perform melodies following staff notation using a small range, as a whole class or in small groups.</p> <p>Can begin to develop the skills to perform in two or more parts (e.g. melody and accompaniment, or duet).</p> <p>Can copy short melodic phrases using the pentatonic scale.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Can play and perform melodies on tuned percussion and melodic instruments following staff notation within an octave range.</p> <p>Can play triads on tuned percussion and melodic instruments.</p> <p>Can accompany melodies using block chords or a bass line.</p> <p>Can begin to play by ear on tuned instruments.</p>
Listening and appreciating	<p>Can listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Can respond to what they have heard, expressing their thoughts and feelings.</p> <p>Can describe sounds made by different instruments.</p>	<p>Can walk, move or clap a steady beat with others - changing the speed of the beat as the tempo of the music changes.</p> <p>Can use dance and movement to respond to the beat and tempo of a piece of music.</p> <p>Can respond to the pulse in recorded/live music.</p> <p>Can give peer feedback to each other through group work.</p> <p>Can listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Can walk, move or clap a steady beat with others - changing the speed of the beat as the tempo of the music changes.</p> <p>Can give peer feedback to each other, on compositions and performances, through group work.</p> <p>Can listen to and recall sounds with increasing aural memory.</p>	<p>Can give peer feedback to each other, on compositions and performances, individually and through group work.</p> <p>Can listen with attention to detail and recall sounds with increasing aural memory.</p>
Creating and composing	<p>Can create their own songs, or improvise a song around one they know.</p>	<p>Can experiment with music using their voice, body percussion and instruments to create and perform their own compositions.</p> <p>Can experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>Can begin to improvise (using voices, and tuned and untuned instruments).</p> <p>Can invent short 'on the spot' responses using a limited note range.</p> <p>Can compose in response to different (non-musical) stimuli and musical sources.</p> <p>Can structure musical ideas to create music that has a beginning, middle and end.</p> <p>Can combine known rhythmic notation and letter names to create short pentatonic phrases.</p> <p>Can compose song accompaniments on untuned percussion using known rhythms and note values.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Can improvise over a simple groove, responding to the beat and experimenting with dynamics.</p> <p>Can create music with multiple sections that include repetition and contrast.</p> <p>Can compose melodies from pairs of phrases in C major, G major, A minor or E minor.</p> <p>Can plan and compose and play an 8 or 16 beat melodic phrase using the pentatonic scale.</p> <p>Can compose a short ternary piece of music.</p>
Reading symbolic or standard notation		<p>Can recognise how graphic symbols, dot notation and stick notation can represent created sounds.</p> <p>Can explore and create their own symbols to represent sounds.</p>	<p>Can read and perform pitch notation within a range (e.g. C-G).</p> <p>Can follow and perform simple rhythmic scores to a steady beat.</p> <p>Can use and understand staff and other musical notations.</p>	<p>Can read and perform pitch notation within an octave (e.g. C-C).</p> <p>Can read and play from rhythmic and note notation, confidently identifying note names and durations.</p>
Exploring genres and musical periods	<p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Begin to develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.</p>	<p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.</p> <p>Appreciate a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.</p> <p>Appreciate and understand a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians.</p>

Music – curriculum map – EYFS – Cycle A and B



	Autumn		Spring (1st half term)	
Unit	I've got a grumpy face	Christmas	Bird spotting: Cuckoo polka	Shake my sillies out
Skills (disciplinary knowledge)	<p>Can sing the melodic shape (up and down) of familiar songs</p> <p>Can sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Can play instruments with increasing control to express their feelings and ideas</p> <p>Can listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Can describe sounds made by different instruments</p> <p>Can create their own songs, or improvise a song around one they know</p>	<p>Can remember and sing simple songs e.g. nursery rhymes, Nativity songs, classroom routine songs</p> <p>Can play instruments with increasing control to express their feelings and ideas</p> <p>Can listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Can sing the pitch of a tone sung by another person</p> <p>Can listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Can respond to what they have heard, expressing their thoughts and feelings</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Can remember and sing simple songs e.g. nursery rhymes, Nativity songs, classroom routine songs</p> <p>Can play instruments with increasing control to express their feelings and ideas</p> <p>Can listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Can create their own songs, or improvise a song around one they know</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>
Knowledge (substantive knowledge)	<p>Exploring emotions and feelings.</p> <p>Facial expressions.</p> <p>Experimenting with sounds to represent feelings.</p>	<p>Learning a variety of nativity themed songs.</p>	<p>Active listening skills.</p> <p>Types of birds and their calls.</p>	<p>Creating a sound story.</p> <p>Performing as a class.</p>
Learning Objectives	<p>Make up new words and actions about different emotions and feelings.</p> <p>Explore making sound with voices and percussion instruments to create different feelings and moods.</p> <p>Sing with a sense of pitch, following the shape of the melody with voices.</p> <p>Mark the beat of the song with actions.</p>	<p>Participate in creating a group performance of nativity songs to present to an audience.</p> <p>Sing a selection of songs from memory.</p> <p>Play percussion instruments to accompany singing.</p> <p>Perform actions keeping the beat and tempo of the song.</p>	<p>Explore the range and capabilities of voices through vocal play.</p> <p>Develop a sense of beat by performing actions to music.</p> <p>Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).</p> <p>Enjoy moving freely and expressively to music.</p>	<p>Create a sound story using instruments to represent different animal sounds/movements.</p> <p>Sing an action song with changes in speed.</p> <p>Play along with percussion instruments.</p> <p>Perform the story as a class.</p> <p>Listen to music and show the beat with actions.</p>
Vocabulary	<p>Shape, high/low call and response, beat, hard/soft, scratchy/smooth, angry, sad, happy, excited, silly</p>	<p>Nativity, Christmas, beat, rhythm</p>	<p>Beat, cuckoo, whistle, orchestra, echo singing.</p>	<p>Syncopation, rests, louder, quieter, high and low sounds, verse and chorus, faster, slower, squeaky, booming</p>

Music – curriculum map – EYFS – Cycle A and B



	Spring (2 nd half term)		Summer			
Unit	Up and down	Five fine bumble bees	Down there under the sea	It's oh so quiet	Slap clap clap	Bow bow bow Belinda
Skills (disciplinary knowledge)	<p>Can sing the melodic shape (up and down) of familiar songs</p> <p>Can play instruments with increasing control to express their feelings and ideas</p> <p>Can respond to what they have heard, expressing their thoughts and feelings</p> <p>Can create their own songs, or improvise a song around one they know</p>	<p>Can sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Can play instruments with increasing control to express their feelings and ideas</p> <p>Can listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Can create their own songs, or improvise a song around one they know</p>	<p>Can sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Can play instruments with increasing control to express their feelings and ideas</p> <p>Can listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Can sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Can play instruments with increasing control to express their feelings and ideas</p> <p>Can listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Can describe sounds made by different instruments</p> <p>Can create their own songs, or improvise a song around one they know</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Can remember and sing simple songs e.g. nursery rhymes, Nativity songs, classroom routine songs</p> <p>Can play instruments with increasing control to express their feelings and ideas</p> <p>Can listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Can sing the melodic shape (up and down) of familiar songs</p> <p>Can sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Can play instruments with increasing control to express their feelings and ideas</p> <p>Can listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Can create their own songs, or improvise a song around one they know</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>
Knowledge (substantive knowledge)	<p>Exploring pitch – singing songs in steps</p> <p>Exploring classical music</p>	<p>Understanding changes in tempo</p> <p>Responding to music through movement</p> <p>Creating minibeast soundscapes</p>	<p>Talking about marine life</p> <p>Sea-themed soundscapes</p> <p>Respond with movement to sea related music</p>	<p>Understanding dynamics</p> <p>Creating characters and stories related to dynamics</p> <p>Dynamics in everyday life</p> <p>What is a conductor?</p>	<p>Developing coordination</p> <p>Clapping games</p> <p>Waltz time</p>	<p>Traditional North American folk songs and music</p> <p>Learn a partner dance</p>
Learning Objectives	<p>Make up new lyrics and accompanying actions.</p> <p>Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.</p> <p>Use appropriate hand actions to mark a changing pitch.</p>	<p>Improvise a vocal/physical soundscape about minibeasts.</p> <p>Sing in call-and-response and change voices to make a buzzing sound.</p> <p>Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.</p> <p>Listen to a piece of classical music and respond through dance.</p>	<p>Develop a song by composing new words, and adding movement and props.</p> <p>Sing a song using call-and-response structure.</p> <p>Play sea sound effects on percussion instruments.</p> <p>With some support, play a call-and-response phrase comprising a short stepping tune (CD-E).</p> <p>Listen to a range of sea-related pieces of music and respond with movement.</p>	<p>Improvise music with different instruments, following a conductor.</p> <p>Compose music based on characters and stories developed through listening to Beethoven's 5th symphony.</p> <p>Play different instruments with control.</p> <p>Explore dynamics with voices and instruments.</p> <p>Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.</p>	<p>Compose a three-beat body percussion pattern and perform it to a steady beat.</p> <p>Sing a melody in waltz time and perform the actions.</p> <p>Transfer actions to sounds played on percussion instruments.</p> <p>Listen actively to music in 3/4 time</p> <p>Find the beat and perform a clapping game with a partner.</p>	<p>Invent and perform actions for new verses.</p> <p>Sing a song while performing a sequence of dance steps.</p> <p>Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.</p> <p>Listen to and talk about folk songs from North America.</p>
Vocabulary	<p>Louder, quieter, up, down, melody, interval, stepping notes, pulse, beat, faster, slower, glockenspiel, chime bars, xylophone</p>	<p>Dotted rhythm, rest, loud, quiet, jumping notes, squeaky, swishy, jerky, soundscape</p>	<p>Stepping note, leap, higher, lower, getting louder, getting quieter, slower, faster, shaker, scraper, chime tree, chime bars, ocean drum, rain stick</p>	<p>Dynamics, forte, piano, crescendo, diminuendo</p>	<p>Longer, shorter, waltz time, ring, shake, scrape, tap, strike, drum, body percussion</p>	<p>Dotted notes, rhythm, higher, lower, phrase, steady beat, percussion instruments, tuned, untuned</p>

Music – curriculum map – KS1 – cycle A



	Autumn		Spring		Summer	
Unit	Menu Song (Progression snapshot 1)	Christmas	Football (Progression snapshot 2)	Who stole my chickens and my hens?	Come dance with me (Progression snapshot 3)	As I was walking down the street
Skills (disciplinary knowledge)	<p>Can sing simple songs, chants and rhymes from memory</p> <p>Can create musical sound effects and sequences of sounds in response to stimuli</p> <p>Can respond to the pulse in recorded/live music</p> <p>Can walk, move or clap a steady beat with others - changing the speed of the beat as the tempo of the music changes</p> <p>Can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Can experiment with, create, select, and combine sounds using the inter-related dimensions of music</p>	<p>Can sing simple songs, chants and rhymes from memory</p> <p>Can retain and recall rhythm and pitch patterns and perform these with body percussion and tuned and untuned instruments</p> <p>Can use dance and movement to respond to the beat and tempo of a piece of music.</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p>	<p>Can sing a wide range of call and response songs to control vocal pitch and match the pitch they hear</p> <p>Can retain and recall rhythm and pitch patterns and perform these with body percussion and tuned and untuned instruments</p> <p>Can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Can experiment with, create, select, and combine sounds using the inter-related dimensions of music</p>	<p>Can demonstrate different dynamics and tempo when singing</p> <p>Can retain and recall rhythm and pitch patterns and perform these with body percussion and tuned and untuned instruments</p> <p>Can walk, move or clap a steady beat with others - changing the speed of the beat as the tempo of the music changes</p> <p>Can experiment with music using their voice, body percussion and instruments to create and perform their own compositions</p>	<p>Can sing a wide range of call and response songs to control vocal pitch and match the pitch they hear</p> <p>Can retain and recall rhythm and pitch patterns and perform these with body percussion and tuned and untuned instruments</p> <p>Can listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Can experiment with, create, select, and combine sounds using the inter-related dimensions of music</p>	<p>Can sing simple songs, chants and rhymes from memory</p> <p>Can retain and recall rhythm and pitch patterns and perform these with body percussion and tuned and untuned instruments</p> <p>Can walk, move or clap a steady beat with others - changing the speed of the beat as the tempo of the music changes</p> <p>Can use dance and movement to respond to the beat and tempo of a piece of music</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p>
Knowledge (substantive knowledge)	<p>Learning a cumulative song with off-beat.</p> <p>Creating a theatrical group performance using kitchen-themed props.</p> <p>Developing a sense of pitch by echo singing a leader.</p>	<p>Learning a variety of nativity themed songs.</p>	<p>Echo singing.</p> <p>Composing word patterns.</p> <p>Improvising with mi-re-do.</p> <p>Playing a percussion ostinato.</p> <p>Understand the difference between pitched patterns and rhythm.</p> <p>patterns, higher and lower.</p>	<p>Beat work, rests, and exploring the 'skippy' (dotted quaver-semiquaver) rhythm.</p> <p>Learning a simple clapping game.</p> <p>Creating body percussion patterns.</p> <p>Composing new lyrics..</p> <p>4 – beat rhythm pattern.</p>	<p>Find the beat.</p> <p>Call and response rhythms.</p> <p>Play response on tuned percussion.</p> <p>Invent new song lyrics, and turn new lyrics into musical phrases.</p>	<p>Time change from march to jig - use movement and instruments to experience the change in metre.</p> <p>Create new lyrics.</p> <p>Learn a partner dance.</p> <p>Create instrumental accompaniments to the song.</p>
Learning Objectives	<p>Participate in creating a dramatic group performance using kitchen-themed props.</p> <p>Sing a cumulative song from memory, remembering the order of the verses.</p> <p>Play classroom instruments on the beat.</p> <p>Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.</p> <p>Listen and move in time to the song.</p>	<p>Participate in creating a group performance of nativity songs to present to an audience.</p> <p>Sing a selection of songs from memory.</p> <p>Play percussion instruments to accompany singing.</p> <p>Perform actions keeping the beat and tempo of the song.</p>	<p>Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).</p> <p>Chant together rhythmically, marking rests accurately.</p> <p>Play a simple ostinato on untuned percussion.</p> <p>Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.</p> <p>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p>	<p>Compose new lyrics and create short body percussion patterns to accompany the song.</p> <p>Sing familiar songs in low and high voices, recognising higher and lower.</p> <p>Play a partner clapping game while singing a song.</p> <p>Listen to and copy short rhythm patterns by ear.</p> <p>Mark rests in the song with actions, their voices, and instruments.</p>	<p>Create musical phrases from new word rhythms that children invent.</p> <p>Sing either part of a call-and-response song.</p> <p>Play the response sections on tuned percussion using the correct beater hold.</p> <p>Echo sing a line independently with teacher leading, then move on to pair singing in echo format.</p> <p>Copy call-and-response patterns with voices and instruments.</p>	<p>Compose new words for the greeting section of the song.</p> <p>Sing a song that includes a time change from march to a jig.</p> <p>Play untuned percussion instruments and use movement to show the beat changing.</p> <p>Perform a song and dance simultaneously.</p> <p>Listen to a jig and move in time to the music.</p>
Vocabulary	rhythm, rest, echo, call-and-response, beat.	Nativity, Christmas, beat, rhythm.	rhythm, rest, pitch, mi-re-do (notes E-D-C), untuned/tuned instruments, unpitched/pitched patterns, ostinato (repeating pattern), echo, call-and-response, tempo, steady beat.	dotted quaver, semiquaver, ('skippy' rhythm), rests, repeating pattern, higher, lower, getting faster, body percussion sounds, whispering, sad voice etc.	Beat, rhythm, stepping notes A-G-F, tuned and untuned percussion, call-and-response, verse, chorus, solo.	Rhythm, melody, verse, chorus, beat, time signature (2/2 and 6/8), time change. march, jig.

Music – curriculum map – LKS2 – cycle A



	Autumn			Spring (1 st half term)
Unit	This little light of mine (Progression snapshot 1)	Pink Panther	Christmas	The doot doot song (Progression snapshot 2)
Skills (disciplinary knowledge)	<p>Can sing a wide range of unison songs, rounds and partner songs, tunefully</p> <p>Can copy short melodic phrases using the pentatonic scale</p> <p>Can listen to recall sounds with increasing aural memory</p> <p>Can begin to improvise (using voices, and tuned and untuned instruments)</p> <p>Can compose in response to different (non-musical) stimuli and musical sources</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p> <p>Appreciate a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians</p>	<p>Can listen to and recall sounds with increasing aural memory</p> <p>Can begin to improvise (using voices, and tuned and untuned instruments)</p> <p>Can compose song accompaniments on untuned percussion using known rhythms and note values</p> <p>Can read and perform pitch notation within a range (e.g. C-G)</p> <p>Can follow and perform simple rhythmic scores to a steady beat</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p> <p>Appreciate a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians</p>	<p>Can sing a wide range of unison songs, rounds and partner songs, tunefully</p> <p>Can perform actions in time to a range of action songs</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p>	<p>Can demonstrate different dynamics and tempo when singing</p> <p>Can begin to develop the skills to perform in two or more parts (e.g. melody and accompaniment, or duet)</p> <p>Can begin to improvise (using voices, and tuned and untuned instruments)</p> <p>Can read and perform pitch notation within a range (e.g. C-G)</p> <p>Can follow and perform simple rhythmic scores to a steady beat</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p> <p>Appreciate a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians</p>
Knowledge (substantive knowledge)	Learning a call and response gospel song. Playing bass notes and rhythm ostinato. What is a 'blue' note?	How do film themes set the mood for the telling of the films story?	What is the significance of the Christingle?	Swing music. Knowledge of chords. Playing as part of a class band. What is an acoustic guitar.
Learning Objectives	<p>Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat, if you have one).</p> <p>Sing in a Gospel style with expression and dynamics.</p> <p>Play a bass part and rhythms ostinato along with This little light of mine.</p> <p>Sing Part 1 of partner song rhythmically.</p> <p>Listen and move in time to songs in a Gospel song.</p>	<p>Improvise and compose, creating atmospheric music for a scene with a given set of instruments.</p> <p>Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm.</p> <p>Talk about the effect of particular instrument sounds (timbre).</p>	<p>Participate in creating a group performance of Christingle songs to present to an audience.</p> <p>Sing a selection of songs from memory.</p> <p>Understand the significance of the Christingle.</p>	<p>Improvise with voices over the chords in the song.</p> <p>Sing swung rhythms lightly and accurately.</p> <p>Learn a part on tuned percussion and play as part of a whole-class performance.</p> <p>Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.</p> <p>Listen and identify similarities and differences between acoustic guitar styles.</p>
Vocabulary	pentatonic, 'blue' note, verse, chorus, call-and-response, echo, phrase, off-beat, articulation, legato (smooth), staccato (spiky, detached), melody and accompaniment, unison, solo, ensemble, improvise.	short notes/detached notes (staccato), quiet(er)/loud(er), stepping notes, instrument names, smooth, detached, clashing, scraping, tinkling, dull, smooth, harsh, rough, glissando, twang, wobble board, tremolo, pluck, strum, mute/dampen, character, words to describe the character, words to describe mood.	Christingle, light, candle.	beat/pulse, 4-beats, 8-beats, chords (Am, F, C), melody, part, intro, verse, chorus, middle 8, 2-bar phrases, tuned percussion, dampen the sound, acoustic guitar, piano, drums, bass guitar, acoustic pop, country, folk, pop, improvise ('doodle'), patsch (body percussion such as slapping the knees or thighs).

Music – curriculum map – LKS2 – cycle A



	Spring (2 nd half term)		Summer		
Unit	Fanfare for the common man	Spain	Global pentatonics (Progression snapshot 3)	The horse in motion	Favourite song
Skills (disciplinary knowledge)	<p>Can sing a wide range of unison songs, rounds and partner songs, tunefully</p> <p>Can play and perform melodies following staff notation using a small range, as a whole class or in small groups</p> <p>Can listen with attention to detail and recall sounds with increasing aural memory</p> <p>Can begin to improvise (using voices, and tuned and untuned instruments)</p> <p>Can compose in response to different (non-musical) stimuli and musical sources</p> <p>Can read and perform pitch notation within a range (e.g. C-G)</p> <p>Can follow and perform simple rhythmic scores to a steady beat</p>	<p>Can play and perform melodies following staff notation using a small range, as a whole class or in small groups.</p> <p>Can begin to develop the skills to perform in two or more parts (e.g. melody and accompaniment, or duet)</p> <p>Can copy short melodic phrases using the pentatonic scale</p> <p>Can combine known rhythmic notation and letter names to create short pentatonic phrases</p> <p>Can read and perform pitch notation within a range (e.g. C-G)</p> <p>Can follow and perform simple rhythmic scores to a steady beat</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p>	<p>Can sing a wide range of unison songs, rounds and partner songs, tunefully</p> <p>Can copy short melodic phrases using the pentatonic scale</p> <p>Can listen to and recall sounds with increasing aural memory</p> <p>Can combine known rhythmic notation and letter names to create short pentatonic phrases</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Can begin to improvise (using voices, and tuned and untuned instruments)</p> <p>Can use and understand staff and other musical notations</p> <p>Appreciate a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p>	<p>Can play and perform melodies following staff notation using a small range, as a whole class or in small groups</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Can compose in response to different (non-musical) stimuli and musical sources.</p> <p>Can listen to and recall sounds with increasing aural memory</p> <p>Can use and understand staff and other musical notations</p> <p>Appreciate a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p>	<p>Can sing a wide range of unison songs, rounds and partner songs, tunefully</p> <p>Can play and perform melodies on tuned percussion and melodic instruments following staff notation within an octave range</p> <p>Can to and recall sounds with increasing aural memory</p> <p>Can use and understand staff and other musical notations</p> <p>Appreciate a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p>
Knowledge (substantive knowledge)	<p>What is a fanfare?</p> <p>What is a conductor?</p> <p>Begin to understand how to follow the musical instructions of a conductor.</p>	<p>What is the habanera and where did it originate?</p> <p>Creating music inspired by Spain.</p> <p>Triplet rhythm.</p>	<p>What does pentatonic mean?</p> <p>Blues, jazz, rock and pop music.</p> <p>Introduce and understand the differences between minims, crotchets, paired quavers, and rests..</p>	<p>Film Composing.</p> <p>Using moving images to compose.</p> <p>Composing repeating patterns.</p>	<p>Playing in a class band.</p> <p>Folk and folk-rock style.</p> <p>Develop technical skills on tuned percussion.</p>
Learning Objectives	<p>Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.</p> <p>Compose a fanfare using a small set of notes, and short, repeated rhythms.</p> <p>Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.</p>	<p>Invent a melody.</p> <p>Fit two patterns together.</p> <p>Structure musical ideas into compositions.</p> <p>Play repeating rhythmic patterns.</p> <p>Count musically.</p>	<p>Compose a pentatonic melody.</p> <p>Improvise and create pentatonic patterns.</p> <p>Use notation to represent musical ideas.</p> <p>Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.</p>	<p>Create ostinatos.</p> <p>Layer up different rhythms.</p> <p>Create and follow a score.</p> <p>Watch a film and analyse it in a musical context.</p>	<p>Sing with expression and sense of the style of the music.</p> <p>Understand triads and play C, F, G major, and A minor.</p> <p>Play an instrumental part as part of a whole-class performance.</p> <p>Sing a part in a partner song, rhythmically and from memory.</p> <p>Identify similarities and differences between pieces of music in a folk/folk-rock style.</p>
Vocabulary	<p>long and short sounds, repeated rhythm patterns, contrasts, sound and silence, melody, fanfare, phrase, harmony, chord, unison (one part), homophonic (several parts moving together), brass instruments, percussion, musical commission.</p>	<p>triplets (a rhythm made of three beats filling the space usually taken by two), melody, Habanera, dynamics (volume, lous and softs), <i>piano</i> (<i>p</i>, soft), <i>forte</i> (<i>f</i>, loud).</p>	<p>pentatonic, scale, melody, phrase, shape, ascending, descending, drone, raga, pitch matching, electric and traditional instruments from a range of countries, solo, accompaniment.</p>	<p>Ostinato, volume, orchestration, graphic score.</p>	<p>steady beat/pulse, 3/4 and 4/4 time signatures, beats in the bar, triads/chords: C, F, and G major, A minor, introduction, verse, chorus, instrumental, folk-rock, acoustic, electric, acoustic guitar, banjo, harmonica, keyboard, drums, bass guitar, double bass.</p>

Music – curriculum map – UKS2 – cycle A



	Autumn			Spring (1 st half term)
Unit	Hey, Mr Miller (Progression snapshot 1)	Composing for protest	Christmas	Dona nobis pacem (Progression snapshot 2)
Skills (disciplinary knowledge)	<p>Can sing a wide range of songs with verse and chorus, including syncopated rhythm songs, three and four part rounds and partner songs</p> <p>Can accompany melodies using block chords or a bass line</p> <p>Can listen with attention to detail and recall sounds with increasing aural memory</p> <p>Can improvise over a simple groove, responding to the beat and experimenting with dynamics</p> <p>Can read and play from rhythmic and note notation, confidently identifying note names and durations</p> <p>Appreciate and understand a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians</p>	<p>Can play and perform melodies on tuned percussion and melodic instruments following staff notation within an octave range</p> <p>Can listen with attention to detail and recall sounds with increasing aural memory</p> <p>Can plan and compose and play an 8 or 16 beat melodic phrase using the pentatonic scale</p> <p>Can read and perform pitch notation within an octave (e.g. C-C)</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p>	<p>Can sing a wide range of songs with verse and chorus, including syncopated rhythm songs, three and four part rounds and partner songs</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p>	<p>Can sing a wide range of songs with verse and chorus, including syncopated rhythm songs, three and four part rounds and partner songs</p> <p>Can play and perform melodies on tuned percussion and melodic instruments following staff notation within an octave range</p> <p>Can plan and compose and play an 8 or 16 beat melodic phrase using the pentatonic scale</p> <p>Can read and play from rhythmic and note notation, confidently identifying note names and durations</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p>
Knowledge (substantive knowledge)	Discover and learn about swing-style jazz and some of the most renowned big band leaders of 1930s and 1940s America. Who is Glenn Miller?	Who is Ethel Smyth? Who were the suffragettes? Create own song lyrics Further understand the differences between semibreves, minims, crotchets, quavers, and semiquavers, and their equivalent rests.	What is the significance of the Christingle?	What does 'Dona nobis pacem' mean? Sacred music in Latin. Sing scales and arpeggios.
Learning Objectives	Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble. Listen to historical recordings of big band swing and describe features of the music using music vocabulary.	To create song lyrics. Fit lyrics to a pulse, creating a chant. Write a melody and sing it. Structure ideas into a complete song.	Participate in creating a group performance of Christingle songs to present to an audience. Sing a selection of songs from memory. Understand the significance of the Christingle.	Compose an 8-bar piece using percussion, in 3-time and using chords F major and C major. Sing a round accurately and in a legato style. Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture). Sing a chorus in two-part harmony with dancing on the beat.
Vocabulary	beat, pulse, count-in, swing/swung rhythm, syncopation, arpeggio, chromatic, C major scale, layers, scatting, improvisation, big band, swing music.	Steady beat, ostinato, coda, chant, melody.	Christingle, light, candle.	$\frac{3}{4}$ time signature, dotted crotchet, dotted minim, F major, C major, round, phrase, polyphonic, homophonic, monophonic, a cappella, Latin.

Music – curriculum map – UKS2 – cycle A



	Spring (2 nd half term)		Summer	
Unit	You to me are everything	Twinkle variations	Ame sau vala tara bal (Progression snapshot 3)	School production
Skills (disciplinary knowledge)	<p>Can sing a wide range of songs with verse and chorus, including syncopated rhythm songs, three and four part rounds and partner songs</p> <p>Can play and perform melodies on tuned percussion and melodic instruments following staff notation within an octave range</p> <p>Can listen with attention to detail and recall sounds with increasing aural memory</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p> <p>Appreciate and understand a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians</p>	<p>Can play and perform melodies on tuned percussion and melodic instruments following staff notation within an octave range</p> <p>Can accompany melodies using block chords or a bass line</p> <p>Can give peer feedback to each other, on compositions and performances, through group work</p> <p>Can improvise over a simple groove, responding to the beat and experimenting with dynamics</p> <p>Can create music with multiple sections that include repetition and contrast</p> <p>Can compose melodies from pairs of phrases in C major, G major, A minor or E minor</p> <p>Can read and perform pitch notation within an octave (e.g. C-C)</p> <p>Can read and play from rhythmic and note notation, confidently identifying note names and durations</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.</p> <p>Appreciate and understand a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians</p>	<p>Can sing a wide range of songs with verse and chorus, including syncopated rhythm songs, three and four part rounds and partner songs.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Can give peer feedback to each other, on compositions and performances, individually and through group work</p> <p>Can listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p>	<p>Can sing a wide range of songs with verse and chorus, including syncopated rhythm songs, three and four part rounds and partner songs</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Can give peer feedback to each other, on compositions and performances, individually and through group work</p> <p>Can listen with attention to detail and recall sounds with increasing aural memory</p>
Knowledge (substantive knowledge)	<p>What is a cover version of a song?</p> <p>Comparing cover versions.</p> <p>1970s soul music.</p>	<p>Composing variations using a variety of techniques.</p> <p>What is a passacaglia?</p>	<p>Indian style music – bhangra, Bollywood and classical.</p> <p>Indian musical instruments.</p> <p>What is a chaal rhythm?</p>	<p>Performing as a large group of more than 50 performers.</p> <p>Create appropriate dance moves and actions to accompany song lyrics.</p>
Learning Objectives	<p>Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.</p> <p>Learn some simple choreography to accompany a disco song.</p> <p>Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.</p>	<p>Create variations using a wide variety of composing techniques.</p> <p>Improvise on top of a repeating bassline.</p> <p>Decipher a graphic score.</p> <p>Play Twinkle, twinkle little star</p>	<p>Create a rhythmic piece for drums and percussion instruments.</p> <p>Sing the chorus of Throw, catch in three-part harmony with dancing.</p> <p>Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.</p> <p>Demonstration coordination and keeping a steady beat by dancing to bhangra music.</p>	<p>Participate in creating a group performance of production songs to present to an audience.</p> <p>Sing a selection of songs, with actions, from memory.</p>
Vocabulary	<p>Syncopation, major scale, modulation, hooks/riffs, jazz-fusion, Latin-jazz, harmonies, cover.</p>	<p>Passacaglia, theme and variations, score, orchestrate, improvise.</p>	<p>Chaal rhythm, bol, bhairavi raga, asthaya, antara, solo, unison, bhangra, Bollywood, Indian classical.</p>	<p>Production, audience, projecting voice, accompany, verse, chorus.</p>

Music – curriculum map – KS1 – cycle B



	Autumn		Spring		Summer	
Unit	Tony Chestnut (Progression snapshot 1)	Christmas	Grandma Rap (Progression snapshot 2)	Minibeasts	Tanczymy labada (Progression snapshot 3)	The rockpool rock
Skills (disciplinary knowledge)	<p>Can sing simple songs, chants and rhymes from memory</p> <p>Can sing a wide range of call and response songs to control vocal pitch and match the pitch they hear</p> <p>Can retain and recall rhythm and pitch patterns and perform these with body percussion and tuned and untuned instruments</p> <p>Can walk, move or clap a steady beat with others - changing the speed of the beat as the tempo of the music changes</p> <p>Can give peer feedback to each other through group work</p> <p>Can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Can experiment with, create, select, and combine sounds using the inter-related dimensions of music</p> <p>Can recognise how graphic symbols, dot notation and stick notation can represent created sounds</p>	<p>Can sing simple songs, chants and rhymes from memory</p> <p>Can retain and recall rhythm and pitch patterns and perform these with body percussion and tuned and untuned instruments</p> <p>Can use dance and movement to respond to the beat and tempo of a piece of music</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p>	<p>Can sing a wide range of call and response songs to control vocal pitch and match the pitch they hear</p> <p>Can demonstrate different dynamics and tempo when singing</p> <p>Can retain and recall rhythm and pitch patterns and perform these with body percussion and tuned and untuned instruments</p> <p>Can walk, move or clap a steady beat with others - changing the speed of the beat as the tempo of the music changes</p> <p>Can use dance and movement to respond to the beat and tempo of a piece of music</p> <p>Can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Can experiment with, create, select, and combine sounds using the inter-related dimensions of music</p> <p>Can experiment with music using their voice, body percussion and instruments to create and perform their own compositions</p> <p>Can recognise how graphic symbols, dot notation and stick notation can represent created sounds</p>	<p>Can sing a wide range of call and response songs to control vocal pitch and match the pitch they hear</p> <p>Can create musical sound effects and sequences of sounds in response to stimuli e.g. a rainstorm, animals moving</p> <p>Can walk, move or clap a steady beat with others - changing the speed of the beat as the tempo of the music changes</p> <p>Can use dance and movement to respond to the beat and tempo of a piece of music</p> <p>Can respond to the pulse in recorded/live music</p> <p>Can experiment with music using their voice, body percussion and instruments to create and perform their own compositions</p>	<p>Can sing simple songs, chants and rhymes from memory</p> <p>Can retain and recall rhythm and pitch patterns and perform these with body percussion and tuned and untuned instruments</p> <p>Can walk, move or clap a steady beat with others - changing the speed of the beat as the tempo of the music changes</p> <p>Can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Begin to develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p>	<p>Can sing simple songs, chants and rhymes from memory</p> <p>Can retain and recall rhythm and pitch patterns and perform these with body percussion and tuned and untuned instruments</p> <p>Can walk, move or clap a steady beat with others - changing the speed of the beat as the tempo of the music changes</p> <p>Can use dance and movement to respond to the beat and tempo of a piece of music</p> <p>Can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p>
Knowledge (substantive knowledge)	Learning the notes C & G. Developing the ability to play by ear. What is a 'cuckoo call'.	Learning a variety of nativity themed songs.	What is a rap? Use musical technology to capture, change and combine sounds. Know the difference between left and right to support coordination and shared movement with others.	Alliteration. Sing short phrases independently within a singing game. What is choreographing?	Traditional Polish dances. Cooperative play. Learning to sing in another language. Singing games.	Rock 'n' Roll style music. 12 bar blues. Interlocking spoken parts with music.
Learning Objectives	Improvise rhythms along to a backing track using the note C or G. Compose call-and-response music. Play the melody on a tuned percussion instrument. Sing with good diction. Recognise and play echoing phrases by ear.	Participate in creating a group performance of nativity songs to present to an audience. Sing a selection of songs from memory. Play percussion instruments to accompany singing. Perform actions keeping the beat and tempo of the song.	Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. Chant Grandma rap rhythmically, and perform to an accompaniment that children create. Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. Learn a clapping game to Hi lo chicka lo that shows the rhythm. Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers).	Compose an accompaniment using tuned percussion, playing chords and creating sound effects. Sing clearly articulated words, smoothly, and together in time. Match voices accurately in a singing game. Listen to the music and create a 'minibeast'-inspired dance.	Demonstrate an internalised sense of pulse through singing games. Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. Listen and match the beat of others and recorded music, adapting speed accordingly. Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.	Learn an interlocking spoken part. Sing a rock 'n' roll-style song confidently. Play an introduction on tuned percussion. Listen actively and learn about rock 'n' roll music.
Vocabulary	'cuckoo call' interval (minor 3rd), melody, 'cuckoo call' interval (minor 3rd), melody, beat, steady beat, tuned, untuned.	Nativity, Christmas, beat, rhythm.	Beat, pitch shape, crotchet, quavers, crotchet rest, rhythm, round.	Stepping notes, leaping notes, faster, slower, scrape, tap, bright, dull, shake, slide, scratchy, glissando, choreograph.	Beat, notes F, C, G and A, accompaniment, tuned percussion, untuned percussion.	Melody, notes, introduction, verse, chorus, 12 bar blues, electric guitar, accordion, saxophone, rock 'n' roll.

Music – curriculum map – LKS2 – cycle B



	Autumn			Spring (1 st half term)
Unit	I've been to Harlem (Progression snapshot 1)	Sound symmetry	Christmas	Latin dance (Progression snapshot 2)
Skills (disciplinary knowledge)	<p>Can sing a wide range of unison songs, rounds and partner songs, tunelessly.</p> <p>Can perform actions in time to a range of action songs</p> <p>Can play and perform melodies following staff notation using a small range, as a whole class or in small groups</p> <p>Can listen to and recall sounds with increasing aural memory</p> <p>Can begin to improvise (using voices, and tuned and untuned instruments)</p> <p>Can invent short 'on the spot' responses using a limited note range</p> <p>Can compose song accompaniments on untuned percussion using known rhythms and note values.</p> <p>Can use and understand staff and other musical notations</p> <p>Appreciate a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians</p>	<p>Can sing a wide range of unison songs, rounds and partner songs, tunelessly</p> <p>Can play and perform melodies following staff notation using a small range, as a whole class or in small groups</p> <p>Can listen to and recall sounds with increasing aural memory</p> <p>Can begin to improvise (using voices, and tuned and untuned instruments)</p> <p>Can invent short 'on the spot' responses using a limited note range</p> <p>.Can structure musical ideas to create music that has a beginning, middle and end</p>	<p>Can sing a wide range of unison songs, rounds and partner songs, tunelessly</p> <p>Can perform actions in time to a range of action songs</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p>	<p>Can sing a wide range of unison songs, rounds and partner songs, tunelessly</p> <p>Can demonstrate different dynamics and tempo when singing</p> <p>Can play and perform melodies following staff notation using a small range, as a whole class or in small groups</p> <p>Can walk, move or clap a steady beat with others - changing the speed of the beat as the tempo of the music changes</p> <p>Can listen to and recall sounds with increasing aural memory</p> <p>Can begin to improvise (using voices, and tuned and untuned instruments)</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Can use and understand staff and other musical notations</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.</p> <p>Appreciate a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians</p>
Knowledge (substantive knowledge)	<p>Inventing cup games.</p> <p>Explore ways to use the pentatonic scale.</p> <p>Compose ostinato accompaniments.</p> <p>Learn about the origin of the song from Virginia.</p>	<p>Linking mathematical concept of symmetry to musical compositions.</p>	<p>What is the significance of the Christingle?</p>	<p>Explore Salsa rhythm by learning to dance Salsa</p> <p>Learn syncopated rhythms.</p> <p>Learn traditional Cuban music.</p>
Learning Objectives	<p>Compose a pentatonic ostinato.</p> <p>Sing a call-and-response song in groups, holding long notes confidently.</p> <p>Play melodic and rhythmic accompaniments to a song.</p> <p>Listen and identify where notes in the melody of the song go down and up.</p>	<p>Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.</p> <p>Sing by improvising simple melodies and rhythms.</p> <p>Identify how the pitch and melody of a song has been developed using symmetry.</p>	<p>Participate in creating a group performance of Christingle songs to present to an audience.</p> <p>Sing a selection of songs from memory.</p> <p>Understand the significance of the Christingle.</p>	<p>Compose a 4-beat rhythm pattern to play during instrumental sections.</p> <p>Working in small groups, sing in a call-and-response song with an invented drone accompaniment.</p> <p>Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure.</p> <p>Play a onenote part contributing to the chords accompanying the verses.</p> <p>Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</p>
Vocabulary	<p>Pentatonic scale, note clusters, chords, ostinato, echo, phrase, call and response, beat, unison, round, accompaniment, improvise, compose, ensemble.</p>	<p>Rhythm, melody, accompaniment, symmetry, pattern, phrase, ternary form, compose, audience, 2d and 3d shapes.</p>	<p>Christingle, light, candle.</p>	<p>Beat, syncopation, rhythm pattern, melody, chords, Latin, salsa, Latin America, conga, bongos, claves, timbale.</p>

Music – curriculum map – LKS2 – cycle B



	Spring (2 nd half term)		Summer		
Unit	'March' from the nutcracker	From a railway carriage	Fly with the stars (Progression snapshot 3)	Just three notes	Samba with Sergio
Skills (disciplinary knowledge)	<p>Can listen with attention to detail and recall sounds with increasing aural memory</p> <p>Can walk, move or clap a steady beat with others - changing the speed of the beat as the tempo of the music changes</p> <p>Appreciate a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p>	<p>Can play and perform melodies following staff notation using a small range, as a whole class or in small groups</p> <p>Can listen with attention to detail and recall sounds with increasing aural memory</p> <p>Can invent short 'on the spot' responses using a limited note range</p> <p>Can structure musical ideas to create music that has a beginning, middle and end</p> <p>Can use and understand staff and other musical notations</p> <p>Appreciate a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p>	<p>Can sing a wide range of unison songs, rounds and partner songs, tunefully.</p> <p>Can demonstrate different dynamics and tempo when singing</p> <p>Can perform actions in time to a range of action songs</p> <p>Can play and perform melodies following staff notation using a small range, as a whole class or in small groups</p> <p>Can listen to and recall sounds with increasing aural memory</p> <p>Can combine known rhythmic notation and letter names to create short pentatonic phrases</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Can use and understand staff and other musical notations</p>	<p>Can play and perform melodies following staff notation using a small range, as a whole class or in small groups</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Can combine known rhythmic notation and letter names to create short pentatonic phrases</p> <p>Can compose in response to different (non-musical) stimuli and musical sources</p> <p>Can listen to and recall sounds with increasing aural memory</p> <p>Can use and understand staff and other musical notations</p> <p>Can read and play from rhythmic and note notation, confidently identifying note names and durations</p> <p>Appreciate a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p>	<p>Can perform actions in time to a range of action songs</p> <p>Can play and perform melodies on tuned percussion and melodic instruments following staff notation within an octave range</p> <p>Can walk, move or clap a steady beat with others - changing the speed of the beat as the tempo of the music changes</p> <p>Can to and recall sounds with increasing aural memory</p> <p>Can use and understand staff and other musical notations</p> <p>Appreciate a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p>
Knowledge (substantive knowledge)	<p>What is the rondo form structure?</p> <p>How would music look or move if we could see it.</p> <p>Analysing the abstract nature of music through art and movement.</p>	<p>Understand the relationship between words and music.</p>	<p>Practise identifying crotchet and quaver durations.</p> <p>Use chords a minor and C major.</p>	<p>Understand the differences between crotchets and paired quavers.</p> <p>Apply word chants to rhythms.</p> <p>Learn about 20th century American musical movement called minimalism.</p>	<p>Learn about the carnivals in Brazil.</p> <p>What is Samba?</p> <p>Word rhythms.</p>
Learning Objectives	<p>Develop active listening skills by responding to musical themes through movement.</p> <p>Understand the structure of rondo form (A-B-A-C-A).</p> <p>Develop a sense of beat and rhythmic pattern through movement.</p> <p>Experience call-and-response patterns thought moving with a partner.</p>	<p>Explore ways to create word-based pieces of music.</p> <p>Explore ways to communicate atmosphere and effect.</p> <p>Listen and compare how different composers have approached creating word-based patterns.</p>	<p>Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance.</p> <p>Sing solo or in a pair in call-and-response style.</p> <p>Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song.</p>	<p>Invent simple patterns using rhythms and notes C-D-E.</p> <p>Compose music, structuring short ideas into a bigger piece.</p> <p>Notate, read, follow, and create a 'score'.</p> <p>Recognise and copy rhythms and pitches C-D-E.</p>	<p>Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.</p> <p>Perform vocal percussion as part of a group.</p> <p>Move in time with the beat of the music.</p> <p>Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival).</p>
Vocabulary	<p>Beat, higher, lower, rondo form, call and response, staccato, orchestral suite, ballet.</p>	<p>Steady beat, repetition, rhythm, pattern, fugue, round, unison, layers, combining, collaboration, rap, effect.</p>	<p>Beat/pulse, crotchet, quavers, rest, chords, drone, intro, verse, chorus, chord pattern.</p>	<p>Note length, arrangement, ostinato, score, minimalism.</p>	<p>Beat, rhythm, call and response, repinique, samba, carnival, fanfarra, Escolas de samba.</p>

Music – curriculum map – UKS2 – cycle B



	Autumn			Spring (1 st half term)
Unit	What shall we do with the drunken sailor (Progression snapshot 1)	Introduction to songwriting	Christmas	Madina tun nabi (Progression snapshot 2)
Skills (disciplinary knowledge)	<p>Can sing a wide range of songs with verse and chorus, including syncopated rhythm songs, three and four part rounds and partner songs</p> <p>Can play and perform melodies on tuned percussion and melodic instruments following staff notation within an octave range</p> <p>Can play triads on tuned percussion and melodic instruments</p> <p>Can listen with attention to detail and recall sounds with increasing aural memory</p> <p>Can improvise over a simple groove, responding to the beat and experimenting with dynamics</p> <p>Can read and play from rhythmic and note notation, confidently identifying note names and durations</p> <p>Appreciate and understand a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p>	<p>Can play and perform melodies on tuned percussion and melodic instruments following staff notation within an octave range</p> <p>Can listen with attention to detail and recall sounds with increasing aural memory</p> <p>Can compose melodies from pairs of phrases in C major, G major, A minor or E minor</p> <p>Can improvise over a simple groove, responding to the beat and experimenting with dynamics</p> <p>Appreciate and understand a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians</p>	<p>Can sing a wide range of songs with verse and chorus, including syncopated rhythm songs, three and four part rounds and partner songs</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p>	<p>Can sing a wide range of songs with verse and chorus, including syncopated rhythm songs, three and four part rounds and partner songs</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Can begin to play by ear on tuned instruments</p> <p>Can listen with attention to detail and recall sounds with increasing aural memory</p> <p>Can give peer feedback to each other, on compositions and performances, individually and through group work</p> <p>Can improvise over a simple groove, responding to the beat and experimenting with dynamics</p> <p>Can read and play from rhythmic and note notation, confidently identifying note names and durations</p> <p>Appreciate and understand a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p>
Knowledge (substantive knowledge)	<p>What is a sea shanty?</p> <p>Rhythm games.</p> <p>How to use voices and instruments to create a class arrangement.</p>	<p>Develop songwriting skills.</p> <p>Identify the structure of a song.</p> <p>Understand techniques for songwriting.</p> <p>What is a hook?</p>	<p>What is the significance of the Christingle?</p>	<p>What is a Nasheed?</p> <p>Islamic music and its connection to the Islamic faith.</p>
Learning Objectives	<p>Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</p> <p>Sing a sea shanty expressively, with accurate pitch and a strong beat.</p> <p>Play bass notes, chords, or rhythms to accompany singing.</p> <p>Sing in unison while playing an instrumental beat (untuned).</p> <p>Keep a beat playing a 'cup' game.</p> <p>Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</p>	<p>Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook.</p> <p>Create fragments of songs that can develop into fully fledged songs.</p> <p>Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor.</p> <p>Understand techniques for creating a song and develop a greater understanding of the song writing process.</p>	<p>Participate in creating a group performance of Christingle songs to present to an audience.</p> <p>Sing a selection of songs from memory.</p> <p>Understand the significance of the Christingle.</p>	<p>Improvise freely over a drone.</p> <p>Sing a song in two parts with expressions and an understanding of its origins.</p> <p>Sing a round and accompany themselves with a beat.</p> <p>Play a drone and chords to accompany singing.</p> <p>Listen and copy back simple rhythmic and melodic patterns.</p>
Vocabulary	<p>4/4 time signature, crotchet, quavers, semiquavers, melody, chords, bass note, major, minor, beat, sea shanty, rhythm grid, accompany.</p>	<p>Rhythm, beat, melody, hook, riffs, verse, bridge, introduction, solo, echo, homophonic, lyrics, rhyme, phrase, metaphor.</p>	<p>Christingle, light, candle.</p>	<p>Melody, octave, G major, D major, drone, microtone, vocal decoration, introduction, verse, chorus, call and response, a capella, improvisation, Nasheed, Arabic music.</p>

Music – curriculum map – UKS2 – cycle B



	Spring (2 nd half term)		Summer	
Unit	Building a groove	Epoca	Kisne banaaya (Progression snapshot 3)	School production
Skills (disciplinary knowledge)	<p>Can sing a wide range of songs with verse and chorus, including syncopated rhythm songs, three and four part rounds and partner songs</p> <p>Can play and perform melodies on tuned percussion and melodic instruments following staff notation within an octave range</p> <p>Can listen with attention to detail and recall sounds with increasing aural memory</p> <p>Can improvise over a simple groove, responding to the beat and experimenting with dynamics</p> <p>Can read and play from rhythmic and note notation, confidently identifying note names and durations</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p> <p>Appreciate and understand a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians</p>	<p>Can sing a wide range of songs with verse and chorus, including syncopated rhythm songs, three and four part rounds and partner songs</p> <p>Can play and perform melodies on tuned percussion and melodic instruments following staff notation within an octave range</p> <p>Can listen with attention to detail and recall sounds with increasing aural memory</p> <p>Can give peer feedback to each other, on compositions and performances, through group work</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p> <p>Appreciate and understand a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians</p>	<p>Can sing a wide range of songs with verse and chorus, including syncopated rhythm songs, three and four part rounds and partner songs</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Can play triads on tuned percussion and melodic instruments</p> <p>Can accompany melodies using block chords or a bass line</p> <p>Can give peer feedback to each other, on compositions and performances, individually and through group work</p> <p>Can listen with attention to detail and recall sounds with increasing aural memory</p> <p>Can create music with multiple sections that include repetition and contrast</p> <p>Can read and play from rhythmic and note notation, confidently identifying note names and durations</p> <p>Appreciate and understand a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing</p>	<p>Can sing a wide range of songs with verse and chorus, including syncopated rhythm songs, three and four part rounds and partner songs</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Can give peer feedback to each other, on compositions and performances, individually and through group work</p> <p>Can listen with attention to detail and recall sounds with increasing aural memory</p>
Knowledge (substantive knowledge)	Composing within a groove music context. Drum patterns, basslines and riffs	Exploring texture in music. Creating a physical representation of music. What is Epoca? Exploring the history of the Argentine tango	Learn a song in Hindi. Music from India and Pakistan – exploring how the different creatures in our world came into existence.	Performing as a large group of more than 50 performers. Create appropriate dance moves and actions to accompany song lyrics.
Learning Objectives	Show understanding of how a drum pattern, bassline and riff fit together to create a memorable and catchy groove. Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group. Identify drum patterns, basslines, and riffs and play them using body percussion and voices.	Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. Develop listening skills and an understanding of how different instrumental parts interact (timbre) by responding to each part through movement. Demonstrate an understanding of the history of Argentine tango.	Compose a simple accompaniment using tuned instruments. Create and perform their own class arrangement. Sing and play the melody of Kisne banaaya. Sing in a 4-part accompanied with a pitched ostinato.	Participate in creating a group performance of production songs to present to an audience. Sing a selection of songs, with actions, from memory.
Vocabulary	Pentatonic scale, bass line, backbeat, riff, legato, staccato, head.	Beat, semitone, bass, ostinato, tango, neotango, electronic music, fusion, texture. Cello, accordion, spiky, legato, articulation.	Swar notes, melody, harmony, chords, ostinato, a capella, unison, 2 part/4 part round, Riyaz, Indian classical music.	Production, audience, projecting voice, accompany, verse, chorus.