**Music Curriculum Map**

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|  | **Perform** | **Compose** | **Appraise** | **Listen & Apply** |
| **Year 1** | * use voices by expressively singing songs/ chants/ rhymes
* play tuned and untuned instruments
* rehearse and perform with others
 | * create musical patterns
 | * explore and express their ideas and feelings about music using movement, dance and expressive and musical language
 | * listen with concentration, internalise and recall sound with increasing aural memory
* combine musical elements: pitch, duration, tempo and silence can be organised and used expressively within simple structures
* how sounds can be made in different ways
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| **Year 2** | * explore, choose and organise sounds and musical ideas
 | * explore and express their ideas and feelings about music using movement, dance and expressive and musical language
* make improvement to their own work
 | * listen with concentration, internalise and recall sound with increasing aural memory
* combine musical elements: pitch, duration, tempo and silence can be organised and used expressively within simple structures
* how music is used for particular purposes
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| **Year 3** | *Sound Advice* Music LessonsSee below | * improvise, rhythmically and melodically
 | * explore own ideas and feelings about music using movement, dance, expressive language and musical vocabulary
* improve their own work and that of others
 | * listen with detail, to internalise and recall sound with increasing aural memory
* how to combine musical elements : pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structure and used to communicate different moods and effects
* how is music produced in different ways
* how time and place can influence the way music is created and performed
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| **Year 4** | * explore, choose, combine and organise ideas within musical structures
 | * compare sounds
* explore own ideas and
* feelings about music using movement, dance, expressive language and musical vocabulary
* improve their own work and that of others
 | * listen with detail, to internalise and recall sound with increasing aural memory
* how to combine musical elements : pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structure
* how is music produced in different ways and described through relevant notations
* how time and place can influence the way music is created, performed and heard
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| **Year 5** | * improvise, developing rhythmic and melodic material when performing
 | * explore and explain own ideas and feelings about music using movement, dance, expressive language and musical vocabulary
* improve their own work and that of others in relation to its intended effect
 | * listen with detail, to internalise and recall sound with increasing aural memory
* how to combine musical elements : pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structure and used to communicate different moods and effects
* how is music produced in different ways and describe through relevant established and

invented notations* how time and place can influence the way music is created, performed and heard
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| **Year 6** | * explore, choose, combine and organise ideas within musical structures
 | * analyse and compare sounds
* explore and explain own ideas and feelings about music using movement, dance, expressive language and musical vocabulary
* improve their own work and that of others in relation to its intended effect
 | * listen with detail, to internalise and recall sound with increasing aural memory
* how to combine musical elements : pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structure and used to communicate different moods and effects
* how time and place can influence the way music is created, performed and heard
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**Key Stage 1:** Vocabulary

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| **Year 1** | **Year 2** |
| Instrument, flute, trumpet, drum, guitar, piano, violin, xylophone, triangle, recorder, songs, dance, beat, loud, quiet, fast, slow, high, low | Percussion, string, woodwind, brass, tambourine, cymbals, maracas, castanets, banjo, clarinet, oboe, bassoon, tuba, French Horn, trumpet, orchestra, composer, musician, conductor, symphony, opera, jazz, melody, harmony, rhythm, notes**Crochet, minim, semibreve, rest, high, low, Treble Clef, scale** |

**Key Stage 2:** Perform

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| **Ukelele** |
|  | **Knowledge** | **Skills** | **Vocabulary** |
| **Year 3** | * Know the basic parts of the ukulele
* Know how to hold the ukulele and strum a basic pattern
 | * Identify the parts of the ukulele and be able to copy some simple rhythms
* Be able to hold the ukulele correctly and play some simple chord shapes using a plectrum
 | Ukulele, String, Sound Hole, Safe Position, Playing Position, Stop Position, Bridge, Neck, Fret, Plectrum |
| **Year 4** | * Know how tablature can be read using colours
* Know the 4 main chord shapes and how tab can be written
 | * Play the 4 main chord shapes in time holding a steady rhythm
* Be able to play the 4 main chord shapes in time moving from one to the next
 | Fingerboard, Fret Count, Tuning Peg, Nut, Major, Minor, Trick |
| **Year 5** | * Know basic notation for rhythm and tablature
 | * Be able to use a variety of strumming patterns moving with ease from one chord to the next varying the chord length
 | 7th Chord, Progression, Stop |
| **Year 6** | * Know how to read tablature at speed, moving fluently from one chord to the next
 | * Be able to play a range of chords including 3 finger chords and bridged notes. Move from one to the next fluently
 | Chuck, Offbeat |

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| **Woodwind** |
|  | **Knowledge** | **Skills** | **Vocabulary** |
| **Year 3** | * Know how to hold the instrument to produce an effective sound
 | * Be able to play in time with other members of the group
 | Recorder, ocarina, fife |
| **Year 4** | * Know the difference between step and leap, and the rudiments of staff notation
 | * Be able to play a variety of rhythms, counting and holding an individual line
 | Step, leap, dood, toot |
| **Year 5** | * Know basic notation
 | * Play fluently from one note to the next
 | Polyphonic, reed, ligature |
| **Year 6** | * Know how to read notation at speed, moving fluently from one note to the next.
 | * Be able to play a range of pieces
 | J sax, Bb clarinet, Ledger lines |

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| **Keyboard** |
|  | **Knowledge** | **Skills** | **Vocabulary** |
| **Year 3** | * Know the basic parts of the keyboard
* Know how to place hands on the keyboard and play a basic pattern
 | * Identify the parts of the keyboard and copy some simple rhythms on different notes
* Be able to place RH and LH on the keyboard correctly
 | Keyboard, Key, Playing Position , Stop Position, Note Names , Finger numbers |
| **Year 4** | * Know how staff notation can be transferred to the notes of the keyboard
* Know the 4 main chord shapes and how they are created using the 1st, 3rd and 5th
 | * Play up and down the scale copying a range of rhythms
* Play a scale starting and ending on a tonic note moving using each finger.
* Play 2 finger chords
 | Middle C, Accidental, Major , Minor, Sharp/ Flat |
| **Year 5** | * Know basic notation for piano
 | * Play a scale including up to 2 accidentals
 | Progression , Stop, Scale |
| **Year 6** | * Know how to read staff notation at speed moving fluently from one chord to the next
 | * Play 3 finger chords moving from one to the next using correct fingering 1-3-5
 | Melody, Harmony |

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| **Percussion (Bongo, Djembe, Cajon)** |
|  | **Knowledge** | **Skills** | **Vocabulary** |
| **Year 3** | * Know the basic parts of the drums
* Know how to hold the drums and play patterns holding an individual line
 | * Identify the parts of the drums and be able to copy some simple linear rhythms
* Be able to hold the drums correctly and play some simple rhythms, combining to form some 2 part rhythms
 | Bongo, Djembe, Cajon, Hembra, Macho |
| **Year 4** | * Know how to hold the drums to produce an effective sound
* Know the difference between straight and syncopated rhythms
 | * Play some simple grooves in common time signature
* Be able to play a variety of common and compound rhythms including some Latin grooves
 | Snare, Pop, Rock, Country, Syncopation, Latin |
| **Year 5** | * Know basic notation for rhythm
 | * Be able to combine rhythmic forces to produce polyrhythm’s
 | Groove, Progression, Bossa Nova , Samba |
| **Year 6** | * Know how to read notation at speed moving fluently from one groove to the next
 | * Be able to play a range of styles combining with both recorded and live accompaniments
 | Rhumba, Hip Hop, Funk |

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| **Samba** |
|  | **Knowledge** | **Skills** | **Vocabulary** |
| **Year 3** | * Know the basic parts of the samba orchestra
* Know how to hold the idiophones and play patterns holding an individual line
 | * Identify the instruments of the samba orchestra
* Be able to hold the drums correctly and play some simple rhythms, combining to form some 2 part rhythms
 | Samba , Brazil, Carnival, Surdo, Repanique, Agogo, Ganza |
| **Year 4** | * Know how to hold the idiophones to produce an effective sound
* Know the difference between straight and syncopated rhythms
 | * Play some straight Samba in common time signature
* Be able to play a variety of common and compound rhythms including some hip hop and samba reggae
 | Caxia, Tambourim |
| **Year 5** | * Know basic notation to form Samba rhythm
 | * Be able to combine rhythmic forces to produce polyrhythms
 | Syncopation, Paradinah |
| **Year 6** | * Know how to read notation at speed moving fluently from one piece to the next
 | * Be able to play a range of styles combining instrumental forces with ease moving between pieces with fluency
 | Polyrhythm |

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| **Class Band**  |
|  | **Knowledge** | **Skills** | **Vocabulary** |
| **Year 3** | * Know the names of a range of instruments
* Know how to hold the instruments and play patterns holding an individual line
 | * Identify the instruments of the Band
* Be able to hold the instruments correctly and play some simple parts, combining to form some 2 part rhythms. Wait with an awareness of their part and where it comes in a piece
 | Ukulele, Keyboard, Drums, Singers, Drum Kit, Vocals, Backing/Lead |
| **Year 4** | * Know how their part fits into a piece
* Know the difference between harmony and melody and where their part fits into a piece
 | * Combine some chords with sung melody to produce a simple band piece
* Be able to play a variety of chords to accompany a range of instruments
 | Tom Tom, Snare, Bass, Cymbal, Rhythm section,Solo, Instrumental, Introduction |
| **Year 5** | * Know the different types of notation used in a band
 | * Play pieces that utilise different sections at different times. Pieces will contain a range of chords and tonalities.
 | Major, Minor |
| **Year 6** | * Know how to read notation at speed moving fluently from one groove to the next
 | * Be able to play a range of styles combining instrumental forces with ease.
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