St Edmund’s and St Thomas’ Catholic Primary School

**Music Curriculum Map**

All year groups will work through the ‘Charanga’ music scheme. Each unit of work, based on one song, lasts for a half term and includes Listening and Appraising, Musical Activities including games, singing, playing, improvising and composing and performing and sharing.

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|  | Autumn | Spring | Summer |
| Year 1 | * Hey You!
* Little Angel Gets her Wings
 | * In the Groove
* Rhythm in the way we move
 | * Round and round
* Reflect, rewind, replay
 |
| Year 2 | * Hands, feet heart
* Little Angel gets her wings
 | * Glockenspiel stage 1
* I wanna play in a band
 | * Zootime
* Reflect, rewind, replay
 |
| Year 3 | * Three little bears
* Ho ho ho
 | * Glockenspiel stage 2
* There was a monkey
 | * Let your spirit fly
* Reflect, rewind, replay
 |
| Year 4 | * Mamma Mia
* Five gold rings
 | * Glockenspiel stage 3
* Cuckoo
 | * Lean on me
* Reflect, rewind, replay
 |
| Year 5 | * Don’t stop believing
* Five gold rings
 | * Classroom Jazz
* A tragic story
 | * Stop!
* Reflect, rewind, replay
 |
| Year 6 | * Livin on a prayer
* New year carol
 | * Classroom jazz 2
* Fresh prince of Bel Air
 | * Make you feel my love
* Reflect, rewind, replay
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|  **KS1** | Listen and Appraise | **Key skills, knowledge and understanding:**\*Listen to a variety of music from different styles, traditions and times\*When listening to this music, start to find and internalise the pulse using movement\*Start using basic but correct musical language to describe the music you are listening to.\*Begin to listen, with respect, to other people’s ideas and feelings towards a piece of music.\*Discuss other simple dimensions of music (pulse, rhythm, pitch, tempo, dynamics) and how they fit into the music they are listening to. |
| Musical Activities | Games | \*Find and internalise the pulse of a piece of music\*Begin to understand that pulse is the foundation of a piece of music upon which all the other dimensions are built.\*Begin to understand that: -pulse is the heartbeat of a piece of music, rhythm is the long and short sounds that happen over that pulse, pitch is high and low sounds and when added to pulse and rhythm a song is created |
| Singing  | \*begin to understand the importance of working together in an ensemble or small group\*begin to understand the importance of warming up our voices and good posture\*sing in tune with a limited pitch range\*learn how to join in and stop as appropriate – follow a leader/conductor |
| Playing instruments | \*explore and create music using classroom percussion – tuned and un-tuned\*play together in a band or ensemble. Join in and stop as appropriate\*learn to treat each instrument with respect and start to use correct techniques to play them |
| Improvisation | \*explore and create simple musical sounds using voices and instruments within the context of the song being learnt\*begin to understand that when you improvise you make up your own tune or rhythm and that it is not written down or notated.\*improvise using simple patterns\*start to perform own rhythms and melodies with confidence and understanding |
| Composition  | \*create your own simple melodies within the context of the song being learnt\*record the composition in any way as appropriate\*begin to recognise and identify a link between shape and pitch using graphic notations |
| Perform and Share | \*begin to work together as part of an ensemble/band\*sing and rap to each other and to an audience. Play tuned and un-tuned instruments with some control and rhythmic accuracy\*understand that the performance can include everything that has been undertaken during the unit\*practise, rehearse and present performances with awareness of an audience\*watch a recording and/or discuss the performance |

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| **Lower** **KS2** | Listen and Appraise | \*Listen with increasing concentration to a variety of music from different styles, traditions and times. Start to recognise different style indicators\*When listening to this music, find and internalise the pulse using movement\*continue to use correct musical language to describe the music you are listening to.\*listen, with respect, to other people’s ideas and feelings towards a piece of music.\*Discuss other dimensions of music (pulse, rhythm, pitch, tempo, dynamics) and how they fit into the music they are listening to. |
| Musical Activities | Games | \*Find and internalise the pulse of a piece of music\*build on the understanding that pulse is the foundation of music upon which all other dimensions are built\*understand that through repeated games and activities, depth of learning occurs\*progress from keeping a steady pulse to clapping a rhythm; improvising a rhythm; using pitch; improvise using the voice |
| Singing  | \*understand the importance of working together in an ensemble or small group\*understand the importance of warming up our voices, good posture, breathing in phrases and projecting our voices\*sing songs and melodies and start to consider how the melody and words should be interpreted\*join in and stop as appropriate – follow a leader/conductor |
| Playing instruments | \*continue to explore and create music using classroom percussion – tuned and un-tuned\*continue to experience playing together in a band or ensemble. Join in and stop as appropriate\*learn to treat each instrument with respect and start to use correct techniques to play them |
| Improvisation | \*continue to explore and create musical sounds using voices and instruments within the context of the song being learnt\*deepen understanding about improvisation - you make up your own tune or rhythm and that it is not written down or notated.\*improvise simple melodies and perform with confidence and understanding |
| Composition  | \*begin to create your own more complex tunes and melodies within the context of the song being learnt\*record the composition in any way as appropriate\*demonstrate an increased understanding of how to use the different dimensions of music as appropriate\*begin to recognise and identify a link between shape and pitch using graphic notations |
| Perform and Share | \*have a deeper understanding of working together as part of an ensemble/band\*continue to develop performance skills. Play tuned and un-tuned instruments with more control and rhythmic accuracy\*understand that the performance can include everything that has been undertaken during the unit\*practise, rehearse and present performances with awareness of an audience\*watch a recording and/or discuss the performance |

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| **Upper** **KS2** | Listen and Appraise | \*Listen with increasing concentration to a variety of music from different styles, traditions and times. Securely/confidently identify different style indicators\*When listening to this music, find and internalise the pulse using movement\*continue to use correct musical language to describe the music you are listening to.\*listen, comment on and discuss with confidence ideas together as a group\*appropriately and confidently discuss other dimensions of music and how they fit into the music they are listening to. |
| Musical Activities | Games | \*Find and internalise the pulse securely and confidently with ease\*understand and demonstrate that pulse is the foundation of music upon which all other dimensions are built – maintain a strong sense of pulse and recognise when you are going out of time\*know, understand and demonstrate how pulse and rhythm work together\*build on and progress from keeping a steady pulse to clapping a more complex rhythm; improvising a rhythm; using pitch; improvise using the voice |
| Singing  | \*sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how parts fit together\*understand the importance of warming up our voices, good posture, breathing in phrases and projecting our voices\*have a greater understanding of melody, words and their importance and how to interpret a song musically\*sing with an appropriate vocal range\*understand the workings of an ensemble. Follow the leader/conductor and have the chance to be the leader/conductor |
| Playing instruments | \*continue to use glocks, recorders and band instruments if appropriate, to play melodies tunes and accompaniments and to improvise and compose\*play and perform in solo and ensemble contexts\*continue to treat each instrument with respect and use correct techniques to play them\*build on understanding the basics and foundations of formal notation |
| Improvisation | \*create musical improvisations with voices and instruments within the contexts of the song being learnt\*understand that when you improvise, you make up your own tune or rhythm within boundaries and that it is not written down or notated\*improvise and perform in solo and ensemble contexts\*continue to create more complex rhythms and melodies |
| Composition  | \*confidently create own melodies within the context of the song being learnt\*move beyond composing using 2 notes\*use voice, sounds, technology and instruments in creative ways. Record the composition in any way that’s appropriate\*continue to demonstrate an understanding and use of the interrelated dimensions of music within the context of creating and making music – tempo, pitch |
| Perform and Share | \*work together as part of an ensemble, adding some direction and ideas. Demonstrate musical quality\*Play tuned and un-tuned instruments with further control and rhythmic accuracy\*perform with a further understanding that the performance can include everything that has been undertaken during the unit\*practise, rehearse and present performances with more understanding and awareness of an audience\*watch a recording and/or discuss the performance. Offer constructive comments about own and others’ work |