

**Music Curriculum Map 2021/22:**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>A1</b>	<b>Out &amp; about</b>	<b>Metre &amp; Rhythm (classroom instruments)</b>	<b>Metre, Rhythm &amp; Recorder I</b>	<b>Musical Eras &amp; Instruments of the Orchestra</b>	<b>Non-Western Rhythmic cycles</b>	<b>Notation &amp; Topic Composer</b>
	<ul style="list-style-type: none"> <li>- We will start learning and explore songs about or local neighbourhood and the people we live with</li> <li>- To learn about duration</li> <li>- To learn about high and low sounds</li> </ul>	<ul style="list-style-type: none"> <li>- learn pulse &amp; metre, understanding strong and weak beats</li> <li>- matching rhythmic patterns with shapes and how shapes can represent sounds</li> <li>- Turning shapes into correct rhythmic notation using rhymes/chants</li> <li>- organise percussion instruments</li> <li>-compose rhythm grids</li> <li>-Perform self-composed rhythmic patterns</li> </ul>	<ul style="list-style-type: none"> <li>- How to organise the beat and groupings.</li> <li>- listen to music from different cultures identifying metre</li> <li>- Identify simple rhythmic patterns and notations.</li> <li>-Introduction to the recorder, its holding &amp; playing technique and to learn the first pitch (B) playing with correct technique and reading notation</li> </ul>	<ul style="list-style-type: none"> <li>- To study the history of musical history from Medieval – Modern, known repertoire and key composers</li> <li>- To study how music changed and its effects</li> <li>- To listen to music from each era and be able to recognise them with specific era-specific characteristics</li> <li>-Study the birth and growth of the symphony orchestra and the instruments and their families</li> <li>-Create “Trash Band”</li> </ul>	<ul style="list-style-type: none"> <li>- To learn different musical elements from cultures around the world</li> <li>- West African Drumming</li> <li>- Indian Rhythmic cycles</li> <li>- Characteristics of Samba</li> <li>- To perform songs from each culture and listen to high quality performances</li> <li>- To be introduced to instruments from each genre</li> </ul>	<ul style="list-style-type: none"> <li>- To compose short rhythmic patterns in rhythm grids with a recap of basic rhythms</li> <li>- To study a topic composer, their works, and their influence</li> <li>-Alongside historical study of topic composer, study sections of their work and use their compositions to inspire students’ own compositions</li> <li>-Create posters &amp; presentation.</li> </ul>
<b>A2</b>	<b>Nature &amp; Winter Performance</b>	<b>Topic composer &amp; Winter Performance</b>	<b>Recorder II Winter Performance</b>	<b>Rhythm &amp; Metre Winter Performance</b>	<b>Samba I Winter Performance</b>	<b>Textures &amp; Rhythm Winter Performance</b>
	<ul style="list-style-type: none"> <li>- To explore our garden and the things that grow in it through singing games and rhymes</li> <li>- Develop our sense of pulse and note duration</li> <li>-Learn, rehearse, and perform a selection of winter songs for a public performance with year 2 in a high quality, using classroom instruments where possible.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to Vivaldi’s “Four Seasons”</li> <li>Vivaldi’s four seasons</li> <li>-Study the life and influence of Vivaldi and how he created sound scopes representing the four seasons</li> <li>-Learn, rehearse &amp; perform a selection of winter songs for a public performance with Year 1, singing in 2-parts and in harmony with solo passages to a high quality</li> </ul>	<ul style="list-style-type: none"> <li>- To enhance rhythmic notation and playing rhythms on recorders</li> <li>- To compose and perform advanced rhythms patterns using rhythm grids</li> <li>-Further explore pitch and notation learning new songs on B, A &amp; G</li> <li>-To learn a selection of winter songs and sing a public performance with Year 3, high quality, singing in unison, small group and 2-part harmony</li> </ul>	<ul style="list-style-type: none"> <li>- To explore symbols and notation on the staff for duration and rhythm and how it fits to a metre</li> <li>-Learn polyrhythmic textures and structures to different metres</li> <li>-Rehearse and prepare a selection of winter songs for our winter production shared with Year 3</li> <li>-Sing in unison, solo and 2-part harmony</li> <li>-Perform a public winter performance</li> </ul>	<ul style="list-style-type: none"> <li>- to learn names and techniques of instruments</li> <li>- To read and use symbols to perform rhythms</li> <li>- to improvise</li> <li>- To learn basic samba reggae groove</li> <li>-To learn a selection of winter songs to perform alongside Year 6 in a public performance</li> <li>-Singing in unison, small Ensemble and 2-part harmony</li> </ul>	<ul style="list-style-type: none"> <li>- To learn different musical textures &amp; listen to different extracts &amp; to be able to recognise them</li> <li>-To learn a wide selection of winter repertoire and study their lyrics, singing in unison, small ensemble, and full class in 2-part harmony</li> <li>-Select soloists to sing and introduce each song, adding poetry to add to the public performance</li> </ul>

SPR 1	Singing Project	Singing Project	Recorder III	Tuned & Un-tuned Percussion (Boom whackers)	Samba II	Rhythm & Chair Percussion
	<ul style="list-style-type: none"> <li>- To use students voices expressively with improved control and technicality</li> <li>- To listen with concentration to high quality recordings</li> <li>-Rehearse for a public performance with Year 2</li> <li>-Learn a selection of 10 songs from different ages and genres</li> <li>-Sing in 2-part harmony</li> <li>-Sing with diction and use notation as a guide</li> </ul>	<ul style="list-style-type: none"> <li>- To use students voices expressively with improved control and technicality</li> <li>- To listen with concentration to high quality recordings</li> <li>-Rehearse for a public performance with Year 1</li> <li>-Learn a selection of 10 songs from different ages and genres</li> <li>-Sing in 2-part harmony</li> <li>-Sing with diction and use notation as a guide</li> </ul>	<ul style="list-style-type: none"> <li>-To enhance rhythm and pitch notation reading with flash cards and learning further repertoire using "Recorder Karate" as a progression device</li> <li>- To play and perform the recorder in solo and ensemble setting</li> <li>- Listen to recorded music</li> <li>-Learn further pitches E &amp; D.</li> <li>-Composing small musical motifs utilising knowledge of pitch and rhythm and performing on their recorders.</li> </ul>	<ul style="list-style-type: none"> <li>-Enhancing rhythm notation and performances using different percussion instruments, un-tuned and tuned, improving notation reading of rhythms &amp; pitch</li> <li>-Learn percussion instruments from around the world and perform music from different cultures</li> <li>-Use Boom whacker's to study pitch and rhythm reading</li> </ul>	<ul style="list-style-type: none"> <li>- To introduce enhanced rhythmic patterns</li> <li>- Learn the structure of a samba band and it's set up</li> <li>- To enhance aural skills and rhythmic/pitch training by learning samba motifs aurally and notational</li> <li>- To play in polyphonic textures with a range of samba instruments in solo and full class sections</li> <li>-To create own instrumental sections, call &amp; responses</li> <li>-Learn Portuguese/Brazilian calls &amp; chants</li> </ul>	<ul style="list-style-type: none"> <li>-To learn body percussion warmups in one, 2 or 3 parts</li> <li>-To learn rhythms aurally</li> <li>-To transfer these rhythms onto body percussion and onto chairs</li> <li>-To learn intricate rhythms and perform them on chairs in individual lines</li> </ul>
SPR 2	Singing Project II	Singing Project II	Recorder IV	Musical Theatre I	Samba III	Polyrhythms & Chair Percussion
	<ul style="list-style-type: none"> <li>- Rehearse and perform 10 songs &amp; chants from different cultures &amp; ages using their voices expressively</li> <li>-Rehearse with whole year group and with Year 2 in solo, small group, unison and 2-part harmony</li> <li>- Perform a public showcase with great control, technique lead by students themselves</li> <li>-To record the infant singing project</li> </ul>	<ul style="list-style-type: none"> <li>- Rehearse and perform up to 10 songs &amp; chants from around the world and different ages using their voices expressively</li> <li>-Rehearse with whole year group and with Year 2 in solo, small group, unison and 2-part harmony</li> <li>- Perform a public showcase with great control, technique lead by students themselves</li> <li>-To record the infant singing project</li> </ul>	<ul style="list-style-type: none"> <li>- Improve Recorder ability &amp; enhancing our flexibility of pitch changes through more advanced rhythms and repertoire</li> <li>- Enhance staff notation reading and compositional skills through rhythmic notation &amp; melodic composition</li> <li>-Develop musicianship skills through Kodaly hand signals and singing</li> </ul>	<ul style="list-style-type: none"> <li>- Study the genre of musical theatre and key shows and their influence over the years</li> <li>-Warm up games and theatre games</li> <li>-Learn audition material and participate in auditions for key roles</li> <li>-Allocate parts and roles</li> <li>- Learn lines individually and for full class ensemble</li> <li>- Study staging &amp; movement</li> <li>- Rehearse full ensemble songs and solo/small group songs</li> <li>-"Sandwich" each musical number with staging, cast calls and lines</li> </ul>	<ul style="list-style-type: none"> <li>- To play more complicated rhythms/techniques and textures</li> <li>- To introduce movement to the ensemble and dance routines</li> <li>- To enhance call &amp; response and fluidity through further repertoire</li> <li>- To sing and chant in Portuguese/Brazilian</li> </ul>	<ul style="list-style-type: none"> <li>-To enhance our rhythmical technique</li> <li>-To learn new aural rhythms and recreate on boy percussion and chairs</li> <li>-To play in single, 2, 3 &amp; 4 part harmony</li> <li>-To perform a concert with movement an call &amp; response</li> </ul>

S1	Elephants in Custard	What is Pitch? Beginner Ukulele	Recorder Ensemble I	Musical Theatre II	Samba IV	Summer Production
	<ul style="list-style-type: none"> <li>-To learn the story of Elephants in the Custard (LPO Resource pack)</li> <li>-To study instruments of the brass family in a live recording/video</li> <li>-To study different standard repertoire pieces</li> <li>-To learn the song Custard Story.</li> <li>-Experiment &amp; compose with creating a waltz accompaniment with classroom instruments.</li> </ul>	<ul style="list-style-type: none"> <li>- What is Pitch? Using Sound of Music Do Re MI &amp; Ebenezer)</li> <li>- Learn how symbols can represent (pitch)</li> <li>- We will be introduced to the Ukulele</li> <li>- Beginner techniques of strums, open strings, and basic chords.</li> <li>- Play Ukulele &amp; sing songs</li> </ul>	<ul style="list-style-type: none"> <li>- To introduce rhythmic patterns on djembes and pitch motifs on glockenspiel</li> <li>- To enhance our recorder technique introducing higher pitches of C &amp; D.</li> <li>- Create repertoire in 3 sections with full class rotations</li> <li>-Rehearse and practice chants &amp; songs with recorder and full class ensemble work</li> </ul>	<ul style="list-style-type: none"> <li>-With lines prepared over the Easter break, rehearsals to get lines/script more coherent and fluent in scenes.</li> <li>-Block the scenes and complete act by act in the music suite</li> <li>-Study the musical numbers and learn in unison and 2-parts with solo numbers being studied and chosen</li> <li>-Begin designing and creating the “set” and props”</li> <li>-Complete musical numbers and add dance routines</li> </ul>	<ul style="list-style-type: none"> <li>- To create class led calls &amp; responses</li> <li>- Compose own calls and rhythmic patterns for their instruments</li> <li>-Rotate sections for full instrumental rehearsals</li> <li>- To perform with more confidence and fluidity more advanced polyrhythms and repertoire</li> </ul>	<ul style="list-style-type: none"> <li>-Audition and cast the Year 6 performance split in each class</li> <li>-Study the play and its characters and reminder of theatre vocabulary from Year 4 MT performance</li> <li>-Study lines in scenes and learn the musical numbers in unison</li> </ul>
S2	Elephants in the Custard	Ukulele	Recorder Ensemble II	Musical Theatre III	Samba V	Summer Production II
	<ul style="list-style-type: none"> <li>- To use the story of Elephants in the Custard and its events as inspiration to a composition and an arts term.</li> <li>- Create posters/artwork expressing difficult things that students find hard to share &amp; what the music tells them (Listen &amp; Draw)</li> <li>-Learn class song with a dance routine for the Summer Production</li> </ul>	<ul style="list-style-type: none"> <li>- advance our technique of Ukulele playing</li> <li>- to read songs and lyrics with chords</li> <li>- to create a multi-layered ensemble perform pieces from different cultures</li> <li>-Learn class song with dance routine for the Summer Production</li> </ul>	<ul style="list-style-type: none"> <li>- To enhance playing in different sections individually and as a full class</li> <li>- To continue with "Recorder Karate" individually progressing through the belts</li> <li>- To perform an in-class concert</li> <li>-Learn, rehearse, and perform a class song with a full dance routine for the Summer Production</li> </ul>	<ul style="list-style-type: none"> <li>- To rehearse the whole class musical theatre, show and fines the final scenes and movements, rehearsing in the performance space utilising stage directions in full</li> <li>- To learn responsibility of full stage involvement</li> <li>- To perform the Year 4 M performance and record it, then review show with individual evaluation</li> <li>-Learn class song with dance routine for the Summer Production</li> </ul>	<ul style="list-style-type: none"> <li>- composing a 12-bar single line motif in their instrumental sections and rehearse and include composed call &amp; responses in final repertoire selection for a public performance</li> <li>- Continue develop samba band skills</li> <li>- To sing songs from a samba background</li> <li>- Perform a selection of samba repertoire and songs</li> <li>-Learn class song with dance routine for the Summer Production</li> </ul>	<ul style="list-style-type: none"> <li>-Block out the scenes and allocate prop and set designs to be created</li> <li>-Rehearse musical numbers and piece together the show in scenes</li> <li>-Add dance routines to the Year 6 song selection</li> <li>-Rehearse in preparation for a high-quality public performance with Year 6 as main cast and musical numbers performed by all other year groups</li> </ul>

