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 |