


	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the interrelated dimensions of music 		<p><i>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</i></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music 			
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5
<p>Controlling sounds through singing and playing (performing)</p>	<ul style="list-style-type: none"> • Take part in singing • Follow instructions on when to sing or to play an instrument 	<ul style="list-style-type: none"> • Take part in singing showing awareness of melody • Follow instructions on how and when to sing / play an instrument. • Take notice of others when performing. • Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking • Imitate changes in pitch – high and low. 	<ul style="list-style-type: none"> • Sing songs in ensemble following the tune (melody) well. • Use voice to good effect understanding the importance of warming up first. • Perform in ensemble with instructions from the leader. • Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration). • Carefully choose instruments to combine layers of sound, showing awareness of the combined effect • Use own voice in different ways, including using a loud or soft voice and sing simple repeated phrases 	<ul style="list-style-type: none"> • Sing songs from memory with accurate pitch and in tune. • Show control in voice and pronounce the words in a song clearly (diction). • Maintain a simple part within an ensemble. • Play notes on instruments clearly and including steps / leaps in pitch. • Improvise (including call and response) within a group using 1 or 2 notes. • Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments • Sing songs confidently both solo and in groups 	<ul style="list-style-type: none"> • Sing in tune, breathe well, pronounce words, change pitch and dynamics. • Sustain a rhythmic ostinato / drone / melodic ostinato (riff) (to accompany singing) on an instrument (tempo / duration / texture). • Perform with control and awareness of what others are singing / playing. • Improvise within a group using more than 2 notes. • Perform significant parts from memory and from notation, either on a musical instrument or vocally • Maintain a simple part within an ensemble 	<ul style="list-style-type: none"> • Show control, phrasing and expression in singing. • Hold part in a round (pitch / structure). • Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. • Improvise on own with increasing aural memory. • Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing • Maintain a more complex part within an ensemble (eg) sing in a round or use harmony 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Take turns to lead a group. • Maintain own part in a round / sing a harmony / play accurately with awareness of what others are playing. • Play more complex instrumental parts. • Take the lead in a performance and provide suggestions to others • Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performances • Improvise using 5 notes of the pentatonic scale

<p>Creating and developing musical ideas (composing)</p>	<ul style="list-style-type: none"> • Make a sequence of long and short sounds with help (duration). • Clap longer rhythms with help. • Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre). 	<ul style="list-style-type: none"> • Carefully choose sounds to achieve an effect (including the use of ICT). • Order sounds to create an effect (structure – beginnings / endings). • Create short musical patterns. • Create sequences of long and short sounds - rhythmic patterns (duration) in different ways (eg hitting, blowing, shaking, clapping). • Control playing instruments so they sound as they should. • Use pitch changes to communicate an idea. • Start to compose with two or three notes. • Create a simple rhythm by clapping or using percussion 	<ul style="list-style-type: none"> • Compose and perform melodies using two or three notes. • Use sound to create abstract effects (including using ICT). • Create / improvise repeated patterns (ostinati) with a range of instruments. • Effectively choose, order, combine and control sounds (texture / structure). 	<ul style="list-style-type: none"> • Compose and perform melodies using three or four notes. • Make creative use of the way sounds can be changed, organised and controlled (including ICT). • Create accompaniments for tunes using drones or melodic ostinato (riffs). • Create (dotted) rhythmic patterns with awareness of timbre and duration. • Create and repeat extended rhythmic patterns, vocally or by clapping 	<ul style="list-style-type: none"> • Compose and perform melodies using four or five notes. • Use a variety of different musical devices including melody, rhythms and chords. • Record own compositions. • Create own songs (raps - structure). • Identify where to place emphasis and accents in a song to create effects (duration). • Create and repeat extended rhythmical patterns, using a range of percussion and tuned instruments 	<ul style="list-style-type: none"> • Compose and perform melodies using five or more notes. • Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. • Create music reflecting given intentions and record using standard notation. • Use ICT to organise musical ideas (where appropriate). • Combine all musical dimensions. • Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals) 	<ul style="list-style-type: none"> • Create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals) • Improvise using 5 or more notes to compose and perform melodies.
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<p>Responding and reviewing (appraising)</p>	<ul style="list-style-type: none"> • Take notice of others when performing. 	<ul style="list-style-type: none"> • Hear the pulse in music. • Hear different moods in music. • Identify texture – one sound or several sounds? • Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). • Say what they like or dislike about a piece of music 	<ul style="list-style-type: none"> • Identify the pulse in music. • Recognise changes in timbre (sound quality - smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud / quiet), tempo (fast / slow) and pitch (high / low). • Start to recognise different instruments. • Explain what they like about a piece of music and why 	<ul style="list-style-type: none"> • Internalise the pulse in music. • Know the difference between pulse and rhythm. • Start to use musical dimensions vocabulary to describe music –duration, timbre, pitch, dynamics, tempo, texture, structure. • Use these words to identify where music works well / needs improving. 	<ul style="list-style-type: none"> • Know how pulse stays the same but rhythm changes in a piece of music. • Listen to several layers of sound (texture) and talk about the effect on mood and feelings. • Use more musical dimensions vocabulary to describe music –duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. • Identify orchestral family timbres. • Identify cyclic patterns. 	<ul style="list-style-type: none"> • Know how pulse, rhythm and pitch fit together. • Use a range of words to describe music (eg) duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo. • Use these words to identify strengths and weaknesses in own and others' music. 	<ul style="list-style-type: none"> • Know how the other dimensions of music are sprinkled through songs and pieces of music. • Use musical vocabulary confidently to describe music. • Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing. • Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. • Refine and improve own / others' work.
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<p>Listening and applying knowledge and understanding</p>	<ul style="list-style-type: none"> Choose sounds to represent different things (the thunder, sea etc...) 	<ul style="list-style-type: none"> Listen for different types of sounds. Know how sounds are made and changed. Make sounds with a slight difference, with help. Use voice in different ways to create different effects. Begin to represent sounds with drawing Listen to a piece of music, describing if it is fast or slow, happy or sad. 	<ul style="list-style-type: none"> Listen carefully and recall short rhythmic and melodic patterns. Use changes in dynamics, timbre and pitch to organise music. Change sounds to suit a situation. Make own sounds and symbols to make and record music. Start to look at basic formal notation - play by ear first. Know music can be played or listened to for a variety of purposes (in history / different cultures). Follow a simple piece of written rhythmic notation Describe basic elements of a piece of music (eg) pace, volume, emotion Describe how an instrument has been used to represent a sound or object (eg) a flute for a bird or a drum for thunder 	<ul style="list-style-type: none"> Use musical dimensions together to compose music. Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). Play with a sound - then symbol approach. Use silence for effect and know symbol for a rest (duration). Describe different purposes of music in history / other cultures. Use written symbols both standard and invented to represent sounds Use relevant musical vocabulary (eg) pitch, rhythm, tempo and pulse when talking about the elements of music within a piece Recognise changes in the music using word like 'pitch' (high / low), 'timbre' (sound quality), 'dynamics' (loud / quiet) and 'tempo' (fast / slow) 	<ul style="list-style-type: none"> Combine sounds expressively (all dimensions). Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). Know that sense of occasion affects performance. Describe different purposes of music in history/ other cultures. Follow a basic melody line, using standard notation Describe and compare and then evaluate different kinds of music using appropriate musical vocabulary Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory 	<ul style="list-style-type: none"> Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch / texture / structure). Read / work out the musical stave (notes as Year 4). Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. Describe different purposes of music in history / other cultures. Perform from simple notation on tuned / untuned instruments Use musical vocabulary to explain some of the reasons why a piece of music might have been composed Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects. 	<ul style="list-style-type: none"> Use increased aural memory to recall sounds accurately. Use knowledge of musical dimensions to know how to best combine them. Know and use standard musical notation to perform and record own music (adding dotted quavers). Use different venues and occasions to vary performances. Combine all musical dimensions. Describe different purposes of music in history / other cultures. Understand / use staff and unconventional notation when composing Describe how music can be used to create expressive effects and convey emotion. Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music
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High expectations by all, for all, reflecting the example of Jesus

Music Curriculum Map 2019-2020

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn I	<p><u>Special People</u> Music Express: 'Beat and tempo' (PSED)</p> <p>Content: Sing a variety of short songs and perform actions. Explore pulse and rhythm, including when playing percussion.</p> <p>Key skills: Take part in singing. Follow instructions on when to sing or play an instrument</p> <p style="text-align: center;">Harvest Festival</p>	<p><u>Sounds Interesting</u> Music Express: 'Exploring sounds'</p> <p>Content: Identify different sounds, changing and using sounds expressively in response to a stimulus.</p> <p>Key skills: Listen carefully and identify different sounds. Learn songs from memory.</p> <p style="text-align: center;">Harvest Festival</p>	<p><u>The long and short of it</u> Music Express: 'Exploring Duration'</p> <p>Content: Explore duration through songs with actions and play percussion rhythms. Perform a piece in 3 time.</p> <p>Key skills: Repeat short rhythmic and melodic patterns as a whole class performance.</p> <p style="text-align: center;">Harvest Festival</p>	<p><u>Animal magic</u> Music Express: 'Exploring descriptive sounds'</p> <p>Content: Create, perform and analyse short descriptive compositions that combine sounds, movements and words.</p> <p>Key skills: Choose and organise un/pitched percussion for a desired intent.</p> <p style="text-align: center;">Class Assembly Harvest Festival</p>	<p><u>Wider Opportunities - African Drumming</u></p> <p style="text-align: center;">Harvest Festival</p>	<p><u>Cyclic Patterns</u> Music Express: 'Exploring rhythm and pulse'</p> <p>Content: Perform rhythmic patterns with a strong sense of pulse. Layer rhythm patterns to create different textures.</p> <p>Key skills: Compose using call and response structure. Notate rhythms.</p> <p style="text-align: center;">Harvest Festival</p>	<p><u>BBC's 10 pieces Trail Blazers</u> 'Earth' by Hans Zimmer</p> <p>Content: Listen and reflect on orchestral music, creating own piece using instruments and voice.</p> <p>Key skills: Improvise and compose music, using the interrelated dimensions of music. Play and perform in ensemble contexts.</p> <p style="text-align: center;">Class Assembly Harvest Festival</p>
Autumn II	<p><u>Christmas Nativity</u> 'Away in a Manger'</p> <p>Content: Learn, rehearse and perform a Christmas Nativity with singing, narration, acting and movement.</p> <p>Key skills: Learn simple songs and sing</p>	<p><u>The long and short of it</u> Music Express: 'Exploring Duration'</p> <p>Content: Discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound.</p>	<p><u>Great Fire of London</u> (BBC and Hamilton Trust)</p> <p>Content: Sing songs and speak chants. Experiment with pitch on percussion instruments. Explore, choose and organise</p>	<p><u>Play it again</u> Music Express: 'Exploring rhythmic patterns'</p> <p>Content: Create simple rhythmic patterns and perform them rhythmically using notation as a support.</p>	<p><u>Wider Opportunities - African Drumming</u></p>	<p><u>Journey into space</u> Music Express: 'Exploring sound sources'</p> <p>Content: Explore how composers represent space through singing, listening & composing.</p>	<p><u>Who Knows?</u> Music Express: 'exploring musical processes'</p> <p>Content: Explore how music is used to illustrate action / emotion. In groups, compose, perform and review own</p>

	<p>from memory. Rehearse and perform with others.</p> <p style="text-align: center;">Christmas Nativity & Carol Service</p>	<p>Key skills: Identify simple repeated patterns. Perform on own / in group to the class.</p> <p style="text-align: center;">Class Assembly Christmas Carol Service</p>	<p>sounds and musical ideas.</p> <p>Key Skills: Use voices expressively. Create, select and combine sounds using the inter-related dimensions of music;</p> <p style="text-align: center;">Class Assembly Christmas Carol Service</p>	<p>Key Skills: Repeat rhythmic patterns. Perform a repeated pattern to a steady pulse. Perform with awareness of different parts. Identify repeated patterns used in a variety of music.</p> <p style="text-align: center;">Christmas Carol Service</p>	<p style="text-align: center;">Class Assembly Christmas Carol Service</p>	<p>Key skills: Explore and combine different sounds. Play and compose ostinati.</p> <p style="text-align: center;">BBC's 10 pieces 'Mars - from the planets' by Gustav Holst</p> <p style="text-align: center;">Class Assembly Christmas Carol Service</p>	<p>comicstrip accompaniment .</p> <p>Key skills: Play instruments with increasing confidence, skill, and expression. Practise, rehearse and present performances with an awareness of the audience.</p> <p style="text-align: center;">Christmas Carol Service</p>
<p>Spring I</p>	<p style="text-align: center;">My Stories Charanga scheme</p> <p>Content: Learn to sing nursery rhymes and action songs. Explore and create using voices and classroom instruments.</p> <p>Key skills: Listen and respond to different styles of music. Embed foundations of the interrelated dimensions of music. Improvise leading to playing instruments.</p>	<p style="text-align: center;">KS1 Production 'Eddie the penguin saves the world'</p> <p>Content: Learn, rehearse and perform with singing, narration, acting and movement. Develop musical memory.</p> <p>Key skills: To sing and speak clearly from memory with confidence. Perform with awareness of others and audience.</p> <p style="text-align: center;">Y2 Production</p>	<p style="text-align: center;">KS1 Production 'Eddie the penguin saves the world'</p> <p>Content: Learn, rehearse and perform with singing, narration, acting and movement. Develop musical memory.</p> <p>Key skills: To sing and speak clearly from memory with confidence. Perform with awareness of others and audience.</p> <p style="text-align: center;">Y2 Production</p>	<p style="text-align: center;">The class orchestra Music Express: 'Exploring musical arrangements'</p> <p>Content: Create, combine and perform rhythmic and melodic material as part of a class performance of a song.</p> <p>Key skills: Identify melodic phrases and play them by ear. Identify and perform rhythmic patterns. Recognise how music can reflect different intentions.</p>	<p style="text-align: center;">Wider Opportunities - African Drumming</p>	<p style="text-align: center;">Song Writer Music Express: 'Exploring lyrics and melody'</p> <p>Content: Compose a song with an awareness of the relationship between lyrics and melody.</p> <p>Key skills: Identify how lyrics can be used to convey mood, attitude or tell a story. Recognise how lyrics often have cultural historical and social meaning. identify song structures</p>	<p style="text-align: center;">Victorian Music Hall Keynotes Education</p> <p>Content: Perform traditional music hall songs; listen to and appraise music by Gilbert and Sullivan and Edward Elgar; describe Victorian instruments; compose music in a similar style.</p> <p>Key skills: Use knowledge of how lyrics reflect cultural context and have social meaning to Describe different purposes of music in history / other cultures.</p>

<p>Spring II</p>	<p><u>Going places</u> Music Express: 'High and Low' (CLL)</p> <p>Content: Perform raps and sing songs with high, medium and low vocal and instrumental sounds, matching movements to pitch.</p> <p>Key skills: Choose sounds to represent different things. Find their singing voice and begin to develop a sense of pitch over a small range of notes</p> <p>Easter Service</p>	<p><u>What's the score?</u> Music Express: 'Exploring instruments and symbols'</p> <p>Content: Follow graphic notation. Compose a sound picture related to 'Treasure Island'.</p> <p>Key skills: Begin to represent sounds with drawing. Carefully choose sounds to achieve an effect.</p> <p>Easter Service</p>	<p><u>Feel the pulse</u> Music Express: 'Exploring pulse and rhythm'</p> <p>Content: Recognise the difference between beat and rhythm and perform with a sense of beat.</p> <p>Key skills: Respond to different moods in music and recognise changes in sound and pattern. Follow a simple piece of written rhythmic notation.</p> <p>KMS Singing Workshop Easter Service</p>	<p><u>Dragon Scales</u> Music Express: 'Exploring pentatonic scales'</p> <p>Content: Experiment playing, notating and composing (both short melodies and accompaniments) with the notes of a pentatonic scale.</p> <p>Key skills: Play tuned percussion with control and accuracy. Compose a simple melody.</p> <p>Class Assembly Easter Service</p>	<p>Wider Opportunities - African Drumming</p> <p>Class Assembly Easter Service</p>	<p><u>Who knows?</u> Music Express: 'Exploring musical processes'</p> <p>Content: Develop an understanding of the process of composing by creating and performing music in response to musical and non-musical stimuli.</p> <p>Key skills: Create music which reflects given intentions and uses notations; improvise and maintain their own part with awareness of the ensemble.</p> <p>Class Assembly Easter Service</p>	<p><u>BBC's 10 pieces</u> 'Storm' by Benjamin Britten</p> <p>Content: Listen and reflect upon a piece of orchestral music. Invent musical motifs and structure them into a piece.</p> <p>Key skills: Listen with attention to detail and recall sounds with increasing aural memory. Compose music for a purpose, using the interrelated dimensions of music Perform in ensemble contexts, using voices and playing musical instruments.</p> <p>Class Assembly Easter Service</p>
<p>Enrichment opportunities</p>	<p>Y2 Ocarina / Recorder provision in Summer Term Y4 Wider Opportunities initiative provided by KMS (African Drumming & Ukulele) Y4, 5, 6 Choir (All Saints' Church Christmas lights switch-on, John Lewis carol singing) KS1 Singing Festival at the Rose Theatre KMS providing individual / group tuition for Ukulele and Guitar Performances - Reception Nativity / KS1 Production in Spring Term / KS2 Production in Summer Term Live musical performances from outside agencies. Music Evening</p>						

Aims	The national curriculum for music aims to ensure that all pupils: perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
SEND & Inclusion information	Instruments well organised and labelled (with picture symbols) 'Word wall' or similar to develop an understanding of new vocabulary related to elements of music Coloured background on whiteboard when presenting ideas Pupils are clear on what is expected through explicit demonstration Links to prior learning explicitly made and key learning points reviewed at appropriate times during, and end of the lesson