|  |  |  |
| --- | --- | --- |
| **Whole School Curriculum Map for: Music** | **Year** 2023 - 2024 | **Subject Leader: L Simpson** |
| **Year**  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **R** | Marvellous me, wonderful you :*(Who are we, Parts of the Body, Feelings, Families, Jobs people do)* | Magical Moments*(Diwali, Bonfire Night, Light and Dark, Celebrating being me, Thanksgiving Channukah, Christmas)* | Habitat Hunters*(Endangered Animals, Jungles of Asia, Deserts of Africa)* | Once Upon a Time / Traditional Stories*(Tiddalik the Frog (Australia), Anansi (Caribbean), Lakshmi and the Clever Washerwoman (India)* | Instrumental Music*Playing an instrument**Maintaining a beat* | Splish Splash Splosh / Songs about the Sea |
|  |
| **1** | Carnival of the AnimalsIntroduction to musical elements and responding to music through movement | The Nutcracker Introduction to musical timbre | Styles of Music*(Blues, Latin, Folk, Funk, Baroque, Bhangra)*Singing | Music and the Weather / Environment *(Musicals, Jazz, Film, Music, Opera, Musical, Tone Poem,Rap)*Musical Response | Pulse, Rhythm and TempoImprovisation and composition | Stories Told Through Music *(Western Classical Music – ballet, opera, tone poem, musical )*Musical StoriesFree Composition |
| **2** | Hands, Feet, Heart*(South African Styles)* | Glockenspiel Stage 1 *(Learning basic instrumental skills)* | Musical Pictures(*Pictures at an exhibition – Mussorgsky*, *The 4 Seasons – Vivaldi, The Planet Suite - Holst*) Sea Storm monster (to tie in with art). | Time Travel Through Music and History*(Tudor, Elizabethan and Stuart Music, Classical Music – Bach, Vivaldi, Mozart, Haydn and musical tone poems)* | Zootime*(Reggae)* |
|  |
| **3** | Three Little Birds*(Reggae)* | Musical Moods – (*Use of music in film and TV to create mood*) | Glockenspiel Stage 2*(Learning basic instrumental skills)* | Ceremonial Music from different cultures – Babylonian, Ancient Chinese, Modern Day Brazil | RecordersMusic in 2,3,4 & 5 beatsFamous Composers*Radetsky March - Strauss**Waltz – Sleeping Beauty – Tchaikowsky**Duke Ellington – “It Done’ Mean a Thing”**“Everything’s Gonna be Alright – Andrew Lloyd Webber” Variations – Harmonious Blacksmith - Handel* | Recorders.Musical Elements***Tempo*** *- Hoe Down – A Copland****Dynamics*** *– Hall of the Mountain King – Edward Grieg****Pitch*** *– Flight of the Bumble Bee – Rimsky-Korsakov****Timbre*** *– Harry Potter - Hedgwig****Texture*** *– Circle of Life from the Lion King – Elton John****Structure*** *– Raiders March – John Williams* |
| **4** | The World of Jazz(Perf / Appr) | The Unanswered Question (Comp / Appr) A Study of American Classical Composer Charles Ives’ famous tone poem; used as a vehicle for textured composition | Classical Variations(Perf / Comp / Appr)*Background information on Beethoven and Mozart; learn to play Beethoven’s 5th and Mozart’s Eine Kleine Nachtmusik; Compose melodic variations; listen and appraise related works.* | UKULELE GROUP B |
| UKULELE GROUP B | The World of Jazz(Perf / Appr) | The Unanswered Question (Comp / Appr) A Study of American Classical Composer Charles Ives’ famous tone poem; used as a vehicle for textured composition | Classical Variations(Perf / Comp / Appr)*Background information on Beethoven and Mozart; learn to play Beethoven’s 5th and Mozart’s Eine Kleine Nachtmusik; Compose melodic variations; listen and appraise related works.* |
|  |
| **5** | The Swinging Sixties(Perf / Appr)*Importance and social context – Dylan, Beatles, Marvin Gaye, Whiter Shade of Pale, Blues Rock, Hard Rock.* | YuStudio(Composing using Music IT) | Movie Variations(Composition) | From The Country To The City To The Sea(Texture composition) *Lark Ascending**Music for 18 Musicians (Reich), Michael Nyman* | The Sound of Classical (Classical History and Singing)*Time lines and Social context : Renaissance (Madrigal) Baroque (Bach Motet) Classical (Mozart Motet) Romantic (La Donna) (Faure ) Postmodern (Michael Nyman)* | The History of Jazz(Listening and appraising) *Timeline : Roots, Ragtime, Swing, Post-war Bebop, Latin, Acid* |
| **6** | The Britpop Nineties(Perf / Appraise and link to social context – contrast with American Rock)*1960’s – Kinks**1970’s - Police**1980’s - Madness**1990’s – Blur /Oasis / Divine Comedy*  | YuStudio (Composing using Music IT) | Folk Variations (Composing) | Film Music(Composition of Film Sound Track – Improvised Textures) | Classroom Orchestra (Performing) | History of Electronic Music (A study of the development Electronic Musical Instruments and methods of audio recording) |

**YEAR 4, 5 and 6 LESSON STARTERS :**

|  |  |  |
| --- | --- | --- |
| **TERM** | **FOCUS** | **PROGRESSION** |
| **Aut 1 :** | Musicianship | Progressively harder through Year Groups – ending with Year 6’s writing down melodies by ear |
| **Aut 2 :** | Elements of Music | Using vocab to describe progressively more dynamic music |
| **Spr 1 :** | Singing | Progressively harder through Year Groups |
| **Spr 2 :** | Music in Place *(Yrs 4 and 6)* and Time *(Yr 5)* | Identifying where on map and where on a timeline – in Yr 5 compare different versions of same piece and identifying which is more modern |
| **Sum 1 :**  | What Instrument am I? | Progressively less familiar instruments as go through the Year groups |
| **Sum 2 :**  | Musicianship | Further exercises to develop understanding of notation |

|  |  |  |
| --- | --- | --- |
| **Term** | **Topic**  | **National Curriculum Focus** |
| **Year 4** |
| **Aut 1** | Musicianship | * Can they use standard notation?
* Can they use notations to record and interpret sequences of pitches ?
* Can they use staff notation to record extended pentatonic melodic phrases?
 |
| **Aut 2** | Elements of Music | * Can they comment on the dynamics, tempo, style, tonality and texture of a piece of music?
* Can they use basic musical vocabulary to describe the sound of specific musical genres or instruments
 |
| **Spr 1** | Singing | * Can they sing songs from memory with accurate pitch?
 |
| **Spr 2** | Music in Place *(Yrs 4 and 6)* and Time *(Yr 5)* | Can they comment on geographical and social context when describing a piece of music? |
| **Sum 1** | What Instrument am I? | * Can they identify popular musical instruments from a picture and describe how they are played?
 |
| **Sum 2** | Musicianship |  |

|  |
| --- |
| **Year 5** |
| **Aut 1** | Musicianship |  |
| **Aut 2** | Elements of Music | * Can they comment on specific elements in a piece of music and how they evolve over time?
 |
| **Spr 1** | Singing |  |
| **Spr 2** | Music in Place *(Yrs 4 and 6)* and Time *(Yr 5)* | * Can they comment on geographical, social and historical context when describing a piece of music?
 |
| **Sum 1** | What Instrument am I? | * Can they identify popular musical instruments from audio or video and describe the timbre?
 |
| **Sum 2** | Musicianship |  |

|  |
| --- |
| **Year 6** |
| **Aut 1** | Musicianship | Can they use staff notation to record basic melodic and rhythmic phrases? |
| **Aut 2** | Elements of Music | Can they comment on specific elements in a piece of music and how they evolve over time? |
| **Spr 1** | Singing |  |
| **Spr 2** | Music in Place *(Yrs 4 and 6)* and Time *(Yr 5)* |  |
| **Sum 1** | What Instrument am I? |  |
| **Sum 2** | Musicianship | Can they use their aural skills to transcribe a melodic phrase using staff notation? |