|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 Animals  Introduction 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 Tempo  Improvisation and composition | Stories Told Through Music *(Western Classical Music – ballet, opera, tone poem, musical )*  Musical Stories  Free 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 | Recorders  Music in 2,3,4 & 5 beats  Famous 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? |