

## St Oswalds Primary School Music Curriculum Mapping Plans

<b>Music Curriculum Map</b>			
	<b>Autumn Term</b>	<b>Spring term</b>	<b>Summer Term</b>
<b>Year One</b>	<u>All About Me, Toys.</u> Exploring sounds, controlling instruments, following conductor instructions - stop/start, loud/quiet.	<u>Water, Water Everywhere!</u> Singing a range of songs about rivers and pirates. Chinese New Year - singing songs, listening to Chinese music, moving to music. Exploring sounds and playing tuned & untuned instruments musically.	<u>African Adventure.</u> Learning songs and actions to sing and play in small groups and with partners. Listening to a range of live and recorded music, visit to the Philharmonic Hall.
<b>Year Two</b>	<u>Fire of London</u> Class composition using vocal and body sounds. Singing Londons burning in two parts. Developing an understanding of musical comparatives - loud/quiet, fast/slow, high/low using songs and music games.	<u>Explorers</u> Singing songs with expression and good posture about Columbus, Neil Armstrong. Singing songs from around the world and about space and learning how songs and music is structured.	<u>The Seaside and Holidays</u> - musical sound stories and songs. Notate sounds using pictures/symbols. Listening to a range of live and recorded music, visit to the Philharmonic Hall.
<b>Year Three</b>	<u>Sounds All Around</u> Exploring, choosing and combining instrumental, vocal and found sounds. Composing short rhythmic and melodic patterns on a range of tuned and untuned instruments.	<u>Instruments of the Orchestra and Famous Composers.</u> Learning to play the recorder controlling breathing to make a clear sound. Learn to play the notes A B G and simple melodies on the recorder.	<u>Egyptians</u> Songs about Egyptian life. Explore and arrange a pyramid structure in class music composition. Recorders: playing short and long sounds and extending range of tunes.
<b>Year Four</b>	<u>Cyclic rhythms</u> - performing simple cyclic rhythms and using structures to create own rhythm compositions. Learning and performing songs for Christmas.	<u>Working in Harmony!</u> Understanding how instruments can be used to accompany songs and exploring a range of accompaniment devices. Using notes to harmonise and form chords.	<u>Rivers</u> Composing music. Learning to play more complex rhythms and melodies and perform fluently on the recorder. Singing games - learning songs and actions.
<b>Year Five</b>	<u>Vikings</u> Singing songs developing good singing using expression and control of breathing and posture. Using graphic notation to write and perform our own compositions using a variety of sound sources.	<u>New Worlds</u> Listening to Dvorak - 'From the New World', Largo. Inspired by this compose a piece of class music. Analyse Largo and evaluate class work using key musical vocabulary.	<u>Pitched instruments</u> Improvising and playing more complex melodies using an extended range of notes on recorder and glockenspiels. Beginning to use standard staff notation to write down musical ideas.
<b>Year Six</b>	<u>WW1</u> - listening to 'The Lark Ascending' by Vaughan Williams. Creating music - improvising rhythmic and melodic patterns. Singing songs for end of term performance using correct phrasing and showing understanding of how to add expression.	<u>Rainforests</u> Using standard musical notation to record ideas. Improvising using pitched/ unpitched instruments. Listen and appraise class music work using musical terms and vocabulary.	<u>Liverpool</u> Composing music using Liverpool skyline as an inspiration. Learning The Beatles song Blackbird. Using pitched instruments to play melodies and become more familiar with staff notation. Rehearsing and performing songs for the Leavers Production.
Additional: National Anthem. Remembrance Day. Learning songs for Christmas performances. Music assemblies. Liverpool Philharmonic Hall visit for KS 1 and lower KS2.			

## Recorder Progression - Long Term Overview

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 3</b>	<p>Learn how to handle instrument. Learn how to cover the finger holes properly to produce a good sound. Learn how to breathe gently and make a good 'gold' sound. Learn the notes B, A, G, C'.</p>	<p>Learn how to make short sounds with a good tone. Learn to play melodies using the notes B, A, G, C', D'. Improvise using two notes.</p>	<p>Learn to play in an ensemble, listening to each other. Copy with accuracy given phrases using familiar notes.</p>
<b>Year 4</b>	<p>Consolidate good practice from previous year to produce a gold sound. Learn how to control the lower notes and get a good tone. Identify a given rhythm. Copy a given melody with all the notes learnt so far. Begin to improvise using three notes.</p>	<p>Learn the notes E and D and producing a good tone. Learn how to play a part in a class piece of music. Play and listen to the other group and understand how it fits together.</p>	<p>Learn how to count rests. Understand how different rhythms fit together. Be able to listen to others and identify a specific rhythm</p>
<b>Year 5</b>	<p>Reinforce different finger patterns of known notes and practice moving fluently through a sequence of notes. Consolidate bottom note C and get a good tone Learn how the notes and rests are represented and written on the stave.</p>	<p>Learn about different rests. Learn about the names of the notes on the stave. Improvise using a range of notes and rhythms.</p>	<p>Look at how different rhythms fit together and compose their own Be able to listen to music and identify a given rhythm. Learn low C and how to produce a good tone breathing down the recorder very gently.</p>
<b>Year 6</b>	<p>Recap bottom note C and get a good tone Learn high E Understand where both notes go on the stave</p>	<p>Learn about different rests and incorporate this into their music and playing Play 2 part duets with increasing difficulty. More able children to make a trio.</p>	<p>Be able to recall simple rhythmic patterns with increasing difficulty Compose their own music which includes different rhythms, notes and rests</p>

## Listening and Appraising - St. Oswalds Music Curriculum Map

	Autumn	Spring	Summer	Key Words	Musical Elements
<b>Year 1</b>	Tchaikovsky The Nutcraker	Chinese Music	African music	ostinato - repeated rhythmic pattern or melodic shape drone - pitched note played continuously throughout a piece of music steady beat - regular pulse (in time) score - a written form of musical composition	duration - steady beat, short and long sounds pitch - high and low tempo - fast and slow dynamics - loud and quiet timbre - the tone quality of the sound - rough, smooth, scratch, structure - phrases of a song, overall plan of a piece of music
<b>Year 2</b>	Tchaikovsky The Nutcraker	Chinese Music	Liverpool Philharmonic Concert	phrase - short section of a melody sequence - one after another ostinato - short repeated rhythmic pattern or melodic shapes drone - continuous or repeated pitch or pitches graphic score - notation using pictures or symbols steady beat - regular pulse rhythm pattern - a group of long and short sounds	pitch - high, low, getting higher, getting lower dynamics - loud, quiet, getting louder or quieter tempo - fast, slow, getting faster or slower structure -- phrases of a song, overall plan of a piece of music timbre - the tone quality of the sound i.e. smooth scratchy, heavy, light, cold, warm, dull, bright. duration - long and short sounds, beat, rhythm
<b>Year 3</b>	Model Music Curriculum - Foundation Listening Year 3 Liverpool Philharmonic Concert			Pitch, rhythm, steady beat Phrase, repetition, ostinato musical symbols	duration - beat (pulse), rhythm, longer, shorter, sustained, Texture - layering of sounds tempo - steady, faster, slower, dynamics - louder, quieter structure - beginning, middle, end, repetition pitch - notes moving by step/leap timbre - sound quality of individual instruments
<b>Year 4</b>	Model Music Curriculum - Foundation Listening Year 4 Steve Reich Britten - Storm Liverpool Philharmonic Concert			Ostinato, drone, repetition metre rest step leap phrase melody pentatonic tuned percussion, untuned percussion	Duration, Texture - layers of sound timbre- different instruments/ tone quality pitch, pentatonic scales structure - repetition, verse chorus call and response, plan metre - the organisation of beats into groups tempo - the speed of the music
<b>Year 5</b>	Model Music Curriculum - Foundation Listening Year 5 Holst - The Planets Dvorak - 'From the New World', Largo			rhythm, phrase, melody, harmony, ostinato, metre, repetition, scale, accompaniment, style, expression, record, ICT	duration (beat, rhythm, metre) pitch (melody, harmony), texture, timbre, dynamics, structure, tempo
<b>Year 6</b>	Model Music Curriculum - Foundation Listening Year 6 Vaughan Williams The Lark Ascending Pastoral Symphony Hans Zimmer 'Earth'			Rhythm, phrase, melody, harmony, ostinato, metre, repetition, scale, accompaniment, style, expression, record, ICT	duration (beat, rhythm, metre) pitch (melody, harmony), texture, timbre, dynamics, structure, tempo

## Music and SMSC

Spiritual	Moral	Social	Cultural
<p>Music has the power to move people and change how they act e.g. bring people together in assembly to create a sense of community.</p> <p>Reflection, using imagination - How do different types/pieces of music make us feel?</p> <p>Performing together - enjoying working together on creative experiences.</p> <p>Make curriculum links in learning, such as painting/drawing to a piece of music, movement, dance, drama.</p> <p>Consider how music can make us feel and how we can be deeply moved by music.</p>	<p>The messages in music. How do songs unite or divide people (e.g. at a football match or in politics?)</p> <p>Learning about the Blues - to discover more about slavery.</p> <p>Protest songs - how we use music to further a cause</p> <p>. Questioning our responses - Is it right that we can download music for nothing so that the artist gets no royalties?</p> <p>Explore how music can convey human emotions - sadness, joy, anger.</p>	<p>Making music together creates social groups and encourages team work.</p> <p>Being part of a community in school - choir/band/orchestra</p> <p>Respecting other peoples musical tastes - we are all different/can learn from each other etc.</p> <p>Understanding how music is a social part of modern life e.g. festivals/parties/shopping</p> <p>How do we present our work in music to others - concerts etc.</p>	<p>How do different cultures use music? E.g. in religious ceremonies, at important events, in the media etc.</p> <p>Have an understanding of British musical heritage - sea shanties, folk song and dance, British composers etc..</p> <p>Respect the musical heritage of different cultures and other countries - traditions - religions.</p> <p>Festivals around the world - Samba in Brazil etc.</p>

## St Oswalds Primary School Music - Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>						
<i>Listening and appraising</i>  <i>- to a range of music</i>	Recognising and understanding the difference between pulse and rhythm.	Identifying that a melody moves in steps.	Using musical vocabulary when describing stylistic features of music from different traditions, genres and styles.	Identifying and using motifs and 'hooks' in music.	Recognising and discussing key characteristics of a range of different styles of music using key music vocabulary.	Identifying how the effects of song features compliment and create coherence within the whole song.
	Understanding the word timbre means different types of sound	Recognising the timbre in the sounds and music they listen to.	Recognising that there are different characteristics in music from different parts of the world and periods of history.	Recognising changes in dynamics and tempo that are gradual in music they are listening to.	Using graphic and other forms of notation, colours to represent features of music eg mood and phrasing moving high and low and discussing how this represents the music.	Describing and evaluating a piece of music using musical vocabulary.
	Using movement and words to describe the character of music	Identifying instruments in music.	Describing texture, timbre and dynamics in music.	Recognising characteristics common between different styles, genres and traditions of music.	Using key vocabulary when discussing and comparing music.	Referring to musical history and recognising the influence of stylistic features and context on music of different eras and the impact of composers on musical styles.
	Identifying changes in tempo- fast/slow, pitch high/low, dynamics loud/quiet.	Describing music using key music vocabulary.	Recognising and discussing changes in a piece of music.	Discussing and identifying features characteristic within different musical styles and genres.		Understanding and discussing how the sound of music is affected by the context and occasion.
	Offering opinion saying if like/dislike music	Recognising structure in music eg verse, chorus.	Showing a developing awareness of metre.	In discussions about music use key vocabulary.		
	Listening to and describe differences in two pieces of music			Recognising gradual changes in dynamics and tempo.		
<i>- recall sounds with increasing aural memory</i>	Listening to and repeat short rhythmic patterns	Repeating short melody by ear.	Using musical vocabulary, connected to the interrelated dimensions of music when describing and discussing music and suggesting improvements.	Naming, recognising and discussing the effect of the interrelated dimensions of music.	Using interrelated dimensions of music key words with increasing confidence when discussing music.	Confidently using interrelated dimensions of music key words when discussing music.
	Listening to others and play as part of a group	Listening to own and others work and suggest improvements.		Use key vocabulary when suggesting improvements to music tasks.		
<b>Composing</b>						
<i>Use interrelated dimensions of music</i>  <i>-to create sounds and music</i>	Representing ideas or characters by selecting and creating a sequence of vocal, body percussion, instrumental sounds.	Creating longer sequences of selected vocal, body percussion, instrumental sounds to represent ideas and characters.	In compositions using key vocabulary, letter name and rhythmic notation.	Beginning to improvise with a sense of musicality within a given style eg 12 bar blues.	Composing music from a given idea that is detailed and structured with vocal, instrumental, body percussion sounds.	Composing a song in a given structure with lyrics, melody and ideas of accompaniment.
	Making suggested improvements to work.	Using graphic notation and letter names to represent details in compositions.	Using layers of melodic/ rhythmic phrases in compositions.	Using vocal, body percussion and instrumental sounds to compose music with structure.	Improvise in a given style.	Notate compositions using a form of notation and technology if appropriate.
	Representing sounds using symbols to create a graphic score	Choosing appropriate dynamics, timbre and tempo for music.	Composing music in a given style eg Jazz, Blues, Rap, using vocal, instrumental sounds.	Using rhythmic variations and inversions to develop melodies eg Enigma variations motif. Using looping, in some cases with technological software.	Using layers of rhythmic phrases creating adding interest using interrelated dimension of music.	
	Use a given structure to combine sounds	Use five or more notes to create melodies.	Use musical vocabulary to suggest and implement improvements to own work.	Using multiple layers of sound and obvious structure in compositions.	Notate compositions using staff notation.	
	Make choices about dynamics timbre and tempo in music	Start to make suggestions about improvements to own work.		Recording and labelling compositions using key vocabulary and forms of notation eg graphic, letter names, rhythm notation.	Listen to, discuss and improve work with others or alone.	
	Use two, three or four notes to create simple melodies.	Combine layers of sounds within a given structure.		Use musical vocabulary to suggest and implement improvements to own work.	Evaluate, suggest and demonstrate improvements to own and others work.	
<b>Performing</b>						
	Singing short songs from memory, keeping melodic shape and timing.	Copying vocal phrases by ear and short instrumental melodies from letter notation.	Beginning using basic staff notation when performing, both rhythm and pitch, using musical terms when identifying these symbols.	Singing more complex and longer songs from memory performing with expression, awareness of techniques to improve vocal quality and breath control.	Singing with expression good posture and breath control songs in two or more parts.	Accurately and fluently singing songs that are in two or more parts with expression, good posture and breath control.
	Keeping the pulse when using tuned/untuned instruments and body percussion.	Performing expressively, making alterations to sounds using changes in dynamics and timbre.	Performing songs and music with accuracy, keeping in time and aware of their part in the group performance.	Play a chord sequence eg 12 bar blues.	Performing music as part of a group following a score with indicates dynamics, rhythm and pitch.	Communicating in a group practicing and performing a piece of music keeping in time and working with dynamics tempo and other musical dimensions.

	Using expression when singing, speaking and chanting.	Keeping the pulse and use untuned percussion to copy longer rhythmic phrases.	Singing songs of different styles with accuracy and control and awareness of good posture and breathing techniques.	Developing accuracy, control and fluency when playing rhythms including syncopated rhythms.	Using graphic and simple staff notation when performing.	Performing as a solo or lead role in a performance.
	Following a graphic score when performing.	Singing songs from memory with accurate melody and rhythm.		Singing in a group considering their part and listening to others and keeping in time.	Fluently playing a chord progression or a drone accompaniment accurately.	
	Copying short rhythmic/melodic phrases using instruments.	When singing using expression and dynamics.		Developing the use of staff notation, with rhythm and pitch, when performing. Use musical terms when identifying these.		
	Following instructions to start/stop, dynamics and tempo in a performance.			Playing melodic phrases on pitched instruments showing increased fluency, accuracy and control		

### The Interrelated Dimensions of Music (Dimensions)

<b>Pulse</b>	– the regular heartbeat of the music; its steady beat.
<b>Rhythm</b>	– a pattern of long and short sounds. Long and short sounds or patterns that happen over the pulse.
<b>Pitch</b>	– how high and low a musical note sounds.
<b>Tempo</b>	- the speed of the music, how fast/ slow or in-between it is.
<b>Dynamics</b>	– how loud or quiet the music is.
<b>Timbre</b>	– particular quality and unique characteristic of a sound of the instruments or voices used. All instruments, including voices, have a certain sound quality that is different than others e.g. the trumpet has a very different sound quality to the violin.
<b>Texture</b>	– describes the layers of sound in music. Layers of sound working together make music very interesting to listen to.
<b>Structure</b>	– every piece of music has a structure e.g. an introduction, verse and chorus ending or ABA. The sections are ordered to make a piece of music.
<b>Notation</b>	– a sign or symbol used to identify a sound.

### Keywords

<p><b>A Capella</b> : Without accompaniment from instruments, i.e. voices only.</p> <p><b>Appraising</b> : Listening carefully and considering aspects of the music.</p> <p><b>Ballad</b> : A gentle love song.</p> <p><b>Bossa Nova</b> : A Brazilian dance music that has syncopated guitar rhythms.</p> <p><b>Blues</b> : A style of music characterised by its harmonic structure and the notes used to create the melodies.</p> <p><b>Chord</b> : More than one note played at the same time.</p> <p><b>Chorus</b> : A repeated section in a song which gives the main message.</p> <p><b>Classical music</b> : This often means all Western art music from the Medieval era to the present. More specifically, it is music composed between c.1720 and 1840, e.g. the era of Mozart, Joseph Haydn, and the young Beethoven.</p> <p><b>Coda</b> : Short section which brings the song or piece to an end.</p> <p><b>Dynamics</b> : A musical dimension indicating how loudly or quietly the music is being played.</p> <p><b>Ending</b> : Short section which brings the song or piece to an end.</p> <p><b>Ensemble</b> : A French word used to describe playing, singing or performing together.</p> <p><b>Folk tunes/melodies</b> : Music sung or played by people, usually not recorded or performed. Often the music is passed down through families and friends.</p> <p><b>Groove</b> : The rhythmic part of the music that makes you want to move and dance.</p> <p><b>Harmony</b> : Different notes sung or played at the same time to produce chords.</p> <p><b>Hip-Hop</b> : Music that developed in the 1970s but remains very popular today. It includes rapping.</p> <p><b>Hook</b> : A term used in Pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.</p> <p><b>Improvise</b> : To make up a tune and play it on the spot. There is an assumption that it can never be recreated.</p>	<p><b>Lyrics</b> : The words of a song.</p> <p><b>Melody</b> : Another name for tune.</p> <p><b>Melodic</b> : The music has a melody or tune.</p> <p><b>Notation</b> : Ways to visually represent music.</p> <p><b>Ostinato</b> : A short repeated rhythmic or melodic pattern.</p> <p><b>Pentatonic scale</b> : A fixed five-note pattern e.g: the five black keys on a piano.</p> <p><b>Phrase</b> : A musical sentence.</p> <p><b>Pitch</b> : A musical dimension that describes the range of high and low sounds.</p> <p><b>Pulse/beat</b> : The heartbeat or steady beat of a song/piece of music.</p> <p><b>Rapping</b> : A vocal technique in which the performer speaks rhythmically against a steady beat.</p> <p><b>Recurring theme</b> : A tune that repeats again and again in a piece of music.</p> <p><b>Rhythm</b> : A musical dimension that describes the combination of long and short sounds to make patterns.</p> <p><b>Structure/form/shape</b> : How the sections (verses and choruses etc.) of a song are ordered to make the whole piece.</p> <p><b>Syncopation</b> : Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places.</p> <p><b>Tempo</b> : A musical dimension that describes how fast or slowly the music is played.</p> <p><b>Texture</b> : A musical dimension that describes the layers of sound in music.</p> <p><b>Timbre</b> : A musical dimension that describes the quality and character of the sound of the instruments used.</p> <p><b>Unison</b> : Everyone plays or sings the same music at the same time.</p> <p><b>Verse</b> : A section in a song which has the same tune but different words.</p>
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