

Mayflower Primary Curriculum Map

Subject: Music

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Nursery	<p>Beat and tempo Children to listen to music with a strong beat in different genres. To add actions to songs. To feel a piece of music changing speeds and able to react with matching actions.</p>	<p>High and low To start to hear the difference between high and low sounds. To link the pitches to actions. (E.g. hands down for low and hands up for high.)</p>	<p>Structure Simple echo / Call and response songs. (Kye Kule) Songs which develop by altering verses to create a story. (The Giants Castle) To perform songs which alter the structure by reversing orders of actions. To be able to do the same with instruments. Eg. Tap then scrape to Scrape then tap</p>	<p>Texture Singing songs which add or take away characters (The Farmer in the dell or 5 little speckled frogs) Songs where groups of children take on a different verse.</p>	<p>Loud and Quiet Listening to variety of music which feature strong dynamics and to hear the difference between loud and soft music To start to relate loud and quiet music to stories and characters. To start to learn how to control untuned musical instruments to be able to play loud and soft.</p>	<p>Timbre To listen to variety of common sounds. To notice how different sounds can make you feel. To link common sounds to body percussion To link common sounds to percussion instruments.</p>
		<p><u>Key Vocabulary</u> Beat/ Fast/ Slow/ getting faster/ Getting slower</p>	<p><u>Key Vocabulary</u> Pitch/ High/Low</p>	<p><u>Key Vocabulary</u> First, second etc. parts</p>	<p><u>Key Vocabulary</u> Take turns, Add. Take away.</p>	<p><u>Key Vocabulary</u> Loud/ quiet/soft</p>	<p><u>Key Vocabulary</u> Claves/ Maracas/Happy/ sad/ excited/fast/ slow/ quiet/loud.</p>
	Reception	<p>Beat and tempo To learn to hold and play an instrument with care. To add instruments to songs and attempt to play a steady beat. To feel a piece a music is changing speed and be able to react with body movements. To be able to control an untuned percussion instruments slowing down and speeding up.</p>	<p>High and low To be able to link the sounds they hear to feelings and to create moods. To link pitches to characters in stories. To start to hear the difference between pitches that jump and pitches that move by step.</p>	<p>Structure To perform cumulative songs ie songs which add an extra element each time. To do this with adding and taking away instruments.</p>	<p>Texture Link sequences of sounds to create stories or develop characters.</p>	<p>Loud and Quiet To start to increase control to move gradually between and quiet and loud dynamics. To be able to control the dynamics of untuned percussion instruments to compose music which links to songs /stories actions and characters.</p>	<p>Timbre To explore percussion instruments in different way to create different sounds and feelings. To link sounds created to stories or soundscapes.</p>
		<p><u>Key Vocabulary</u> Beat/Rhythm Tambourine/guero/claves Tempo- Slow/fast</p>	<p><u>Key Vocabulary</u> Step/jump Up/down Falling/Rising</p>	<p><u>Key Vocabulary</u> Adding/taking away Solo/group</p>	<p><u>Key Vocabulary</u> Expression Interconnected elements of music.</p>	<p><u>Key Vocabulary</u> Piano/ Forte Crescendo/ Diminuendo</p>	<p><u>Key Vocabulary</u> Dynamics Pulse/rhythm Pitch</p>

Year 1

Exploring Sounds

Recognising sounds, we hear in everyday life and to start to describe them using musical vocabulary. (Soft/loud, High/low, Fast/slow etc.)
To explore how sounds can be made using body percussion.
To begin to explore different instruments and how they can be played to create different sounds.
To explore vocal sounds and be able to describe how the voice can be used in different ways to create effects.
To learn to control instruments so that they can stop and start at appropriate times.
To use appropriate sounds/instruments to create soundscapes and tell stories.

Key Vocabulary

Listen, recreate, Quiet, loud, high, low, start stop, Tambourine, Guiro, Claves,

Exploring duration

To hear the difference between short and long sounds.
To connect these to sound effects in the outside world such as Fireworks.
To use appropriate instruments to re create sounds in relation to their duration.
To explore instruments and see how they can make different sounds depending on how they are played.

Key Vocabulary

Duration, Long, short, metal, wood, soft, hard

Exploring pulse and rhythm

Begin to move and play instruments with a beat.
To be able to identify a pulse changing speed and to be able to continue to move or play an instrument in time.
To be able to hear the difference between beat and rhythm.
To follow graphic scores which highlight the difference.
To be able to hold a beat whilst another group plays the rhythm and vice versa.
To play a ostinato rhythm (ie a repeated rhythmic pattern) throughout a song.
To begin to create beat /rhythm patterns and see how different layers of sounds can fit together using a graphic score.

Key Vocabulary

Beat, Rhythm, Tempo, Body percussion

Exploring pitch

To be able to hear pitches that go up or down or stay the same. To use hand indications or body movements to show this understanding.
To be able to differentiate between low medium and high pitches.
To understand how these pitches can be represented in a graphic score.
To create own simple graphic scores and melodies in relation to pitch.
To select appropriate pitched sounds/instruments for stories and sound effects. (E.g. Jack going up and down the bean stalk)

Key Vocabulary

High/low, ascending/ descending, Xylophone/ Glockenspiel

Exploring instruments and symbols

Explore percussion instruments and learn to control volume.
To explore percussion instruments and learn how to control speed.
To be able to play an instrument along with a beat or rhythm within a song.
To understand how a graphic score can represent an instruments sound or rests within music.
To create own graphic scores. (Explore symbols showing directions for different ways to play instruments, dynamics, silence)
To create own graphic score to represent a composition and to be able to follow someone else's graphic score.

Key Vocabulary

Tuned/untuned percussion, Picture/Graphic score, silence

Exploring timbre, tempo and dynamics

Hearing how different instruments can create feelings /stories/pictures in the mind. (timbre)
Hearing how the way instruments are played in terms of dynamics /pitch and tempo can express different feelings/stories/pictures.
To create graphic scores using all previous knowledge.

Key Vocabulary

Timbre, Orchestra, woodwind, Brass, Strings, Percussion, Composing

Year 2

Long and short sounds

To be able to hear the difference between short and long sounds and create own with voices.
To create short and long vocal sounds following a graphic score.
To create short and long sounds on a percussion instrument.
To hear sequences of long and short sounds in rhythms within a song and to be able to recreate on instruments.
To be able to hold own rhythm pattern in layers of other rhythm patterns. (Ensemble performance)

Pulse and rhythm

To feel a beat within a piece.
To notice how a beat can change tempo within a piece or stay the same.
To notice the difference between beat and rhythm.
To be able to perform along with either the beat or the rhythm within a song. To swap between the 2.
To hear rhythm patterns related to words within a song and to be able to recreate.
To identify beat groupings. E.g. In 2 Maple Leaf Rag by Joplin
In 3 -The Elephant by Saint Saens

Pitch

To be able to hear how whole phrases within a song or piece can go up or down and to demonstrate with whole body actions or hand movements.
To be able to perform simple sections of a song using tuned percussion instruments.
To be able to relate pitches to a graphic score.
To create own simple graphic score relating to pitches.
To select appropriately pitched musical instruments for sections of stories and songs to create an expressive performance.

Instruments and symbols

To notice how an instrument can vary in quality depending on how it is played and to be able to describe the different sounds which are made.
To be able to group instruments according to their physical qualities (e.g. Metal /wood/ etc.) and to be able to hear and describe the differences between the groups.
To explore how the voice can be changed to create different effects. To be able to describe how the voice was changed.
To be able to connect vocal sounds to a graphic score.
To be able to connect instrumental sounds to a graphic score.
To be able to use vocal sounds / body percussion and instruments to add to story or song to create added effect

Exploring timbre, tempo and dynamics

To be able to change voice for dramatic/expressive effect within a song.
To select appropriate instruments for sound effects and to create mood and emotion.
To hear how layers of sound can be added and taken away for dynamic change to create expression within a song or piece of music.
To be able to select appropriate instruments to describe non-musical sounds.
To be able to layer these sounds for an effective accompaniment to a song.

Exploring Sounds.

To be able to identify sequences of sounds and musical instruments. (ie which instrument was played first? etc?)
Explore different arrangements of a song varying with different instruments and body percussion.
Assess the effectiveness. Explore the quality of instruments whether they shaken, scraped or tapped.
Children to work more independently to create effective sound effects for songs. To be able to use in a structured way to create a piece of music based on a theme.

		<i>Key Vocabulary</i> Duration, Long/short	<i>Key Vocabulary</i> Beat/Tempo, Faster/slower, Tempo, Rhythm/ Beat, Alternate/ Beat Groupings.	<i>Key Vocabulary</i> High/ Low/, Ascending/descending, Melodic phrases, Graphic score/ Tuned percussion	<i>Key Vocabulary</i> Timbre, Long and short sounds, vocal/ Dot notation	<i>Key Vocabulary</i> Timbre/ Tempo, Dynamics, Expression, Polyphony,	<i>Key Vocabulary</i> Compose, improvise
KS2	Year 3	Exploring descriptive sounds To be able to relate musical elements to descriptions of animals. To use appropriate instruments to create descriptions of animals through music. To be able to play instruments to create music which describes the animal moves.	Exploring rhythmic patterns Use body percussion to play rhythmic games and explore rhythmic patterns. To understand the meaning of an be ostinato and how it used in music. To understand how rhythmic patterns can used to layer music. To create own rhythmic patterns to layer within a piece of music.	Exploring arrangements Exploring accompaniments Call and response Using an ostinato as an accompaniment How different arrangements can alter the character of a piece for varying purposes.	Exploring pentatonic scales What is a pentatonic scale? Improvise tunes using the pentatonic scale. Create layered music using the pentatonic scale.	Exploring sound colours Exploring program music through musical elements such as tempo, dynamics etc. Related instruments to physical sounds. Explore layers of sounds t create a picture. Create sound effects for a creepy story.	Exploring singing games Singing games- Explore singing games from different cultures.
		<i>Key Vocabulary</i> Composing, descriptive, expressive, musical elements.	<i>Key Vocabulary</i> Rhythm, Pulse, Beat, Ostinato, Layering, Accompaniment, Downbeats, Fast (Allegro), Slow (Adagio)	<i>Key Vocabulary</i> Accompaniment, Unison, Layered, Solo, structure	<i>Key Vocabulary</i> Pentatonic, Scale, Pitch, High, Low, Rising, Falling Pitch focus on do,re,mi	<i>Key Vocabulary</i> Listening, Programme music, composing, atmosphere, descriptive, timbre, improvising, Dynamics	<i>Key Vocabulary</i> African music, call and response, question phrase/answer phrase
	Year 4	Exploring rhythm patterns Improvisation and ostinato. Applying these elements to a song to create own arrangements Layering rhythmic patterns (Unsquared rhythms) Creating a rap	Exploring arrangements Listen to different clips of Contrasting songs. Create own arrangement of Make that sound. Christmas Calypso.	Exploring melodies and scales Pitch- Leaps and steps. Scales- Solfa- <i>Doh a deer</i> . Exploring layered songs with melodies which contain scale-based melodies and melodies which jump. Play some on tuned percussion instruments.	Exploring sound colours How do contrasting styles of music make you feel? Why? Playing instruments in different ways to evoke different moods. Creating sound scapes. Creating programme music.	Exploring signals Exploring sound signals in everyday life. Musical sound signals. Using non-musical sound signals in music (Inspector Morse).	Exploring descriptive sounds. Explore music which describes animals. Use of instruments and musical elements. Such as tempo timbre and pitch. Compose music to describe animals' attributes both physical and in terms of their character. Think about appropriate instruments for the different facets.
		<i>Key Vocabulary</i> Getting faster (accelerando) Getting slower (rallentando) Bar, Meter, improvisation, composition, Jazz, Quavers, Crotchets	<i>Key Vocabulary</i> Arrangement, Composition, Texture, repetition/ contrast/improvisation	<i>Key Vocabulary</i> Pitch/Major, Minor, Tonic sol-fa/ step and jump/scale	<i>Key Vocabulary</i> Mood/Feelings, Expression/ control	<i>Key Vocabulary</i> Patterns/ Listening, Composing, Improvising, Electronic sounds	<i>Key Vocabulary</i> Programme music, tempo, timbre, pitch
	Year 5	Recorders					

Year 6

	<p>Folk music Mayflower celebrations <u>Seth Lakeman- Pilgrim brother</u> Create a drone accompaniment based on the chord progressions of the piece. Arrange a layered performance of the piece using different tuned and un-tuned percussion instruments. Discuss features of English folk music and common instruments used.</p>	<p>Music from Africa Explore some features of music from Africa and how they influence contemporary popular music. <u>Halmima Packashalo</u> Explore call and response form. Compose using vocal sounds organised into rhythms as an accompaniment. Explore the roots of beatboxing through this performance. <u>Aint gonna let</u> Music for the protest movement. Performing music with expression. Exploring the use of harmonies in African choral music through the 3 overlapping parts of the song. Adding beat boxing accompaniments. Adding chordal accompaniments based on the Pentatonic scale.</p>	<p>Carmina Burana Use 10 pieces plans. Listen and reflect on a piece of orchestral music. Consolidate knowledge of families of instruments in the orchestra. Compose pieces of music based on the work using instruments and voice. Focus on the interrelated elements of music featured in the work and compose and improvise based around these elements. Perform work as an ensemble. Learn the musical language relevant to the task.</p>	<p>Film and TV music Listen to a selection of John Williams music. Schindler's List Jaws Jurassic Park Harry Potter Examine how the music of John Williams relates to character and action. Explore how the inter connecting elements of music can convey emotion/character and the visual image. Dr Who lesson plans- 10 pieces Listen with attention to detail and memorise features of the music. Create graphic scores relating to the music. Creating leit motifs. Improvise and compose own versions of space music. Focus on texture structure. Orchestrate using graphic scores and conventional western notation.</p>	<p>Hans Zimmer Earth (link to space theme) Listen to the piece and understand the place of contemporary classical composers such as Hans zimmer within a music history context. Compose motifs inspired by Earth. Focus on the different interconnecting elements of music. Special focus on dynamics. Use musical terminology and notations. Make sure the piece has contrasting moods creates atmosphere. Explore features of Hans Zimmer's piece and create own composition.</p>	<p>Performance month Consolidation and celebration of learning through performance. Record and share songs and musical performances with an audience. Suggested pieces. Leavers song- Sing Up The Cup song - Pitch perfect.</p>
	<p><u>Key Vocabulary</u> Folk music, Ternary form, Chords, Drone, Improvisation, Mode, Fiddle (violin), Melodeon, Pipes</p>	<p><u>Key Vocabulary</u> Compound time, Call and response, Cyclic rhythms, Rapping, Beat boxing, Pentatonic, syncopation, contrapuntal texture</p>	<p><u>Key Vocabulary</u> Ostinato, Dynamics, Structure, Orchestration, Crescendo, Pulse</p>	<p><u>Key Vocabulary</u> Programme music, Leit-motifs, Major/minor tonality, Timbre, Graphic score, Found sounds</p>	<p><u>Key Vocabulary</u> Composer, Crescendo/ diminuendo, Motif, Pianissimo, Duration, Structure</p>	<p><u>Key Vocabulary</u> Performance technique, Conductor</p>