

Music		Curriculum map						Little Ealing Primary School	
		Term							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Developing a sense of rhythm and pulse	Key Stage 1	Year 1	Composite: Rhythm and Pulse (What makes music tick?) Context: What's the difference between rhythm and pulse? Keeping a steady pulse in a group; moving to sound Topic: Comic songs and rhymes	Composite: Rhythm and Pulse (What makes music tick?) Context: What's the difference between rhythm and pulse? Keeping a steady pulse in a group; showing rhythm and pulse through movement Topic: Halloween songs, comic rhymes	Composite: Pitch (What's that tune?) Context: How can we sing together? Songs, chants and rhymes; pitch matching; call and response; understanding dynamics (piano and forte) Words and music; understanding dynamic change Topic: So, mi pitching	Composite: Listening and performing (What's that sound?) Context: How are sounds different? Explore similarities and differences of sounds - developing aural awareness and discrimination: sort and match sounds; long and short sounds; mirroring sounds with movement; identifying instrument families Topic: Storytelling with sound (Jack and the Beanstalk)	Composite: Composition (What's that sound?) Context: Creating soundscapes Using sound to illustrate a story; selecting and combining sounds; the beginnings of notation (graphic scores); Topic: The Seaside (Britten: Storm)	Composite: Singing games Context: How can we work together using song and movement? Folk rhythms and dance; performing to others; playing simple, rhythmic, accompaniments Topic: Singing Games from Around the World	Year 1
		Classroom topics	Seasons, ourselves	Materials	Around the World		Life in the city		
		Year 2	Composite: Rhythm and Pulse (What makes music tick!) Context: What's the difference between rhythm and pulse? Extend Year 1 activities; introduce rhythm names (ta, te-te); walk in 3/4 and 4/4, feeling strong beat; pulse games with claves; <i>Pulse is a steady beat</i> Topic: Comic songs and rhymes	Composite: Rhythm and Pulse (What makes music tick!) Context: What's the difference between rhythm and pulse? Song, chants, rhymes and rounds: dynamics, texture; changing sounds; working in teams; ostinati; class compositions Topic: Halloween songs, comic rhymes	Composite: Listening (What's that sound?) Context: How are orchestral instruments different? Comparing Instrument families; preparation for Orchestra of the Age of Enlightenment workshop and concert Topic: <i>Britten Young Person's Guide to the Orchestra</i> ; Purcell <i>Abdelazar</i>	Composite: Listening and performing (What's that sounds) Context: Exploring different timbres Explore similarities and differences of sounds - developing aural awareness and discrimination: sort and match sounds; long and short sounds; mirroring sounds with movement; identifying instrument families Topic: create <i>Jungle Soundscape</i> ; Music Project: <i>Orchestra of the Age of Enlightenment Concert Trip</i>	Composite: Composition (What's that sound?) Context: Telling stories with music Using sound to illustrate a story; selecting and combining sounds; the beginnings of notation (graphic scores); Topic: Listen to the Rain	Composite: Singing games Context: How can we work together using song and movement? Folk rhythms and dance; performing to others; playing simple, rhythmic, accompaniments Topic: Singing Games from Around the World	Year 2
	Classroom topics	The Wright brothers	Arctic	Fire of London		Florence Nightingale; plants			
Rhythm, pulse and melody, recognising IDMs	Lower Key Stage 2	Year 3	Composite: Rhythm and Pulse (Back in the groove!) Context: What is music? The IDMs (elements) of music Topic: Recorder: history of the recorder, how to hold and blow correctly	Composite: Notation/composition (What's the score?) Context: Writing music down Note values and pitch; clefs, bars, musical symbols Topic: Recorder: learning the first notes, playing together; reading music: rhythm and pitch notation	Composite: Pitch (Pitch Perfect!) Context: How can we sing in tune? So, mi, la; Topic: Recorder: the next notes, playing increasingly complex rhythm and pitch notation; recognising dynamic symbols	Composite: Performance (Music in action!) Context: How can we play together? Topic: Recorder; consolidation of recorder technique; general musicianship skills, singing	Composite: Listening and performing (What's that sound?) Context: Performance Preparing for parent performance Topic: Recorder	Composite: Singing games Context: How can we work together using song and movement? Folk rhythms and dance: extension of Year 2 work - singing technique; rounds; part-singing Topic: Singing Games from Around the World	Year 3
		Classroom topics	Rainforest animals	Prehistoric Britain	Romans	Health and movement	Railway revolution		
		Year 4	Composite: Performance and notation Context: what are the basics of playing the trumpet or trombone? Buzzing; history of brass instruments; first notes Topic: Soul Bossa Nova	Composite: Performance and notation Context: what are the basics of playing the trumpet or trombone? Learning more notes; playing together; composing rhythms; group singing; reading a score; improvisation Topic: Gospel partner songs, history of jazz	Composite: Composition Context: how can we write our own music? Creating own score w/rhythm, pitch, articulation, dynamics Topic: Whole Class Brass	Composite: Composition Context: how can we write our own music? Creating own Fanfare score w/rhythm, pitch, articulation, dynamics Topic: Whole Class Brass; Fanfares	Composite: Preparing for performance Context: how can we play with awareness of a musical style? History of jazz and blues; blues improvisation Topic: Whole Class Brass	Composite: Performance Context: how to can we prepare for a performance? Prepare for perf in front of parents Topic: Whole Class Brass	Year 4
	Classroom topics	Electricity	Egyptians	Countries of the World	Anglo-Saxons	Animals and their habitats			

Developing as a musician	Upper Key Stage 2	Year 5	Composite: Performance Context: what is African music? Diversity of African music; instruments and characteristics of African music; history of the djembe; rhythm patterns; drum circle games Topic: Djembe	Composite: Performance Context: how do we play together? Playing an African rhythm - <i>Kuku</i> Topic: Djembe: working as a group, an African rhythm	Composite: Performance Context: how do we play the ukulele? History of the instrument; first chords C F G; strumming patterns; songs Topic: Ukulele	Composite: Performance Context: how do we play the ukulele? History of the instrument; first chords C F G; strumming patterns; songs Topic: Ukulele	Composite: Performance and composition? Context: what a sea shanty? History of the sea shanty; improvising using pentatonic scale; composition Topic: Orff Instruments	Composite: Composition and listening Context: how do we use structure and texture in performance? Instruments of China; improvising using pentatonic scale; composition; Garageband Topic: Orff Instruments	Year 5
		Classroom topics	Planets; Aztecs	Extreme Earth	Vkings; life cycles	Alpine	Local history	Rivers	
		Year 6	Composite: Composition and performance Context: What is Samba? Intro to samba characteristics and instruments; syncopation; mestre signals; learn Samba piece (Samba Insetos); paradinhas (break) Topic: Samba set	Composite: Composition and performance Context: What is Samba? Syncopation; mestre signals; learn Samba piece (Samba Insetos); paradinhas (break) Topic: Samba set; preparing for public performance; group leadership	Composite: Composion/Listening/Performance Context: What is the function of music in film? How film music works; identifying composing techniques; using graphic scores; planning a film soundtrack Topic: Film Music	Composite: Composion/Listening/Performance Context: What is the function of music in film? How film music works; identifying composing techniques; using graphic scores; planning a film soundtrack Topic: Scoring own short film, <i>Something Fishy</i>	Composite: Music Technology Context: What's in a song? History of Hip Hop; creating a song using music technology; Topic: Song Writing	Composite: Music Technology Context: What's in a song? History of Hip Hop; creating a song using music technology; preparation for Y6 performance Topic: Song Writing	Year 6
		Classroom topics	Tales from the Odyssey	WW2	South America	Dance through the decades		Friendships	
	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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations								
	Key stage 1								
Pupils should be taught to:									
1 use their voices expressively and creatively by singing songs and speaking chants and rhymes									
2 play tuned and untuned instruments musically									
3 listen with concentration and understanding to a range of high-quality live and recorded music									
4 experiment with, create, select and combine sounds using the interrelated dimensions of music									
Key stage 2									
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.									
Pupils should be taught to:									
1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression									
2 improvise and compose music for a range of purposes using the interrelated dimensions of music									
3 listen with attention to detail and recall sounds with increasing aural memory									
4 use and understand staff and other musical notations									
5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians									
6 develop an understanding of the history of music									
Strands of learningBuilding Blocks									
Active listeningPulse									
Composing and improvisingRhythm									
PerformingMelody (and notation)									
Singing									

[illegible]