



# Curriculum Map Music

**Intent**

The intent for the music curriculum is to enthuse, engage and inspire children through a high quality, sequenced and enriched music curriculum. We want children to have high aspirations for themselves and their future, to prepare them for life after primary school and to support them in developing the core values that we think will help them to succeed. At West Heath we champion every child to, 'Be a Star Shine Bright!'

**Implementation**

We teach music weekly. Each lesson is taught by the class teacher and uses the Charanga scheme of work to deliver the curriculum. With a focus on the dimensions of music (pulse, pitch, dynamics, rhythm, texture and tempo) as well as listening to, improvising, singing and composing music, we plan to provide our children with a quality, enriched and engaging music education.

**Impact**

At West Heath our Music curriculum will develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Our Children will be able to enjoy music, in as many ways as they choose - either as listener, creator or performer. They will be able to dissect music and comprehend its parts. They will be able to sing and feel a pulse. They will have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

MUSIC CURRICULUM MAP						
EYFS						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>			Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
<b>Focus Question</b>			Can you explore family, friends, people and music from around the world?	Can you explore animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea and space?	Can you listen to music with concentration?	Can you remember your learning from this year?
<b>Head Knowledge</b>			Musical themes: Pulse, clap and play rhythm and melodic patterns, high and low sounds. Listening to the additional six songs/pieces in this unit will support and enrich the children's understanding of its theme. Vocabulary: Pulse, rhythm, pitch, high	Musical themes: Find and share pulse ideas, clap and play rhythm and melodic patterns, high and low sounds. Listening to the additional six songs/pieces in this unit will support and enrich the children's understanding of its theme.	Musical themes: Pulse, rhythm and pitch in the context of Funk music. Listening to the additional five songs/pieces in this unit will support and enrich the children's understanding of Funk music. Vocabulary: Pulse, rhythm, pitch, high sounds, low	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

			sounds, low sounds, tempo, perform, rap, unison, congo, rondo, concerto, phrase. Most children should respond to music, inventing their own ways to find the pulse. Some children will be able to play the pulse on an instrument.	Vocabulary: Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison. Most children should respond to music, searching out a steady pulse to move to. Some children will be able to create their own actions and patterns.	sounds, tempo, perform, rap, unison, Funk. Most children should respond to music, in the context of Funk music. Some children will be able to share and assess their own performance	
<b>Skills Hands</b>	Find pulse as they listen to music  Recognise and name instruments they hear  Improvise and compose using simple rhythms		Enjoy listening to the music and responding to music through dancing or other movement.  Enjoy listening to the music and responding to different speeds through dancing or other movement.  Find the pulse in different ways and	Enjoy listening to the music and responding to music through dancing or other movement.  Enjoy listening to the music and responding to different speeds through dancing or other movement.  Find the pulse in different ways and	Find the pulse in different ways and show this through actions eg funky monkey, funky chicken or funky bear  Copy back the rhythm of words from the video.  Clap the rhythm of words from the song	Listen and appraise classical music  Sing in a group  Play instruments within a song  Improvise with voice and instruments  Compose their own rhythm and melodies

			<p>show this through actions eg marching, jumping, moving</p> <p>Copy back the rhythms of phrases in the song.</p> <p>Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.</p> <p>Play a 1-note pattern in time with the pulse</p> <p>Learn to sing or rap the songs in unison with support.</p> <p>Add actions or substitute a word in some sections.</p> <p>Choose one of the songs or the rap and perform it with any actions you have created</p>	<p>show this through actions eg marching, jumping, moving</p> <p>Copy back the rhythms of phrases in the song.</p> <p>Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.</p> <p>Play a 1-note pattern in time with the pulse</p> <p>Learn to sing or rap the songs in unison with support.</p> <p>Add actions or substitute a word in some sections.</p> <p>Choose one of the songs or the rap and perform it with any actions you have created</p>	<p>Play the pulse with a pitched note or untuned percussion instrument</p> <p>Add one pitched sound to the rhythm of words and short phrases from the song.</p> <p>Learn to sing the songs in unison with support.</p> <p>Add actions or substitute a word in some sections</p> <p>Choose one of the songs and perform it with any actions you have created.</p> <p>Listen back to the performance.</p>	<p>Share and perform learning that has taken place</p>
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			Listen back to the performance	Listen back to the performance		
<b>Heart (Values)</b>	Respect Honesty Empathy Collaboration Resilience Determination Excellence					

Year 1						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Hey You!		In The Groove		Your Imagination	Reflect, Rewind and Replay
<b>Focus Question</b>	Can you find the pulse as you listen to the music?		Can you be in the groove with different styles of music?		Can you use your imagination?	Can you remember your learning from this year?

<p><b>Head Knowledge</b></p>	<p>Know that music has a steady pulse, like a heartbeat</p> <p>Know how pulse, rhythm and pitch work together</p> <p>Know that we can create rhythms from words, names, food, colours and animals</p> <p>Know how to create own rhythms</p> <p>Key vocabulary: pulse, rhythm, pitch, rap, improvise, compose, melody, bass, guitar, drums, decks, perform</p>		<p>Know that music has a steady pulse, like a heartbeat</p> <p>Know that we can create rhythms from words, names, food, colours and animals</p> <p>Know how to create own rhythms</p> <p>Know how to identify five different musical styles: Blues, Baroque, Latin, Irish Folk and Funk and name some of them</p> <p>Key vocabulary: Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove</p>		<p>Know that music has a steady pulse, like a heartbeat</p> <p>Know that we can create rhythms from words, names, food, colours and animals</p> <p>Know how to create own rhythms</p> <p>Know how to recognise two or more instruments they hear</p> <p>Key vocabulary: Keyboards, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination</p>	<p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
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<p><b>Skills</b></p> <p><b>Hands</b></p>	<p>Find pulse as they listen to music</p> <p>Recognise and name instruments they hear</p> <p>Improvise and compose using simple rhythms</p>		<p>Listen to different musical styles</p> <p>Find pulse as they listen to music</p> <p>Copy and clap back rhythms</p> <p>Compose own rhythms</p> <p>Sing in different styles</p> <p>Play instruments using one or two notes</p> <p>Improvise using the notes C+D</p> <p>Compose a simple melody</p> <p>Perform in a group</p>		<p>Find the pulse and use imagination to find the pulse</p> <p>Copy and clap back rhythms</p> <p>Compose own rhythms</p> <p>Sing in unison and in two parts</p> <p>Play instruments accurately and in time as part of a performance using the notes C and D</p> <p>Perform in a group</p>	<p>Listen and appraise classical music</p> <p>Sing in a group</p> <p>Play instruments within a song</p> <p>Improvise with voice and instruments</p> <p>Compose their own rhythm and melodies</p> <p>Share and perform learning that has taken place</p>
<p><b>Heart (Values)</b></p>	<p>Respect Honesty Empathy Collaboration Resilience Determination Excellence</p>					

**MUSIC CURRICULUM MAP**

**Year 2**

<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	Hands, Feet, Heart		I Wanna Play In A Band		Friendship Song	Reflect, Rewind and Replay
<b>Focus Question</b>	Can you identify the pulse, rhythm and pitch in South African music?		Can you identify the pulse, rhythm and pitch in Rock music?		Can you use music to show friendship?	Can you remember your learning from this year?

<p><b>Head Knowledge</b></p>	<p>Know that music has a steady pulse</p> <p>Know that we can create rhythms from words, names, food, colours and animals</p> <p>Know that rhythms are different from pulse</p> <p>Know we add high and low sounds, pitch, when we sing and play instruments</p> <p>Know how to create own rhythms</p> <p>Key vocabulary: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question</p>		<p>Know that music has a steady pulse</p> <p>Know that we can create rhythms from words, names, food, colours and animals</p> <p>Know that rhythms are different from pulse</p> <p>Know we add high and low sounds, pitch, when we sing and play instruments</p> <p>Know how to create own rhythms</p> <p>Recognise and name some of the instruments/voices they hear</p> <p>Know this unit is about Rock music</p> <p>Key vocabulary: Keyboard, drums,</p>		<p>Know that music has a steady pulse</p> <p>Know that we can create rhythms from words, names, food, colours and animals</p> <p>Know that rhythms are different from pulse</p> <p>Know we add high and low sounds, pitch, when we sing and play instruments</p> <p>Know how to create own rhythms</p> <p>Recognise and name some of the instruments they hear</p> <p>Key vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm,</p>	<p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music</p>
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	and answer, melody, dynamics, tempo		bass, electric guitar, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo		pitch, improvise, compose, perform, audience, melody, dynamics, tempo	
<b>Hands Skills</b>	<p>Find the pulse and march in time with the pulse</p> <p>Copy and clap back rhythms</p> <p>Compose simple rhythms</p> <p>Play instruments accurately and in time with the notes G, A and C</p> <p>Improvise using the notes C and D</p> <p>Compose a simple melody using simple rhythms as part of a performance</p> <p>Perform in a group</p>		<p>Find the pulse and march to the pulse</p> <p>Copy and clap back rhythms</p> <p>Compose own rhythms for others to copy back</p> <p>Sing and dance together, in time and using actions</p> <p>Play instruments accurately and in time using the notes D and C</p> <p>Improvise in lessons and performance using the note F</p> <p>Compose a simple melody using</p>		<p>Decide how to find the pulse</p> <p>Clap the rhythm of names and colours</p> <p>Compose own rhythms for others to copy back</p> <p>Sing in two parts</p> <p>Play instruments accurately and in time using the notes E and G</p> <p>Improvise in lessons and as part of a performance using the note C</p> <p>Compose a simple melody using simple rhythms and use as part of a</p>	<p>Listen and appraise classical music</p> <p>Sing in a group</p> <p>Play instruments within a song</p> <p>Improvise with voice and instruments</p> <p>Compose their own rhythm and melodies</p> <p>Share and perform learning that has taken place</p>

			simple rhythms and use as part of a performance using the notes F, G and A Perform in a group		performance using the notes E and G Perform in a group	
<b>Heart (Values)</b>	Respect Honesty Empathy Collaboration Resilience Determination Excellence					

MUSIC CURRICULUM MAP						
Year 3						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds		Bringing Us Together	Reflect, Rewind and Replay
<b>Focus Question</b>	Do you understand the features of RnB music?	Can you explore and develop playing skills using the glockenspiel?	Can you understand the features of Reggae music?		Can you identify the themes of friendship, peace, hope and unity within Disco music?	Can you remember your learning from this year?

<p><b>Head Knowledge</b></p>	<p>Know the difference between pulse and rhythm</p> <p>Know how pulse, rhythm and pitch work together to create a song</p> <p>Know the structure of a piece of RnB music: introduction, verse, chorus</p> <p>Key vocabulary: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody</p>	<p>Know the difference between pulse and rhythm</p> <p>Know how pulse, rhythm and pitch work together to create a song</p> <p>Key vocabulary: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody</p>	<p>Know the difference between pulse and rhythm</p> <p>Know how pulse, rhythm and pitch work together to create a song</p> <p>Know the structure of a piece of Reggae music: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus</p> <p>Key vocabulary: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody,</p>		<p>Know the difference between pulse and rhythm</p> <p>Know how pulse, rhythm and pitch work together to create a song</p> <p>Key vocabulary: Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody</p>	<p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music</p>
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			Reggae, pentatonic scale			
<b>Hands Skills</b>	<p>Identify the introduction, verse and chorus in a piece of music</p> <p>Identify the instruments/ voices used</p> <p>Find the pulse while listening to music</p> <p>Copy back and invent rhythmic and melodic patterns</p> <p>Sing in 2 parts</p> <p>Play instruments accurately and in time as part of a performance using the notes F, G and C by ear</p>	<p>Play and read the notes C, D, E and F</p> <p>Improvise using the notes C and D</p> <p>Compose using the notes C, D, E and F</p> <p>Perform in a group using improvisations, instrumental performances and compositions</p>	<p>Identify the structure of Reggae music</p> <p>Identify the instruments/voices used</p> <p>Find the pulse while listening to music</p> <p>Copy back, play and invent rhythmic and melodic patterns</p> <p>Sing in unison</p> <p>Play instruments accurately and in time as part of a performance using the notes G and A</p> <p>Improvise in lessons and as part</p>		<p>Find the pulse while listening to music</p> <p>Identify the instruments/ voices used</p> <p>Explain how the words of a song tell a story</p> <p>Copy back, play and invent rhythmic and melodic patterns</p> <p>Sing in 2 parts</p> <p>Play instruments accurately and in time as part of a performance using the notes G, A and C</p>	<p>Listen and appraise classical music</p> <p>Sing in a group</p> <p>Play instruments within a song</p> <p>Improvise with voice and instruments</p> <p>Compose their own rhythm and melodies</p> <p>Share and perform learning that has taken place</p>

	<p>Improvise in the lessons and as part of a performance using the notes C and D</p> <p>Compose a simple melody using simple rhythms and use it as part of a performance using the notes C, D and E</p> <p>Perform in a group</p>		<p>of a performance using the notes C and D</p> <p>Compose a simple melody using simple rhythms and use it as part of a performance using the notes C,D and E</p> <p>Perform in a group</p>		<p>Improvise in lessons and as part of a performance using the notes C and A</p> <p>Compose a simple melody using simple rhythms and use as part of a performance using the notes C, A and G</p> <p>Perform in a group</p>	
<b>Heart (Values)</b>	<p>Respect   Honesty   Empathy   Collaboration   Resilience   Determination   Excellence</p>					

<b>MUSIC CURRICULUM MAP</b>						
<b>Year 4</b>						
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	Mamma Mia	Glockenspiel Stage 2	Stop!		Blackbird	Reflect, Rewind and Replay

<b>Focus Question</b>	Do you understand the features of pop music from ABBA?	Can you explore and develop your playing skills using the glockenspiel?	Do you understand the features of grime music?		How can music reflect equality and civil rights?	Can you remember your learning from this year?
<b>Head Knowledge</b>	<p>Know the difference between pulse and rhythm and be able to keep the internal pulse</p> <p>Know the basic structure of Pop music</p> <p>Key vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison</p>	<p>Know the difference between pulse and rhythm and be able to keep the internal pulse</p> <p>Key vocabulary: Rhythmic patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure</p>	<p>Know the difference between pulse and rhythm</p> <p>Know the structure of grime: Introduction, 6 rapped verses, each with a sung chorus</p> <p>Key vocabulary: Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo</p>		<p>Know the difference between pulse and rhythm and be able to keep the internal pulse</p> <p>Key vocabulary: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo</p>	<p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music</p>

<p><b>Hands Skills</b></p>	<p>Identify the structure of a piece of pop music: Introduction, verse, bridge, chorus</p> <p>Identify the instruments/ voices used</p> <p>Find the pulse while listening to music</p> <p>Copy back, play and invent rhythmic and melodic patterns</p> <p>Sing in unison</p> <p>Play instruments accurately and in time as part of a performance using the notes G and A by ear and from notation</p> <p>Improvise in the lesson and as part of a performance</p>	<p>Revise, play and read the notes C, D, E, F and G</p> <p>Compose using the notes C, D, E, F and G</p> <p>Perform individually and as part of a group</p>	<p>Identify the structure of grime music</p> <p>Identify the instruments/ voices used</p> <p>Find the pulse while listening to music</p> <p>Copy back, play and invent rhythmic and melodic patterns</p> <p>Sing and rap in unison and in parts</p> <p>Compose own rapped lyrics about a chosen theme</p> <p>Perform individually and as part of a group</p>		<p>Identify the themes of equality and civil rights within music</p> <p>Identify instruments/ voices used</p> <p>Identify whether lyrics within a song tell a story</p> <p>Copy back, play and invent rhythmic and melodic patterns</p> <p>Sing in unison</p> <p>Play instruments accurately and in time as part of a performance using the notes C and G by ear</p> <p>Improvise in lessons and as part of a performance using the notes C and D</p> <p>Compose a simple melody using</p>	<p>Listen and appraise classical music</p> <p>Sing in a group</p> <p>Play instruments within a song</p> <p>Improvise with voice and instruments</p> <p>Compose their own rhythm and melodies</p> <p>Share and perform learning that has taken place</p>
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	using the notes G and A  Compose a simple melody using rhythms and use it as part of a performance using the notes G, A and B				simple rhythms and use it as part of a performance using the notes C, D and E  Perform individually and as part of a group	
<b>Heart (Values)</b>	Respect Honesty Empathy Collaboration Resilience Determination Excellence					

MUSIC CURRICULUM MAP						
Year 5						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air		Reflect, Rewind and Replay
<b>Focus Question</b>	Do you understand the features of rock music,	Do you understand the features of Jazz, improvisation and Swing?	Do you understand the features of Pop Ballads?	Do you understand the features of Old-School Hip-Hop?		Can you remember your learning from this year?

	specifically rock anthems?					
<b>Head Knowledge</b>	<p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse</p> <p>Know the structure of a rock anthem: Introduction, verse 1, bridge, chorus, introduction, verse 2, bridge, chorus, guitar solo, bridge, chorus</p> <p>Key vocabulary: Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff,</p>	<p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse</p> <p>Know the structure of the Three Note Bossa: Introduction tune, lead tune, lead repeated, improvisation, lead</p> <p>Know the structure of the Five Note Swing: 8-bar introduction, 8-bar tune repeated, middle 8, lead, lead</p> <p>Key vocabulary: Appraising, Bossa Nova, syncopation, structure, Swing,</p>	<p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse</p> <p>Know the structure of a Pop Ballad: Piano introduction, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending</p> <p>Key vocabulary: Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm,</p>	<p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse</p> <p>Know the structure of Old-School Hip-Hop: Piano introduction, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending</p> <p>Key vocabulary: Old-School Hip-Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover,</p>		<p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music</p>

	hook, improvise, compose	tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo	pitch, tempo, dynamics, timbre, texture, structure	pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure		
<b>Hands Skills</b>	<p>Identify the structure of a rock anthem</p> <p>Identify the instruments/ voices used</p> <p>Find the pulse whilst listening to music</p> <p>Identify changes in tempo, dynamics and texture</p> <p>Copy back rhythm and pitch and question and answer</p> <p>Sing in unison</p> <p>Play instruments accurately and in time as part of a</p>	<p>Identify the structure of the Three Note Bossa</p> <p>Identify the structure of the Five Note Swing</p> <p>Identify the instruments/ voices used</p> <p>Play instruments (Glockenspiels and/or recorders) with the music by ear using the notes G, A, B, D, E, G, A and B</p> <p>Improvise in a Bossa Nova style using the notes G, A and B</p>	<p>Identify the structure of a Pop Ballad</p> <p>Identify the instruments/voices used</p> <p>Find the pulse as you listen to the music</p> <p>Comment on the tempo, dynamics and texture</p> <p>Copy back rhythm and pitch and question and answer</p> <p>Sing in unison</p> <p>Play instruments accurately and in time as part of a</p>	<p>Identify the structure of Old-School Hip-Hop</p> <p>Identify the instruments/ voices used</p> <p>Find the pulse as you listen to the music</p> <p>Comment on the tempo, dynamics and texture</p> <p>Copy back rhythm and pitch and question and answer</p> <p>Sing/ rap</p> <p>Play instruments accurately and in time as part of a</p>		<p>Listen and appraise classical music</p> <p>Sing in a group</p> <p>Play instruments within a song</p> <p>Improvise with voice and instruments</p> <p>Compose their own rhythm and melodies</p> <p>Share and perform learning that has taken place</p>

	<p>performance using the notes G, A and B by ear and from notation</p> <p>Improvise in lessons and as part of a performance using the notes G and A</p> <p>Compose a melody using simple rhythms and use as part of a performance using the notes G, A and B</p> <p>Perform individually and as part of a group</p>	<p>Improvise in a swing style using the notes D, E, and G</p> <p>Perform individually and as part of a group</p>	<p>performance using the notes C, D and E by ear and notation</p> <p>Improvise in lessons and as part of a performance using the notes C and D</p> <p>Compose a melody using simple rhythms and use as part of a performance using the notes C, D and E</p> <p>Perform individually and as part of a group</p>	<p>performance using the notes D and A + G and A by ear and notation</p> <p>Improvise in lessons and as part of a performance using the notes D and E</p> <p>Compose a melody using simple rhythms and use as part of a performance using the notes D, E and F</p> <p>Perform individually and as part of a group</p>		
<b>Heart (Values)</b>	<p>Respect   Honesty   Empathy   Collaboration   Resilience   Determination   Excellence</p>					

<b>MUSIC CURRICULUM MAP</b>						
<b>Year 6</b>						
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	Happy	Classroom Jazz 2		You've Got A Friend	Music and Me	Reflect, Rewind and Replay

<b>Focus Question</b>	Do you understand the features of Pop/ Neo Soul?	Can you develop your understanding of Jazz, Improvisation and composition?		Can you understand the features of music by Carole King?	How can music reflect the theme of identity?	Can you remember your learning from this year?
<b>Head Knowledge</b>	<p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse</p> <p>Know the structure of Pop/ Neo Soul music</p> <p>Key vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove,</p>	<p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse</p> <p>Know the structure of the song</p> <p>Key vocabulary: Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of</p>		<p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse</p> <p>Know the structure of the song</p> <p>Key vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights,</p>	<p>Know about their own contribution to a composition</p> <p>Talk about music of featured artists</p> <p>Talk about any musical connection with previous knowledge and understanding</p> <p>Talk about why female artists are important</p> <p>Know why they have chosen certain lyrics and themes within their composition</p> <p>Key vocabulary: Gender, racism, rap, lyrics, turntablist, DJing,</p>	<p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music</p>

	Motown, hook, riff, solo	music, hook, riff, solo		gender equality, unison, harmony	producer, Electronic and Acoustic music, culture, identity, inspirational	
<b>Hands Skills</b>	<p>Describe the style indicators of the music</p> <p>Describe the structure of the song</p> <p>Identify the instruments/voices heard</p> <p>Talk about the musical dimensions used in a song</p> <p>Copy back rhythm and pitch and question and answer</p> <p>Sing in two parts</p> <p>Play instruments accurately and in time as part of a performance using</p>	<p>Describe the style indicators of the music</p> <p>Describe the structure of the song</p> <p>Identify the instruments/voices heard</p> <p>Talk about the musical dimensions used in a song</p> <p>Play instruments with the music by ear using the notes C, D, E, F, G, A, B and C + C, Bb, G, F and C</p> <p>Improvise using the notes C, D, E, F and G + C, Bb and G</p>		<p>Describe the style indicators of the music</p> <p>Describe the structure of the song</p> <p>Identify the instruments/voices heard</p> <p>Talk about the musical dimensions used in a song</p> <p>Copy back rhythm and pitch and question and answer</p> <p>Sing in unison</p> <p>Play instruments accurately and in time as part of a performance using</p>	<p>Compose music using a range of themes and lyrics</p> <p>Discuss and evaluate own and others compositions</p> <p>Perform in an interesting and engaging way to others</p>	<p>Listen and appraise classical music</p> <p>Sing in a group</p> <p>Play instruments within a song</p> <p>Improvise with voice and instruments</p> <p>Compose their own rhythm and melodies</p> <p>Share and perform learning that has taken place</p>

	<p>the notes A + G and A, G and B</p> <p>Improvise in lessons and as part of a performance using the notes A and G</p> <p>Compose a melody using simple rhythms and use as part of a performance using the notes A, G and B</p> <p>Perform individually and as part of a group</p>	<p>Perform individually and as part of a group</p> <p>Evaluate performance based on what went well and what could be improved</p>		<p>the notes G, A and B + C, D, E and F by ear and notation</p> <p>Improvise in lessons and as part of a performance using the notes A and G</p> <p>Compose a melody using simple rhythms and use as part of a performance using the notes A, G and E</p> <p>Perform in a group</p>		
<b>Heart (Values)</b>	<p>Respect   Honesty   Empathy   Collaboration   Resilience   Determination   Excellence</p>					