

Music Long Term Plan – Curriculum Map

Music at Kingswood Parks is woven into everyday school life to provide an enriching and enjoyable experience in music for all year groups and abilities through singing and musical performances. In Year 3, the children learn the ukulele, which provides a foundation for the wider opportunities choice of violin in Year 4. Following on from this, the children may carry on the violin in small group peripatetic lessons in Year 5/6, amongst several other instrument choices for these year groups. In Year 5, children have the opportunity to learn to play steel pans, which complements their music unit of percussion in Year 6. Children are able to sing in a school choir and perform in a keyboard club. Children with additional needs are given the opportunity to participate in SEND specific music lessons.

EYFS – Foundation Stage One

Listen and Appreciate	Compose	Perform	Musicianship / Language
<p>Key Concept – Musical sounds and movement Big Question: How do I feel when I listen to music? Curricular Goal: Pupils can listen with increased attention to different music, expressing their thoughts and feelings</p>	<p>Key Concept – Pulse and patterns Big Question: Do all instruments sounds the same? Curricular Goal: Pupils can explore playing different instruments with increasing control to express their feelings and ideas</p>	<p>Key Concept – Pitch Big Question: How does my voice change when I am singing? Curricular Goal: Pupils can sing the melodic shape of familiar songs and the pitch of a tone sung by another person</p>	<p>Pulse and beat: Clap or tap to the pulse of songs and music Rhythm: Tap a simple rhythm Pitch: Practice using a singing voice, matching the pitch and melody of another person</p>

EYFS – Foundation Stage Two

Listen and Appreciate	Compose	Perform	Musicianship / Language
<p>Key Concept – Musical sounds and movement Big Question: When listening to music do I always feel the same? Curricular Goal: Pupils can listen attentively and talk about music expressing their feelings and responses</p>	<p>Key Concept – Pulse and patterns Big Question: What is a steady beat? Curricular Goal: Pupils can engage in music making keeping a steady beat using instruments and sound makers</p>	<p>Key Concept – Pitch Big Question: Can I use actions to songs and move in time to music? Curricular Goal: Pupils can use their voice to sing a in a group or on their own, increasingly matching the pitch and following the melody</p>	<p>Pulse and beat: Walk, move or clap a steady beat using body percussion and classroom percussion Rhythm: Tap a simple rhythm to accompany words. Replicate choreographed dances from around the world Pitch: Introduce different kinds of music from around the world, including traditional and folk music from Britain Listen attentively to music and discuss changes and patterns as a piece of music develops Play pitch matching games, humming or singing short phrases to copy. Sing call and response songs for children to echo phrases</p>

Year 1

Listen and Appreciate	Compose	Perform	Musicianship / Language
<p>Key Concept – Musical sounds and movement Big Question: What do you listen for when you are listening to a piece of music? Curricular Goal: Pupils listen with high concentration and understand a range of high quality live and recorded music</p>	<p>Key Concept – Pulse and patterns Big Question: Can you use the pulse and pattern to compose your own song? Curricular Goal: Pupils compose music by experimenting with sounds to create aquarium inspired music and draw sounds using graphic symbols</p>	<p>Key Concept – Pitch Big Question: Is it different singing to an audience? Curricular Goal: Pupils use their voice expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Pulse and beat: Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Using body percussion and classroom percussion play repeated patterns (both rhythm and pitch based). Rhythm: Respond to the pulse in recorded/live music through movement and dance. Perform short copycat rhythm patterns accurately short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform short repeating rhythm patterns while keeping in time with a steady beat. Perform word-pattern chants and create, retain, and perform their own rhythm patterns. Pitch: Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in low and high voices and talk about the difference in sound. Explore percussion sounds to explore storytelling. Follow pictures and symbols to guide singing and playing.</p>

Year 2

Listen and Appreciate	Compose	Perform	Musicianship / Language
<p>Key Concept – Musical sounds and movement Big Question: How does music help you imagine the world around you? Curricular Goal: Pupils listen to and explore high quality recorded and live music using art</p>	<p>Key Concept – Rhythm and pulse Big Question: Can you follow a graphic score? Curricular Goal: Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music</p>	<p>Key Concept – Call and response Big Question: Do actions make your performance better? Curricular Goal: Pupils use their voice expressively and creatively by singing songs with actions</p>	<p>Pulse and Beat: Mark the beat of a listening piece by tapping or clapping, and recognising tempo, as well as changes in tempo. Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. Begin to group beats in twos and threes by tapping knees on the first beat and clapping the remaining beats. Identify the beat groupings in familiar music that they sing regularly and listen to pieces with strong identifiable beat groupings. Rhythm: Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point. Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchets rests. Pitch: Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument, or backing track. Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). m Recognise dot notation and match it to three-note tunes played on tuned percussion</p>

Year 3			
Listen and Appreciate	Compose	Perform	Musicianship / Language
Key Concept – High and low phrases Big Question: What makes one piece of music more enjoyable than another? Curricular Goal: Pupils use musical vocabulary to describe the difference between two pieces of music	Key Concept – Rhythm Big Question: What different stimuli do musicians use? Curricular Goal: Pupils compose music in response to different stimuli	Key Concept – Notes A and C Big Question: What does Salsa rhythm sound like? Curricular Goal: Pupils play a short piece on a ukulele	Crotchet, Quaver, Minim Stave, treble clef, Pizzicato, Arco ,Pulse, Rhythm Pitch, Tempo, Dynamics, Texture Genre Forte Piano Crescendo Diminuendo
Year 4			
Listen	Compose	Perform	Musicianship / Language
Key Concept – Music notation and treble clef Question: What is the role of different instruments in an orchestra? Curricular Goal: Pupils play as a part of an ensemble	Key Concept – Melody Big Question: What is a pentatonic phrase? Curricular Goal: Pupils play a piece of music from memory	Key Concept – Texture Big Question: How does texture effect the sound of an orchestral piece? Curricular Goal: Pupils perform melodies using a violin	Crotchet, Quaver, Minim Stave, treble clef, Pizzicato, Arco ,Pulse, Rhythm Pitch, Tempo, Dynamics, Texture Genre Forte Piano Crescendo Diminuendo
Year 5			
Listen	Compose	Perform	Musicianship / Language
Key Concept – Music from around the world Big Question: Do music from different cultures have the same elements? Curricular Goal: Pupils compare music from two different cultures	Key Concept – Melody and harmony Big Question: What is the effect of repetition in music? Curricular Goal: Pupils work in pairs to create a short ternary piece	Key Concept – Dynamics Big question: How does dynamic contribute to the meaning of a musical piece? Curricular Goal: Pupils perform songs from around the world	Crochet /Paired quavers/ minims/ rests/ allegro/ adagio/accelerando/ rallentando/ stave /forte/ crescendo / stave/forte/crescendo/decrescendo / time signatures /semibreves/ semiquavers/ range of an octave, dynamics: fortissimo, piano, pianissimo, forte , piano
Year 6			
Listen	Compose	Perform	Musicianship / Language
Key Concept – Music Cover Big Question: Is cover music as valuable as the original? Curricular Goal: Pupils compare and contrast the impact that different composers from different times have had on people of the time	Key Concept – Repetition & contrast , pentatonic scale Big Question: What effect does a hook have on a piece of music? Curricular Goal: Pupils create music with multiple sections	Key Concept – Pentatonic scale Big Question: What effect does folk culture have on the style of music? Curricular Goal: Pupils can improvise a short piece of music using a pentatonic scale	Crochet /Paired quavers/ minims/ rests/ allegro/ adagio/accelerando/ rallentando/ stave /forte/ crescendo / stave/forte/crescendo/decrescendo / time signatures /semibreves/ semiquavers/ range of an octave

Kingswood Parks
PRIMARY SCHOOL