

## MUSIC CURRICULUM MAP 2017 - 2018

	Term One	Term Two	Term Three
<b>Nursery Red</b>	<p><b>Nursery Rhymes</b> W.A.L.T Find our singing voice and discover pitch Sing different songs, accompanied and unaccompanied. Play instruments by shaking, scraping and tapping. Start and stop together</p>	<p><b>Nursery rhymes continued</b> W.A.L.T. Respond to the singing register.. Respond to hand signs. Play loud, quiet, fast and slow. Play the rhythm of songs Use body percussion and instruments to accompany these songs.</p>	<p><b>OSCAR AND FRIENDS</b> SEA SONGS WALT Develop rhythmic patterns using puppets names:- Oscar, Henrietta, Nicholas, Joe, Sheila. Recognise the patterns from each puppet and from the sea songs.</p>
<b>Reception Emerald Turquoise</b>	<p><b>Goldilocks and the 3 bears</b> Learning the Goldilocks song with class teacher using actions to tell the story. Pitch &amp; Rapping W.A.L.T. Sing the Goldilocks song and use different instruments (scraping, shaking and tapping) to accompany each verse. Understand different pitch of high, medium, low.</p>	<p><b>Jack and the Beanstalk</b> W.A.L.T. Respond with confidence to the singing register. Make up music to go with the various characters of the story. Play slow and loud. Play fast and quiet. Create sound effects to the story. Clap and play the rhythms of songs. Clap or play a steady beat in a small group and within a whole class. Use voices in different pitch. Start and stop together.</p>	<p><b>The three Billy Goats Gruff</b> Learning 4 songs which tell the story. Accompanying the songs in groups <b>Dance:- Jack And The Giant</b> W.A.L.T. Tell the story of Jack and the Giant through dance. Use finger play then whole body movements to the recorded music of the 18<sup>th</sup> Century Contradanse.</p>
<b>Year 1 Yellow Green</b>	<p><b>Playing the Curriculum-OCM Pilot Project</b> W.A.L.T. CREATE, DISCOVER, COMPOSE BY Empowering the musicality of all children <b>The Nativity/</b> Perform songs for <b>THE NATIVITY</b></p>	<p><b>Playing the Curriculum-OCM Pilot Project</b> W.A.L.T. Use playfulness, inspiration, exploratory momentum and spontaneity in approaches to music</p>	<p><b>Playing the Curriculum-Pilot Project</b> W.A.L.T. Reach towards musical horizons beyond conventional song forms, harmonies, instruments and notation</p>
<b>Year 2 Blue Orange</b>	<p><b>Doo-Day Rhythms</b> W.A.L.T. Echo short melodic phrases. Identify if pitch is getting higher or lower or staying the same. Play instruments to a steady beat. Perform a rhythmic accompaniment to a song. Play ostinato. Sing a variety of songs with more accuracy. Echo short sung melodic phrases. Recognise different qualities of sound. (timbre)</p>	<p><b>Singing</b> W.A.L.T. Sing words clearly and breathe at the ends of phrases. Convey the mood of the songs. Sing a variety of songs with more accuracy in pitch. Sing with a sense of control. Use actions to songs. Sing in 2 or 3 parts maintaining own part.(Rounds). Perform with confidence to an audience. Recognise a few orchestral instruments from a picture.</p>	<p><b>Composing and exploring</b> W.A.L.T. Compose a piece of music which has a beginning, middle and end. (Structure). Compose music which conveys different moods. Describe the mood of a piece of music (angry, sad, dreamlike, cheerful etc). Compose music in small groups to match a picture or story.</p>

<p><b>Year 3</b> <b>Pink</b> <b>Crimson</b></p>	<p><b>Wider Opps Recorder Sep-Oct only</b> LEARNING OBJECTIVES. Show increasing awareness of pitch. Read and play the notes G A B in a variety of different orders. Copy back a short phrase by ear. Play a variety of pieces which use rests. Understand the duration of notes, whether they have 1, 2, or 4 beats.</p> <p><b>From November:- 5 week music plan with class teacher.</b> Recognise a variety of Orchestral instruments visually and aurally. Benjamin Britten :- Young person's guide.</p>	<p><b>Wider Opps Recorder &amp; Soh, Mi And Lah</b> LEARNING OBJECTIVES. Understand the breathing and the tonguing in recorder playing. Play pieces which give instructions through musical vocabulary. Sing songs with an awareness of the phrases Sing and play Mi Soh and Lah showing the Kodaly hand signs. Read Mi Soh &amp; Lah from notation. Read, clap and play a variety of rhythms from notation. Learn about the instruments of the orchestra.</p>	<p><b>8 Beat Rhythmic Phrases</b> LEARNING OBJECTIVES Compose a short 8 beat rhythm. Individually and in a small group. and sustain it over a variety of different rhythms. Compose music to a story or picture. Compose a simple rhythmic accompaniment to go with a song, using Ostinato. Watch a variety of orchestral videos, naming instruments and describing the music.</p>
<p><b>Year 4</b> <b>Purple</b> <b>Brown</b></p>	<p><b>Ukulele</b> LEARNING OBJECTIVES. Learn the names of the 4 strings Learn to tune them. Recognise the pitch of each string. Learn the parts of the Ukulele Learn to strum. Learn chords of:- G:F;G7:Amin Learn an up stroke Learn a song to play on the Ukulele <b>THE NATIVITY</b></p>	<p><b>Ukuleles in small groups plus SINGING</b> LEARNING OBJECTIVES. Revise all learnt in term 1 Plus Learn to accent on the 1<sup>st</sup> beat of the bar. Learn to read the chord grids.Learn new chords. Learn new pieces.</p> <p>Sing a 2 part round. Sing songs showing changes of dynamics. Know when to start and stop a song by following a director. Sing a variety of songs showing musical expression.</p>	<p><b>Canons and Body Percussion</b> LEARNING OBJECTIVES. Recognise the structure of songs as either a verse/chorus or call/response. Create a simple 2 phrase pentatonic tune. Read and play short melodic phrases from notation. Read and perform from symbols, a body percussion piece. Perform BP in different metres. 14 children on Ukuleles paired lessons. Perform in a concert to rest of school and parents. Summer term- Cultural evening</p>
<p><b>Year 5</b> <b>Grey</b> <b>Violet</b></p>	<p><b>African music/Djembes</b> LEARNING OBJECTIVES Play a variety of West African drum patterns in 3 parts. Recognise the different Malinke patterns. Play the djembe using Bass, Tone and Slap. Hold the djembe correctly and produce a good sound when playing. Improvise as a soloist a short pattern over a steady beat. Sing a 2 part song with confidence .Perform songs from memory with attention to phrasing, dynamics and accuracy of pitch.</p>	<p><b>African Music/Djembes</b> LEARNING OBJECTIVES. Copy back a variety of rhythms. Play in metres of 2, 3, 4,5,6, stressing the 1<sup>st</sup> beat and understanding the mathematical connection between the metres. Lead a group of performers. Maintain a rhythm within a piece. Perform a piece with a structure. Play rhythms, keeping in time with the rest of the class. Talk about music using musical terms. Know when to start and stop a piece by following the master drummer. Record and evaluate performance as a whole class.</p>	<p><b>Metres &amp; Composing</b> LEARNING OBJECTIVE. To play instruments in different metres. Maintain a rhythmic or melodic accompaniment to a song, using ostinato. Read a body percussion piece which uses Mathematical Symbols. In 3 groups perform metres of 2, 3, 5 at the same time. Compose a piece of music to a picture or story/poem within a small group.</p>

<p><b>Year 6</b> <b>Lilac</b> <b>Indigo</b></p>	<p><b>Minimalist Music And body percussion</b> <b>LEARNING OBJECTIVES</b> Create a piece of Minimalist music based on the John Adams piece, "Short ride in a fast machine" Understand how the piece is created using a steady beat throughout with a variety of repeated patterns on top. Maintain own rhythmic part in a small ensemble. Use body percussion to perform a canon and perform in 2 or 3 groups using different metres of 2, 3 &amp; 5.</p>	<p><b>Creating And Improvising</b> <b>LEARNING OBJECTIVES</b> Read and play with confidence from conventional notation. Sing confidently with expression. Lead a group of instrumental performers. Maintain own part on a pitched instrument in a small ensemble. Recognise and identify a wide range of orchestral instruments. Improvise using pitched instruments over an 8 beat phrase.</p>	<p><b><u>LEAVERS ASSEMBLY</u></b>  <u>Learning songs from "West Side Story</u>  Putting in dance moves (copying or made up) to the Mambo music To sing in time as a whole year group whilst being at pitch and using a melodic tone.</p>