

Primary Phase Curriculum Map 2020-21



William Hulme's Grammar School
The best in everyone™
Part of United Learning

Subject Area:

Music

At William Hulme's Grammar School, we believe that music should inspire and engage pupils from a young age. It builds confidence and develops skills and attitudes that support learning across the curriculum. Our intent is to provide our children with a variety of opportunities, inside and outside of the classroom, to develop their musical appreciation and explore instruments and their own voices. From the Early Years Foundation Stage (EYFS), music is embedded in daily routines, and across Key Stage 1 and Key Stage 2, all children have weekly music lessons and singing assemblies. Our Key Stage 2 choir provides the opportunity for children to develop their vocal and performance skills further and instrument lessons are available with specialist teachers. Our children gain the skills needed to create their own music and build the confidence to perform in front of their peers and larger audiences. Each year, they build on their existing musical knowledge and skills, to evaluate and discuss the effect of their own and other's compositions. This musical knowledge allows them to develop their understanding and appreciation of music from different times, cultures, composers and musicians.

The foundations of our Music curriculum are based on the Statutory Framework for EYFS (2017) and the National Curriculum (2014). We follow the Music Express scheme of learning across the school. There are five vertical concepts that run through the curriculum, which are revisited in each year group to allow our children to build on the skills they have learnt and deepen their musical understanding. These are; Composition, Vocals, Instruments, Performance and Listening Skills.

The music curriculum consists of:

- a long term plan. This gives teachers an overview of the areas that they are going to teach to ensure National Curriculum coverage.
- unit plans. These detail exact locations, features, skills and knowledge that will be taught.

Vertical Concept	Definition	Units
Composition	<p>The structure of a piece of music, including: pitch, tempo, dynamics, duration, timbre, structure and texture.</p> <p>Using understanding of this to make music.</p>	<p>Y1 – All modules Y2 – All modules Y3 - ‘Elements of Music’ ‘Music and The Media’ Y4 – ‘Elements of Music’ ‘World Percussion’ Y5 – ‘World Percussion’ Y6 – ‘School of Rock’ ‘World Percussion’</p>
Vocals	<p>Use voices creatively and expressively with an increasing level of confidence and control.</p>	<p>Y1 – All modules Y2 – All modules Y3 – ‘Elements of Music’ ‘Ukulele’ ‘Summer Singing’ Y4 – ‘Elements of Music’ ‘Ukulele’ ‘Summer Singing’ Y6 – ‘Summer Singing’</p>
Instruments	<p>Play tuned and untuned instruments with increasing accuracy, control and fluency.</p>	<p>Y1 – All modules Y2 – All modules Y3 – ‘Keyboard skills’ ‘Ukulele’ ‘Sakura’ ‘Music and the Media’ Y4 – ‘Keyboard skills’ ‘Ukulele’ ‘Black Note March’ ‘World Percussion’ Y5 – All modules except summer. Y6 – All modules except summer.</p>
Performance	<p>Play and perform for an audience. (Solo / duet / small group ensembles)</p>	<p>Y1 – ‘The Long and Short of It’ ‘Rain, Rain Go Away’ Y2 – ‘Feel the Pulse’ ‘What’s the Score?’ ‘Rain, Rain Go Away’ Y3 – ‘Elements of Music’ ‘Summer Singing’ Y4 – ‘Elements of Music’ ‘Summer Singing’ Y5 – ‘Just Play’ ‘Summer Singing’ Y6 – ‘School of Rock’ ‘Extended Keyboard Skills’ ‘Summer Singing’</p>
Listening skills	<p>Identify sounds and recognise the structure of music from varying genres.</p>	<p>Y1 – 6 – All modules.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>At the end of the EYFS, children should have met the following Early Learning Goals (ELGs) in Expressive Art and Design: Being Imaginative– children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Exploring using media and materials - Children sing songs, make music and dance, and experiment with ways of changing them.</p>					
Year 1	<p>Sounds Interesting - Exploring Sounds</p> <p>Recognise a variety of sounds. Create vocal sounds and body percussion. Use percussion instruments. Develop skill handling classroom instruments. Develop expressive ways of using the voice. Listen to the expressive use of music in 'The Little Train of Caipira'.</p>	<p>The Long and Short Of It - Exploring Duration</p> <p>Explore making long and short vocal sounds. Explore instruments to make firework sounds. Listen to the duration of sounds made by different instruments. Explore making long and short instrumental sounds. Sing 'Ho! Jack Frost' and listen to long and short sounds in the accompaniment. Sing and perform with movements.</p>	<p>Feel the Pulse - Exploring rhythm and pulse</p> <p>Move to the beat of the song, Pinocchio. Sing with accompanying instruments played on the beat. Sing a beat with clapping. Sing and clap the beat with rhythm. Sing and improvise rhythm patterns. Chant and add actions and sounds.</p>	<p>Taking Off -Exploring pitch</p> <p>Sing to make actions to match pitch. Sing to practice moving pitch. Play games responding to pitch changes with movement. Match pitch movements to action and notation. Respond to pitch movement with vocal sounds.</p>	<p>What's the Score? Exploring instruments and symbols</p> <p>Choose instrumental sounds to tell a story. Sing to practice playing instruments. Sing and choose instruments to accompany. Use score to match notation with sound. Sing and respond to symbols. Sing and make footsteps sounds.</p>	<p>Rain rain go away- Exploring timbre, tempo and dynamics</p> <p>Describe minibeasts in movement and choose sounds to accompany vocal patterns. Sing and add an instrumental accompaniment. Sun and rain song rehearsals. Prepare a complete score for a class composition. Prepare a performance and perform.</p>
Year 2	<p>The Long and short of it – Exploring duration</p> <p>Sing sequences and make long and short vocal sounds. Accompany a song with long and short instrumental sounds. Focus on long and short sounds. Identify sequences of long and short sounds. Listen to galloping rhythms. Sing and learn instrumental accompaniments.</p>	<p>Feel the Pulse – Exploring pulse and rhythm</p> <p>Sing, move and clap at different speeds. Sing a song and mark the beat and rhythm with actions. Accompany a song with instruments. Practice recognising clapped word rhythms. Accompany a song with instruments. Perform a song layering the word rhythms on instruments.</p>	<p>Taking off - Exploring Pitch</p> <p>Demonstrate pitch movement with whole body movements. Sing, use instruments and whole body movements to demonstrate pitch movement. Listen to pitch movement in a song. Perform a song with a drone accompaniment. Plan a class arrangement of Fossils in the rock. Rehearse for a Prehistoric music show.</p>	<p>What's the score – Exploring instruments and symbols</p> <p>Sing a song to explore a variety of sounds. Explore different ways of using the voice. Make and perform sequences of vocal sounds. Use a cartoon strip to improvise music and movement. Use the Hairy Scary Castle song to create a class performance with voices, instruments and sounds.</p>	<p>Rain rain go away – Exploring timber, tempo and dynamics</p> <p>Perform a chant using voices to describe feelings. Learn to sing and use instruments to accompany Maja pade song. Describe the effect of Storm song and perform with instruments and volume control. Select and layer sounds to accompany a song. Add sounds Noah's Ark. Perform Noah's Ark and record to appraise as a class.</p>	<p>Sounds Interesting - Exploring Sounds</p> <p>Identify sounds in the environment. Explore junk instruments. Tap the beat and rhythm to songs using body percussion. Make new verses for Teatime Shout and accompany with soundmakers. Rehearse sounds to accompany a song and perform sound interludes between the verses of the song. Rehearse tapping, shaking and scraping accompaniments to three songs.</p>

Year 3	<p>Environment Select descriptive sounds to accompany a poem. Explore timbre to create a descriptive piece of music. Developing the lyrics of a song. Combine chants and sound pictures in a class performance in rondo structure.</p> <p>Building Understand how music can be organized in sequences and layers. Create music using their own ideas, choosing different musical structures.</p>	<p>Sounds Learn how sounds are produced and how instruments are classified. Understand musical conversation structure. Create a call and response.</p> <p>Poetry Enhance and extend the performance of a poem using vocal patterns. Create a piece of 'playground music'. Combine two rhythmic patterns using body and instrument percussion.</p>	<p>China Understand the pentatonic scale. Understand pitch. Perform a pentatonic song with tuned and untuned accompaniment.</p> <p>Time Identify the metre in a piece of music. Identify and play an ostinato. Perform rhythmic ostinato individually and in combination.</p>	<p>In the past Learn how to read a simple pitch notation. Use pitch notation. Read simple rhythm notation.</p> <p>Communication Represent sounds with symbols. Use voices creatively and expressively. Create and perform from a symbol score.</p>	<p>Human body Understand and perform call and response structure. Perform word rhythms. Singing in two parts. Explore sounds. Understand and perform binary form.</p> <p>Singing French Understand pitch through melody. Understand pitch through singing and playing a melody. Recognise pitch shape.</p>	<p>Ancient world Explore tuned and untuned percussion to create soothing, repetitive music based on ostinato. Explore musical phrases. Perform a round in three parts.</p> <p>Food and drink Explore simple accompaniments using beat and rhythm patterns. Use a score and combine sounds to create different musical textures. Explore different types of accompaniment.</p>
Year 4	<p>Poetry Build an extended performance piece from a poem. Use canon and ostinato as accompaniments. Use beatbox techniques to imitate a drum kit.</p> <p>The environment Explore how different timbres can be descriptive. Explore combinations of different timbres to accompany a song. Explore the descriptive music of two major composers. Compose an introduction for a song.</p>	<p>Sounds Learn about how to classify instruments. Learn about aerophones and sing a partner song. Explore the combined expressive effects of different instrument groups.</p> <p>Recycling Make instruments. Perform verse and chorus structure. Interpret improvisation and notation. Perform repeating rhythms.</p>	<p>Building Learn about verse and chorus song structure. Understand texture and layered structure. Create rhythmic ostinato. Describe the structure of a piece of orchestral music. Use rondo structure to build a performance.</p> <p>Around the world Explore the pentatonic scale. Develop listening skills and describe music using musical and non-musical terms. Combine tuned and untuned percussion and singing.</p>	<p>Ancient world Learn a verse and chorus song. Explore layers and layering. Compare and contrast structure. Play in groups, combining sections of music in a layered structure.</p> <p>Singing Spanish Sing in groups and create descriptive music. Sing in minor key groups. Perform repeated rhythms combining tuned and untuned percussion and singing.</p>	<p>Communication Copy rhythms and melodies. Use music to communicate a meaning. Play ostinato and layer into a performance.</p> <p>Time Identify the metre of a new song. Play and sing repeated patterns (ostinati) from notation. Identify how a well-known story has been told in music. Create music which tells a story.</p>	<p>In the past Learn to play a Renaissance dance from notations. Compose a fanfare. Learn a dance and play music used for celebrations. Learn and perform a 1960s pop song.</p> <p>Food and drink Combine expressive use of the voice with physical movement. Respond to sound with visual signals. Learn a traditional West African call and response song. Learn rhythmic and melodic accompaniments.</p>
Year 5	<p>Our Community Learn to sing a song and understand metre through singing and playing instruments. Conducting metres of two and three and writing lyrics. Write lyrics and extending arrangements of a song. Rehearse and develop a performance adding other media. Perform for an audience.</p>	<p>Solar system Listen to music with focus and analyse using musical vocabulary to describe its effects. Develop the use of dynamics in a song. Learn a melodic ostinato using staff notation. Develop techniques of performance rap with texture and rhythm.</p>	<p>Life cycles Sing in two and three parts. Read a melody in staff notation. Accompany a song with tuned and untuned instruments. Combine vocal sounds and instruments to create a performance, with awareness of an audience. Create musical effects using contrasting pitch. Learn about the music of an early opera.</p>	<p>Keeping Healthy Explore beat at different tempi. Sing syncopated melodies. Develop rhythm skills through singing, playing and moving. Sing and play scales and chromatic melodies. Accompany a song with sung and played drones. Develop an arrangement of a two-part song. Learn to perform a song with syncopated rhythms.</p>	<p>At the movies Understand music narrative. Use a storyboard to structure sounds. Learn about the use of sound effects to movies. Explore and use narrative structure. Compose sound effects. Identify changes in tempo and their effects. Explore the effects of music on movies.</p>	<p>Celebration Learn a melody and harmony to accompany a song. Perform ostinato and body percussion to accompany a song. Perform a song with a complex structure in four parts. Apply singing techniques to improve performance. Control short, loud sounds on a variety of instruments.</p>

		Create and present a performance of song, music and poetry.	Create descriptive music.	Arrange a complete performance of music and songs.	Explore techniques used in movie soundtracks. Create descriptive music and then evaluate and refine own compositions.	Rehearse and improve an ensemble performance and use awareness of audience.
Year 6	<p>World unite Explore beat and syncopation through song and body percussion. Develop co-ordination and rhythm skills. Develop the idea of pitch shape and relating it to movement. Arrange different musical sections to build a larger scale performance. Explore ways of combining and structuring rhythms through dance.</p>	<p>Journeys Sing in three part harmonies. Explore expressive singing. Stage a performance for an audience. Sing a pop song with backing harmony. Learn to sing major and minor note patterns accurately. Develop a song cycle performance incorporating mixed media.</p>	<p>Growth Feeling and moving to a three-beat pulse and revising rhythmic ostinato. Performing and improvising rhythmic and melodic astinati. Learn about chords and sing in harmony. Perform music and dance. Revise, rehearse and develop music for performance. Understand the process of a musical performance.</p>	<p>Roots Sing a traditional Ghanaian song and devise rhythmical action for a musical performance. Improvise descriptive music. Play rhythm cycles and combine them with a percussion piece. Sing call and response songs and develop a descriptive composition. Plan and structure pieces to make a finale. Develop and rehearse a performance and then perform to an audience.</p>	<p>Class Awards Learn music for a special occasion. Compose programme music from a visual stimulus. Sing a verse and chorus song. Write new verses for a rap. Develop a song performance and perform together. Develop a song Arrangement. Rehearse for a Performance. Perform together with awareness of audience.</p>	<p>Moving on Sing a song with expression and sustained notes. Sing in two or three-part Harmony. Perform complex song rhythms confidently. Identify the structure of a piece of music. Learn to play a melody with chordal accompaniment. Experience the effect of harmony changing. Play instrumental parts to accompany a song. Listen and understand modulation in a musical bridge. Prepare a performance.</p>
KS3	<p>In Key Stage 3, pupils build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression - improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions - use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions - identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices - listen with increasing discrimination to a wide range of music from great composers and musicians - develop a deepening understanding of the music that they perform and to which they listen, and its history. 					