

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		
Topic			Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay		
Focus Question			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?		
Head Knowledge			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.		

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

Т		1		
	show this through	show this through	Play the pulse with	Share and perform
	actions eg	actions eg	a pitched note or	learning that has
	marching, jumping,	marching, jumping,	untuned	taken place
	moving	moving	percussion	
	Comulhaelt the	Come hooletha	instrument	
	Copy back the	Copy back the		
	rhythms of phrases	rhythms of phrases	Add one pitched	
	in the song.	in the song.	sound to the	
	Copy sounds they	Copy sounds they	rhythm of words	
	can hear to	can hear to	and short phrases	
	distinguish high-	distinguish high-	from the song.	
	pitched sounds	pitched sounds	Loorn to sing the	
	'	·	Learn to sing the	
	from low-pitched	from low-pitched	songs in unison	
	sounds.	sounds.	with support.	
	Play a 1-note	Play a 1-note	Add actions or	
	pattern in time	pattern in time	substitute a word	
	with the pulse	with the pulse	in some sections	
	Learn to sing or rap	Learn to sing or rap	Choose one of the	
	the songs in unison	the songs in unison	songs and perform	
	with support.	with support.	it with any actions	
	Add astisses	Add astisus as	you have created.	
	Add actions or	Add actions or		
	substitute a word	substitute a word	Listen back to the	
	in some sections.	in some sections.	performance.	
	Choose one of the	Choose one of the		
	songs or the rap	songs or the rap		
	and perform it with	and perform it with		
	any actions you	any actions you		
	have created	have created		
	nave created	nave createu		

			Listen back to the performance	Listen back to the performance		
Heart (Values)	Respect Honesty	Empathy Collabora	ation Resilience D	etermination Excelle	nce	

			Year 1			
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Hey You!		In The Groove		Your Imagination	Reflect, Rewind and Replay
Focus Question	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?

Know that music	Know that music	Know that music	This Unit of Work
nas a steady pulse,	has a steady pulse,	has a steady pulse,	consolidates the
ike a heartbeat	like a heartbeat	like a heartbeat	learning that has
Know how pulse, rhythm and pitch work together Know that we can create rhythms from words, names, food, colours and animals Know how to create own rhythms Key vocabulary: pulse, rhythm, pitch, rap, mprovise, compose, melody, pass, guitar, drums, decks, perform	Know that we can create rhythms from words, names, food, colours and animals Know how to create own rhythms Know how to identify five different musical styles: Blues, Baroque, Latin, Irish Folk and Funk and name some of them Key vocabulary: Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove	Know that we can create rhythms from words, names, food, colours and animals Know how to create own rhythms Know how to recognise two or more instruments they hear Key vocabulary: Keyboards, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination	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.
	nas a steady pulse, ike a heartbeat Know how pulse, hythm and pitch work together Know that we can create rhythms from words, names, food, colours and animals Know how to create own hythms Key vocabulary: pulse, rhythm, pitch, rap, mprovise, compose, melody, pass, guitar, drums,	has a steady pulse, like a heartbeat Know how pulse, hythm and pitch work together Know that we can create rhythms from words, names, food, colours and animals Know how to create own hythms Know how to create own hythms Key vocabulary: pulse, rhythm, pitch, rap, mprovise, compose, melody, pass, guitar, drums, decks, perform Has a steady pulse, like a heartbeat Know that we can create rhythms Know that we can create rhythms Know how to colours and animals Know how to create own hythms Know how to identify five different musical styles: Blues, Baroque, Latin, Irish Folk and Funk and name some of them Key vocabulary: Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, improvise,	has a steady pulse, like a heartbeat Know how pulse, the a heartbeat Know thow pulse, the a heartbeat Know that we can create rhythms from words, names, food, colours and animals from words, names, food, colours and animals Know how to create own rhythms Know how to different musical styles: Blues, Baroque, Latin, Irish Folk and Funk and name some of them Compose, melody, compose, genform has a steady pulse, like a heartbeat Know that we can create rhythms Know that we can create rhythms from words, names, food, colours and animals Know how to create own rhythms Know how to different musical styles: Blues, Baroque, Latin, Irish Folk and Funk and name some of them Key vocabulary: Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, imagination key vocabulery: Key vocabulary: Key vo

Skills	Find pulse as they		Listen to different		Find the pulse and	Listen and appraise
	listen to music		musical styles		use imagination to	classical music
Hands	Recognise and name instruments they hear Improvise and compose using simple rhythms		Find pulse as they listen to music Copy and clap back rhythms Compose own rhythms Sing in different styles Play instruments using one or two notes Improvise using the notes C+D Compose a simple melody		use imagination to find the pulse Copy and clap back rhythms Compose own rhythms Sing in unison and in two parts Play instruments accurately and in time as part of a performance using the notes C and D Perform in a group	classical music Sing in a group Play instruments within a song Improvise with voice and instruments Compose their own rhythm and melodies Share and perform learning that has taken place
			Perform in a group			
Heart (Values)	Respect Honesty	Empathy Collabora	tion Resilience De	l etermination Excell	lence	

	MUSIC CURRICULUM MAP									
	Year 2									
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
Topic	Hands, Feet, Heart		I Wanna Play In A Band		Friendship Song	Reflect, Rewind and Replay				
Focus Question	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?				

Head	Know that music	Know that music	Know that music	This Unit of Work
Knowledge	has a steady pulse	has a steady pulse	has a steady pulse	consolidates the
Knowieuge	Know that we can create rhythms from words, names, food, colours and animals	Know that we can create rhythms from words, names, food, colours and animals	Know that we can create rhythms from words, names, food, colours and animals	learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context
	Know that rhythms are different from pulse	Know that rhythms are different from pulse	Know that rhythms are different from pulse	for the History of Music and the beginnings of the
	Know we add high and low sounds, pitch, when we sing and play instruments	Know we add high and low sounds, pitch, when we sing and play instruments	Know we add high and low sounds, pitch, when we sing and play instruments	Language of Music
	Know how to create own rhythms	Know how to create own rhythms	Know how to create own rhythms	
	Key vocabulary: Keyboard, drums, bass, electric guitars, saxophone,	Recognise and name some of the instruments/voices they hear	Recognise and name some of the instruments they hear	
	trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question	Know this unit is about Rock music Key vocabulary: Keyboard, drums,	Key vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm,	

	and answer,	bass, electric	pitch, improvise,
	melody, dynamics,	guitar, Rock, pulse,	compose, perform,
	tempo	rhythm, pitch,	audience, melody,
		improvise,	dynamics, tempo
		compose, perform,	
		audience, melody,	
		dynamics, tempo	
Hands	Find the pulse and	Find the pulse and	Decide how to find Listen and appraise
61.111	march in time with	march to the pulse	the pulse classical music
Skills	the pulse	Canada da barbarda	Clare the authority of Cinesian a resource
	Constant day book	Copy and clap back	Clap the rhythm of Sing in a group
	Copy and clap back	rhythms	names and colours Play instruments
	rhythms	Compose own	Compose own within a song
	Compose simple	rhythms for others	rhythms for others
	rhythms	to copy back	to copy back Improvise with
	Dlay instruments	Sing and dance	voice and
	Play instruments accurately and in	Sing and dance	Sing in two parts instruments
	time with the notes	together, in time and using actions	Play instruments Compose their own
	G, A and C	and using actions	accurately and in rhythm and
	G, A allu C	Play instruments	time using the melodies
	Improvise using the	accurately and in	notes E and G
	notes C and D	time using the	Share and perform learning that has
	Compose a simple	notes D and C	lessons and as part taken place
	melody using	Improvise in	of a performance
	simple rhythms as	lessons and	using the note C
	part of a	performance using	using the note e
	performance	the note F	Compose a simple
	performance	the note i	melody using
	Perform in a group	Compose a simple	simple rhythms
		melody using	and use as part of a

					simple rhythms		performance using	
					and use as part of a		the notes E and G	
					performance using		Perform in a group	
					the notes F, G and		renomina group	
					Α			
					Perform in a group			
Heart (Values)	Respect	Honesty	Empathy	Collabora	ition Resilience D	etermination Excel	lence	

	MUSIC CURRICULUM MAP								
	Year 3								
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Topic	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds		Bringing Us Together	Reflect, Rewind and Replay			
Focus Question	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?			

Know the	Know the	Know the		Know the	This Unit of Work
difference between	difference between	difference between		difference between	consolidates the
pulse and rhythm	pulse and rhythm	pulse and rhythm		pulse and rhythm	learning that has
Know how pulse, rhythm and pitch work together to create a song Know the structure of a piece of RnB music: introduction, verse, chorus Key vocabulary: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody	Know how pulse, rhythm and pitch work together to create a song Key vocabulary: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody	Know how pulse, rhythm and pitch work together to create a song Know the structure of a piece of Reggae music: Introduction, chorus, verse, chorus, chorus, chorus Key vocabulary: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook,		Know how pulse, rhythm and pitch work together to create a song Key vocabulary: Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody	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
	difference between pulse and rhythm Know how pulse, rhythm and pitch work together to create a song Know the structure of a piece of RnB music: introduction, verse, chorus Key vocabulary: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook,	difference between pulse and rhythm Know how pulse, rhythm and pitch work together to create a song Know the structure of a piece of RnB music: introduction, verse, chorus Key vocabulary: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook,	difference between pulse and rhythm Know how pulse, rhythm and pitch work together to create a song Know the structure of a piece of RnB music: introduction, verse, chorus Key vocabulary: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody difference between pulse and rhythm Know how pulse, rhythm and pitch work together to create a song Know the structure of a piece of RnB music: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody Know how pulse, rhythm and pitch work together to create a song Know the structure of a piece of Reggae music: Introduction, chorus, verse, chorus, verse, chorus, chorus Key vocabulary: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose,	difference between pulse and rhythm Know how pulse, rhythm and pitch work together to create a song Know the structure of a piece of RnB music: introduction, verse, chorus Key vocabulary: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody difference between pulse and rhythm Know how pulse, rhythm and pitch work together to create a song Know those structure of a piece of RnB music: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody Key vocabulary: Structure, melody Key vocabulary: Introduction, chorus, chorus	difference between pulse and rhythm Know how pulse, rhythm and pitch work together to create a song Know the structure of a piece of RnB music: introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody difference between pulse and rhythm Know how pulse, rhythm and pitch work together to create a song Know how pulse, rhythm and pitch work together to create a song Know the structure of a piece of RnB music: Introduction, verse, chorus Key vocabulary: Keyboard, Organ, backing Vocals, pulse, rhythm and pitch Work together to Create a song Key vocabulary: Key vocabulary: Keyboard, Organ, backing Vocals, pulse, rhythm pitch, tempo, dynamics, texture, structure, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, pulse, rhythm and pitch work together to create a song Key voc

			Reggae, pentatonic scale		
Hands	Identify the	Play and read the	Identify the	Find the pulse	Listen and appraise
Skills	introduction, verse and chorus in a piece of music Identify the instruments/ voices used Find the pulse while listening to music Copy back and invent rhythmic and melodic patterns Sing in 2 parts Play instruments accurately and n time as part of a performance using the notes F, G and	notes C, D,E and F Improvise using the notes C and D Compose using the notes C, D, E and F Perform in a group using improvisations, instrumental performances and compositions	structure of Reggae music Identify the instruments/voices used Find the pulse while listening to music Copy back, play and invent rhythmic and melodic patterns Sing in unison Play instruments accurately and in time as part of a performance using the notes G and A	while listening to music Identify the instruments/ voices used Explain how the words of a song tell a story Copy back, play and invent rhythmic and melodic patterns Sing in 2 parts Play instruments accurately and in time as part of a performance using the notes G, A and C	classical music Sing in a group Play instruments within a song Improvise with voice and instruments Compose their own rhythm and melodies Share and perform learning that has taken place
	C by ear		Improvise in lessons and as part		

	Improvise in the lessons and as part of a performance using the notes C and D Compose a simple melody using simple rhythms and use it as part of a performance using the notes C, D and E Perform in a group	of a performance using the notes C and D Compose a simple melody using simple rhythms and use it as part of a performance using the notes C,D and E Perform in a group	Improvise in lessons and as part of a performance using the notes C and A Compose a simple melody using simple rhythms and use as part of a performance using the notes C, A and G Perform in a group
Heart (Values)	Respect Honesty Empathy Colla	boration Resilience Determination Exc	ellence

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

Focus Question	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?
Head Knowledge	Know the difference between pulse and rhythm and be able to keep the internal pulse Know the basic structure of Pop music 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	Know the difference between pulse and rhythm and be able to keep the internal pulse Key vocabulary: Rhythmic patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure	Know the difference between pulse and rhythm Know the structure of grime: Introduction, 6 rapped verses, each with a sung chorus 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	Know the difference between pulse and rhythm and be able to keep the internal pulse 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	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

Hands	Identify the	Revise, play and	Identify the	Identify the themes	Listen and appraise
	structure of a piece	read the notes C,	structure of grime	of equality and civil	classical music
Skills	of pop music:	D, E, F and G	music	rights within music	
	Introduction,				Sing in a group
	verse, bridge,	Compose using the	Identify the	Identify	Play instruments
	chorus	notes C, D, E, F and	instruments/	instruments/	within a song
		G	voices used	voices used	
	Identify the	Perform	Find the pulse	Identify whether	Improvise with
	instruments/ voices used	individually and as	while listening to	lyrics within a song	voice and
	voices used	part of a group	music	tell a story	instruments
	Find the pulse		Copy back, play	Copy back, play	Compose their own
	while listening to		and invent	and invent	rhythm and
	music		rhythmic and	rhythmic and	melodies
	Copy back, play		melodic patterns	melodic patterns	Share and perform
	and invent				learning that has
	rhythmic and		Sing and rap in	Sing in unison	taken place
	melodic patterns		unison and in parts	Play instruments	'
	Cina iniaan		Compose own	accurately and in	
	Sing in unison		rapped lyrics about	time as part of a	
	Play instruments		a chosen theme	performance using	
	accurately and in		Perform	the notes C and G	
	time as part of a		individually and as	by ear	
	performance using		part of a group	Improvise in	
	the notes G and A		partoragroup	lessons and as part	
	by ear and from			of a performance	
	notation			using the notes C	
	Improvise in the			and D	
	lesson and as part			Camara a almostic	
	of a performance			Compose a simple	
				melody using	

melody using rhythms and use it as part of a performance using the notes G, A and B			D and E Perform individually and as part of a group	
· ·			part of a group	

	MUSIC CURRICULUM MAP							
			Year 5					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Topic	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air		Reflect, Rewind and Replay		
Focus Question	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?				
Head	Know the pulse,	Know the pulse,	Know the pulse,	Know the pulse,	This Unit of Work
Knowledge	rhythm, pitch, tempo, dynamics,	rhythm, pitch, tempo, dynamics,	rhythm, pitch, tempo, dynamics,	rhythm, pitch, tempo, dynamics,	consolidates the learning that has
	tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse Know the structure of a rock anthem: Introduction, verse 1, bridge, chorus, introduction, verse 2, bridge, chorus, guitar solo, bridge, chorus Key vocabulary: Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff,	tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse Know the structure of the Three Note Bossa: Introduction tune, lead tune, lead repeated, improvisation, lead Know the structure of the Five Note Swing: 8-bar introduction, 8-bar tune repeated, middle 8, lead, lead Key vocabulary: Appraising, Bossa Nova, syncopation, structure, Swing,	tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse Know the structure of a Pop Ballad: Piano introduction, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending Key vocabulary: Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm,	tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse Know the structure of Old-School Hip-Hop: Piano introduction, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending Key vocabulary: Old-School Hip-Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover,	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

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

	performance using	Improvise in a	performance using	performance using
	the notes G, A and	swing style using	the notes C, D and	the notes D and A
	B by ear and from	the notes D, E, and	E by ear and	+ G and A by ear
	notation	G	notation	and notation
	Improvise in	Perform	Improvise in	Improvise in
	lessons and as part	individually and as	lessons and as part	lessons and as part
	of a performance	part of a group	of a performance	of a performance
	using the notes G		using the notes C	using the notes D
	and A		and D	and E
	Compose a melody		Compose a melody	Compose a melody
				1
	using simple		using simple	using simple
	rhythms and use as		rhythms and use as	rhythms and use as
	part of a		part of a	part of a
	performance using		performance using	performance using
	the notes G, A and		the notes C, D and	the notes D, E and
	В		E	F
	Perform		Perform	Perform
	individually and as		individually and as	individually and as
	part of a group		part of a group	part of a group
Heart (Values)	Respect Honesty	Empathy Collabora	ition Resilience D	etermination Excellence

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

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

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

rhythms and use as part of a performance using the notes A, G and B Perform	using simple rhythms and use as part of a performance using the notes A, G and E Perform in a group
Compose a melody	and G Compose a melody
and A, G and B Improvise in lessons and as part of a performance using the notes A and G individually and as part of a group Evaluate performance based on what went well and G and what could be	the notes G, A and B + C, D, E and F by ear and notation Improvise in lessons and as part of a performance using the notes A