

# George Fentham Subject Leader Curriculum Map

## Subject: Music

Listening and Appraising	Playing		Singing		Improvising		Composing		Performing		Dimensions of Music (e.g. Pulse, Pitch) and other vocabulary															
<b>Music</b>	<b>Autumn</b>				<b>Spring</b>				<b>Summer</b>																	
	<b>1</b>		<b>2</b>		<b>1</b>		<b>2</b>		<b>1</b>		<b>2</b>															
<b>Nursery</b>	<u>Autumn/Harvest</u>		<u>People who help us</u>		<u>Once Upon a Time</u>		<u>Pirates</u>		<u>Growth and Change</u>		<u>Amazing Animals</u>															
	We introduce and learn the songs that punctuate our routines during the session - eg 'good morning', snacktime, tidy-up... We will also learn songs related to our topics and songs for our nativity production. Children are introduced to the percussion instruments and have the opportunity to experiment with them.				Children learn new songs related to topics and to reinforce maths and phonics skills (eg oral blending). The children 'perform' at our Mother's Day celebration. We use instruments to practise copying and making up simple rhythms.				Children learn a range of topic-related songs and continue to have opportunities to play musical instruments, learning how to control volume. They learn the names of the percussion instruments they have access to - eg maracas, wood blocks. Children have the chance to hear music eg Carnival of the Animals when relevant.																	
<b>Reception</b>	<u>Me</u> Learn to sing nursery rhymes and action songs.			<u>My Stories</u> Learn to sing nursery rhymes and action songs			<u>Everyone!</u> Learn to sing nursery rhymes and action songs.			<u>Our World</u> Learn to sing nursery rhymes and action songs.			<u>Big Bear Funk</u> transition Unit that prepares children for their musical learning in Year 1.			<u>Reflect, Rewind, Relay</u> Consolidation - revisiting nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.										
	Listening	Playing	Singing	Improvising	Performing	Pulse, Rhythm, Pitch, Melody	Listening	Playing	Singing	Improvising	Performing	Pulse, Rhythm, Pitch, Melody	Listening	Playing	Singing	Improvising	Composing	Performing	Pulse, Rhythm, Pitch, Melody	Listening	Playing	Singing	Improvising	Composing	Performing	Pulse, Rhythm, Pitch, Melody

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<b>Year 1</b>	<b><u>Hey You!</u></b> <b>Focus Music:</b> Hip-Hop <b>Composers/Artists:</b> MC Hammer & Will Smith	<b><u>Rhythm in the way we Walk</u></b> <b>Focus Music:</b> Reggae <b>Composers/Artists:</b> Gustav Holst, Mike Oldfield, The Beatles, Pharrell Williams	<b><u>In the Groove</u></b> <b>Focus Music:</b> Baroque, Blues, Latin, Bhanga, Folk and Funk <b>Composers/Artists:</b> Handel, BB King, Ricky Martin, James Brown	<b><u>Round and Round</u></b> <b>Focus Music:</b> Bossa Nova <b>Composers/Artists:</b> Ricky Martin, John Williams, Michael Buble, Santana and Big Band	<b><u>Your Imagination</u></b> <b>Focus Music:</b> Pop <b>Soundtracks from:</b> Mary Poppins, Charlie and the Chocolate Factory, The Muppet Movie, Aladdin	<b><u>Reflect, Rewind, Replay</u></b> <b>Focus Music:</b> Classical <b>Composers/Artists:</b> Delius, Stravinsky, Prokofiev, Verdi, Ravel, John Tavener
	Listening Improvising Singing Playing Composing Performing Pulse, Rhythm, Pitch, Melody, Dynamics	Listening Singing Performing Pulse, Rhythm, Pitch, Melody, Tempo	Listening Singing Improvising Playing Composing Performing Pulse, Rhythm, Pitch, Structure	Listening Singing Playing Improvising Performing Pulse, Rhythm, Pitch, Tempo, Dynamics	Listening Singing Playing Improvising Composing Performing Pulse, Rhythm, Pitch	Listening Composing Performing Rhythm, Pitch, Pulse, Dynamics, Tempo
<b>Year 2</b>	<b><u>Hands, Feet, Heart</u></b> <b>Focus Music:</b> Afropop (South African) <b>Composers/Artists:</b> Paul Simon, Miriam Makeba, Soweto Gospel Choir	<b><u>Ho, Ho, Ho</u></b> <b>Focus Music:</b> Rap <b>Composers/Artists:</b> Elvis Presley, Stevie Wonder, Frank Sinatra	<b><u>I Wanna Play in a Band</u></b> <b>Focus Music:</b> Rock <b>Composers/Artists:</b> Queen, Deep Purple, Status Quo, Chuck Berry, The Beatles	<b><u>Zootime</u></b> <b>Focus Music:</b> Reggae <b>Composers/Artists:</b> UB40, ASWAD, Jimmy Cliff	<b><u>Friendship Song</u></b> <b>Focus Music:</b> Pop <b>Composers/Artists:</b> Bruno Mars, Grease Soundtrack, Gladys Knight, Stevie Wonder, Dionne Warwick, Elton John, Randy Newman	<b><u>Reflect, Rewind, Replay</u></b> <b>Focus Music:</b> Classical <b>Composers/Artists:</b> Grieg, JS Bach, Bartok, Vaughn Williams, Tchaikovsky, Kraftwerk
	Listening Singing Improvising Playing Composing Performing Pulse, Rhythm, Pitch, Melody, Tempo, Dynamics	Listening Playing Singing Improvising Performing Pulse, Rhythm, Pitch, Melody, Tempo, Dynamics	Listening Singing Improvising Playing Composing Performing Pulse, Rhythm, Pitch, Melody, Tempo, Dynamics	Listening Singing Improvising Playing Composing Performing Pulse, Rhythm, Pitch, Melody, Tempo	Listening Singing Playing Improvising Composing Performing Rhythm, Pitch, Pulse, Dynamics, Tempo	Listening Singing Playing Improvising Composing Performing Rhythm, Pitch, Pulse, Dynamics, Tempo, Melody
<b>Year 3</b>	<b><u>Let Your Spirit Fly</u></b> <b>Focus Music:</b> Rhythm and Blues <b>Composers/Artists:</b> Marvin Gaye, Barry White, 'Oliver' the Musical	<b><u>Glockenspiel 1</u></b> <b>Focus Music:</b> Learning to play Portsmouth, Strictly D, Play Your Music, Drive <b>Composers/Artists:</b> Charanga compositions learning to play the notes C, D, E and F	<b><u>Three Little Birds</u></b> <b>Focus Music:</b> Reggae <b>Composers/Artists:</b> Bob Marley, Amy Winehouse	<b><u>The Dragon Song</u></b> <b>Focus Music:</b> Folk Tunes <b>Composers/Artists:</b> Chinese Folk Music, a Hindu song, a Turkish traditional tune, Drum Dance from Polynesia, Zebaidir song from Sudan	<b><u>Bringing Us Together</u></b> <b>Focus Music:</b> Disco <b>Composers/Artists:</b> Bringing Us Together, Good Times, Ain't Nobody, We Are Family, Ain't No Stopping Us Now, Car Wash	<b><u>Reflect, Rewind, Replay</u></b> <b>Focus Music:</b> Classical <b>Composers/Artists:</b> Medieval Music, Baroque, Haydn, Liszt, Debussy, Kenny Wheeler
	Listening Singing Improvising Playing Composing Performing Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure	Listening Improvising Composing Playing Performing Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure, Texture	Listening Singing Improvising Playing Composing Performing Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure, Texture	Listening Singing Improvising Playing Composing Performing Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure, Texture	Listening Improvising Playing Composing Performing Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure, Texture, Melody	Listening Singing Improvising Playing Composing Performing Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure, Melody, Performance

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<p><b>Year 4</b> Whole Class Ensemble Teaching (WCET)</p>	<p><u>Creating Sounds and Making Music</u> <b>Focus Music/ Composers/Artists:</b> <u>Instrumental Repertoire:</u> 1. Jig (Irish traditional) Circle Madness (12 bar blues) Manhattan Blues (Blues with call + response and/or improvisation)  <u>Vocal Repertoire:</u> 1. Boom Chicka Boom 2. Tony Chestnut 3. A string Rap 4. Traditional Call + Response  <u>Listening Repertoire:</u> 1. Vera Hall - Trouble So Hard 2. Cab Calloway - Minnie the Moocher 3. The Blues Brothers - Everybody Needs Somebody</p>	<p><u>Pulse and Rhythm</u> <b>Focus Music/ Composers/Artists:</b> <u>Instrumental Repertoire:</u> 1. Manhattan Blues (Blues) 2. I'm a Believer (Pop) 3. Toss the feathers (Irish traditional)  <u>Vocal Repertoire:</u> 1. First You Make Your Fingers Click 2. Black Socks  <u>Listening Repertoire:</u> 1. Compare and discuss similarities/differences between traditional and Corrs version of Toss the feathers. 2. Discuss traditional Irish Reel (Drowsy Maggie) + show video of Irish music performed live (Shamrock - Cooley's Reel/Drowsy Maggie video).</p>	<p><u>Sound and Symbol</u> <b>Focus Music/ Composers/Artists:</b> <u>Instrumental Repertoire:</u> 1. Toss the Feathers 2. Chariots of Fire. 3. This is Me 4. Barrier Reef 5. Sailing Home 6. Blue Blazes  <u>Vocal Repertoire:</u> 1. Bingo 2. John Kananaka  <u>Listening Repertoire:</u> Discuss how music uses sound effects to convey emotion and imagery: 1. Chariots of Fire Movie Sequence 2. Finding Nemo Main Theme 3. Aquarium from Carnival of the Animals</p>	<p><u>Play and Perform</u> <b>Focus Music/ Composers/Artists:</b> <u>Instrumental Repertoire:</u> 1. Toss the Feathers 2. Chariots of Fire. 3. This is Me 4. Barrier Reef 5. Sailing Home 6. Blue Blazes 1. Walk on Mars 2. Pachelbel's Canon 3. Too Much Rosin 4. Under the Coconut Tree  <u>Vocal Repertoire:</u> 1. John Kananaka + dance and/or Concentration 2. Elevator 3. Bungalow  <u>Listening Repertoire:</u> How classical musicians create imagery and emotion in their music: 1. Raindrop Prelude (Chopin) 2. Mars from The Planets (Holst)</p>	<p><u>Performance Skills</u> <b>Focus Music/ Composers/Artists:</b> <u>Instrumental Repertoire:</u> 1. Toss the Feathers 2. Chariots of Fire 3. This is Me 4. Barrier Reef 5. Sailing Home 6. Blue Blazes 7. Walk on Mars 8. Pachelbel's Canon 9. Too Much Rosin. 10. Under the Coconut Tree  <u>Vocal Repertoire:</u> 1. 4 levels of copying - children lead with their own vocal effects. 2. Bungalow - vocal effects instead of actions.  <u>Listening Repertoire:</u> 1. Sequenza for Violin - Berio 2. Stripsody - Cathy Berberian</p>	<p><u>Creative Sounds</u> <b>Focus Music/ Composers/Artists:</b> <u>Instrumental Repertoire:</u> 1. Reach (S Club 7) 2. Dance With Me Tonight (Ollly Murs) 3. Hot Cross Buns (F#)  <u>Vocal Repertoire:</u> 1. Here Comes Sally 2. Black Socks (with instrumental harmony)  <u>Listening Repertoire:</u> Show how string instruments can be used in popular culture (videos): 1. Clean Bandit - Rather Be. 2. Clean Bandit - Symphony 3. Sheku Kanneh-Mason performance</p>
	<p>Listening Singing Playing Performing</p>	<p>Listening Singing Playing Performing</p>	<p>Listening Singing Playing Performing</p>	<p>Listening Singing Playing Performing</p>	<p>Listening Singing Playing Performing</p>	<p>Listening Singing Playing Performing</p>
	<p>Pitch, Pulse, Dynamics, Tempo, Rhythm, Dynamics</p>	<p>Pitch, Pulse, Dynamics, Tempo, Rhythm, Dynamics</p>	<p>Pitch, Pulse, Dynamics, Tempo, Rhythm, Shave, Bar Line, Treble Clef, Bassline, Arco, Tremolo, Spicc</p>	<p>Pitch, Pulse, Dynamics, Tempo, Rhythm, Vibrato, Silence, Stave, Treble Clef, Barline, Legato, Arco, Pizzicato</p>	<p>Pitch, Pulse, Dynamics, Tempo, Rhythm, Vibrato, Silence, Stave, Treble Clef, Barline, Legato, Arco, Pizzicato</p>	<p>Pitch, Pulse, Dynamics, Tempo, Rhythm, Vibrato, Silence, Stave, Treble Clef, Barline, Legato, Arco, Pizzicato, Col Legno</p>
						<p>Listening Singing Playing Performing Composing</p> <p>Dimensions of Music: Pulse, Rhythm, Pitch, Vibration, Silence, Stave, Treble Clef, Barline, Fore, Piano, Crescendo, Diminuendo, Tremolo, Glissando, Sul Ponticello, Col Legno, Fsharp</p>

# Year 5

## Composing Notation: Egyptians

**Focus Music:**  
Egyptian Style: *The Gift of the Nile*.

**Composers/Artists:**  
*The Gift of the Nile* by Kapow Primary,  
*The Bangles - Walk Like an Egyptian*, Henry Purcell *Funeral March for Queen Mary I*.

- Listening
- Playing
- Singing
- Composing
- Performing
- Inter-related Dimensions

## Young Voices:

**Focus:** Learning to sing a variety of different genres, the techniques of good singing, learning ensemble and performance skills.

**Music:**  
Various including: Moana Medley (by Lin-Manuel Miranda), *Matilda the Musical* medley, *Gospel music*, *In the Mood* (links with WWII History), *Lambeth Walk*

- Listening
- Improvising
- Playing
- Performing
- Composing
- The History of Music
- Inter-related Dimensions

## South and West Africa

**Focus:** Learn the song *Shosholozza* a capella

**Composers/Artists:**  
Miriam Makeba, Drakensberg Boys Choir, The Master Drummers of Burundi, Bwazan Percussion Ensemble

- Listening
- Playing
- Composing
- Performing
- Singing
- The History of Music
- Inter-related Dimensions

## Dance Music

**Focus:** Looping and Remixing

**Composers/Artists:** Darude *Sandstorm*, The Lion King *Circle of Life*, *Circle Of Life (HipHop Remix)* District78 Original Remix, Beethoven (Fifth Symphony), *A Fifth of Beethoven*, *Somewhere Over The Rainbow*.

- Listening
- Playing
- Composing
- Performing
- Inter-related Dimensions

## 12 Bar Blues

**Focus Music:** Blues

**Composers/Artists:**  
BB King, Howlin' Wolf, Traditional, *Moanin' Lisa Blues* from The Simpsons

- Listening
- Singing
- Composing
- Performing
- Inter-related Dimensions

## Musical Theatre

**Focus Music:** Theatre Music.

**Composers/Artists/Music:**  
*Pirates of Penzance*, *Beauty and the Beast*, Abba, *Hamilton*, *Guys and Dolls*, *Les Miserables*, *The Wizard of Oz*, *Oliver*, *Annie*.

- Listening
- Singing
- Composing
- Performing
- The History of Music
- Inter-related Dimensions

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<h3 style="color: #0070C0;">Year 6</h3>	<p><b><u>Dynamics, pitch and texture</u></b></p> <p><b>Focus:</b> Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p> <p><b>Composers/Artists/ Music:</b> Mendelssohn's <i>Fingal's Cave</i>.</p>					<p><b><u>Songs of World War 2</u></b></p> <p><b>Focus:</b> World War 2 Songs.</p> <p><b>Composers/Artists/Music:</b> Pack Up Your Troubles in Your Old Kit Bag, We'll Meet Again, White Cliffs of Dover. Do Re Mi from <i>The Sound of Music</i>.</p>					<p><b><u>Advanced Rhythms</u></b></p> <p><b>Focus Music:</b> Steve Reich's <i>Clapping Music</i>.</p> <p><b>Composers/Artists/ Music:</b> Kodaly, Steve Reich's <i>Clapping Music</i>.</p>					<p><b><u>Film Music</u></b></p> <p><b>Focus:</b> Exploring and identifying the characteristics of film music.</p> <p><b>Composers/Artists/ Music:</b> James Bond Theme, Wallace and Gromit 'A Close Shave', Elgar's Pomp and Circumstance.</p>					<p><b><u>Theme and Variations: Pop Art</u></b></p> <p><b>Focus:</b> Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p> <p><b>Composers/Artists/ Music:</b> Benjamin Britten <i>The Young Person's Guide to the Orchestra</i>, Henry Purcell.</p>					<p><b><u>Composing and Performing a Leavers' Song</u></b></p> <p><b>Focus:</b> Evaluating a song based on its lyrics, tempo, melody and arrangement.</p> <p><b>Composers/Artists/ Music:</b> Take That <i>Never Forget</i>, Toy Story <i>You Got A Friend In Me</i>, The Beatles <i>With A Little Help From My Friends</i>, S Club 7 <i>Reach</i></p>				
	Listening	Composing	Improvising	Performing	Inter-related Dimensions	Listening	Singing	The History of Music	Performing	Inter-related Dimensions	Listening	Playing	The History of Music	Improvising	Performing	Inter-related Dimensions	Listening	Composing	Playing	Performing	Inter-related Dimensions	Listening	Playing	Performing	The History of Music	Inter-related Dimensions	Listening	Singing	Playing	Performing