

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
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Music	Autumn		Spring		Summer	
	1	2	1	2	1	2
Nursery	<u>Marvellous Me</u>	<u>Let's Celebrate</u>	<u>Kings, Queens and Castles</u>	<u>Growth</u>	<u>Animals</u>	<u>Around the World</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. They will learn how to make sounds louder and quieter.		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.	
Reception	<p style="text-align: center;">Me</p> <p>Learn to sing nursery rhymes and action songs.</p> <p style="text-align: center;">Charanga</p> <p>Children will gain an insight into new musical worlds. We will listen to and appraise different music from across the globe. We will sing songs and develop an understanding of the pulse, pitch and pace of the music.</p>	<p style="text-align: center;">My Stories</p> <p>Learn to sing nursery rhymes and action songs.</p> <p style="text-align: center;">Charanga</p> <p>Children will gain an insight into new musical worlds. We will listen to and appraise different music from across the globe. We will sing songs and develop an understanding of the pulse, pitch and pace of the music.</p>	<p style="text-align: center;">Everyone!</p> <p>Learn to sing nursery rhymes and action songs.</p> <p style="text-align: center;">Charanga</p> <p>Children will learn to sing nursery rhymes and action songs. There will be opportunities to play instruments such as Glockenspiels.</p>	<p style="text-align: center;">Our World</p> <p>Learn to sing nursery rhymes and action songs.</p>	<p style="text-align: center;">Big Bear Funk</p> <p>transition Unit that prepares children for their musical learning in Year 1.</p>	<p style="text-align: center;">Reflect, Rewind, Relay</p> <p>Consolidation - revisiting nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p>
	Listening	Playing	Singing	Improvising	Performing	Pulse, Rhythm, Pitch, Melody
	Listening	Playing	Singing	Improvising	Performing	Pulse, Rhythm, Pitch, Melody
	Listening	Playing	Singing	Improvising	Performing	Pulse, Rhythm, Pitch, Melody
	Listening	Playing	Singing	Improvising	Composing	Performing
	Listening	Playing	Singing	Improvising	Composing	Performing
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	Listening	Playing	Singing	Improvising	Composing	Performing
	Listening	Playing	Singing	Improvising	Composing	Performing
	Listening	Playing	Singing	Improvising	Composing	Performing
	Listening	Playing	Singing			

George Fentham Subject Leader Curriculum Map

Subject: Music

Year 1	<u>Hey You</u> Focus Music: Hip-Hop Composers/Artists: MC Hammer & Will Smith	<u>Rhythm in the way we Walk</u> Focus Music: Reggae Composers/Artists: Gustav Holst, Mike Oldfield, The Beatles, Pharrell Williams	<u>In the Groove</u> Focus Music: Baroque, Blues, Latin, Bhangra, Folk and Funk Composers/Artists: Handel, BB King, Ricky Martin, James Brown	<u>Round and Round</u> Focus Music: Bossa Nova Composers/Artists: Ricky Martin, John Williams, Michael Buble, Santana and Big Band	<u>Your Imagination</u> Focus Music: Pop Soundtracks from: Mary Poppins, Charlie and the Chocolate Factory, The Muppet Movie, Aladdin	<u>Reflect, Rewind, Replay</u> Focus Music: Classical Composers/Artists: Delius, Stravinsky, Prokofiev, Verdi, Ravel, John Tavener
Year 2	<u>Hands, Feet, Heart</u> Focus Music: Afropop (South African) Composers/Artists: Paul Simon, Miriam Makeba, Soweto Gospel Choir	<u>Ho, Ho, Ho</u> Focus Music: Rap Composers/Artists: Elvis Presley, Stevie Wonder, Frank Sinatra	<u>I Wanna Play in a Band</u> Focus Music: Rock Composers/Artists: Queen, Deep Purple, Status Quo, Chuck Berry, The Beatles	<u>Zootime</u> Focus Music: Reggae Composers/Artists: UB40, ASWAD, Jimmy Cliff	<u>Friendship Song</u> Focus Music: Pop Composers/Artists: Bruno Mars, Grease Soundtrack, Gladys Knight, Stevie Wonder, Dionne Warwick, Elton John, Randy Newman	<u>Reflect, Rewind, Replay</u> Focus Music: Classical Composers/Artists: Grieg, JS Bach, Bartok, Vaughn Williams, Tchaikovsky, Kraftwerk

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Year 3	<u>Ballads</u>	<u>Mountains</u>	<u>Vikings</u>	<u>Chinese New Year</u>	<u>Jazz</u>	<u>India</u>
	<p>Focus Music: Key features of a ballad, singing techniques, performance</p> <p>Composers/Artists: 'Space oddity' by David Bowie 'Unchained melody' by The Righteous Brothers 'On My Own' performed by Samantha Barks 'Everything I do' by Bryan Adams 'I will always love you' by Whitney Houston'</p>	<p>Focus Music: Creating compositions in response to an animation</p> <p>Composers/Artists: <i>Night on a Bare Mountain</i> by Mussorgsky, <i>Escape</i> an animated film by Dolby, <i>Horn Concerto No.4</i> by Mozart</p>	<p>Focus Music: Developing singing technique, simple notation</p> <p>Composers/Artists: BBC Bitesize - <i>Who were the Vikings?</i>, <i>Dragon Ships</i> by Kapow</p>	<p>Focus Music: Pentatonic melodies and notation (C D E G A), using musical terminology, tuned percussion</p> <p>Composers/Artists: <i>The Story of Nian: A Chinese New Year Story</i>, <i>Jasmine Flower</i> traditional Chinese melody</p>	<p>Focus Music: Ragtime, Jazz and Scat, play offbeat, call and response, improvisation, compose a jazz motif</p> <p>Composers/Artists: <i>Maple Leaf Rag</i>, <i>Weeping Willow Rag</i> by Scott Joplin, <i>Heyday</i>, <i>When the Saints go Marching in</i> Traditional, <i>How High the Moon</i> Ella Fitzgerald, <i>Sing, Sing, Sing</i> by Benny Goodman, <i>Jazz Blues Lick</i> <i>Jazz Blues Lick</i> by Oscar Peterson, Traditional: <i>Baa Baa Blacksheep</i>, <i>Mary Had a Little Lamb</i></p>	<p>Focus Music: Traditional instruments and improvisation</p> <p>Composers/Artists: <i>Indian Sunrise</i> Traditional, <i>Knight Rider Bhangra</i> by Punjabi MC, <i>Indian Tanpura Drone</i>, Talavva <i>Tabla Ecstasy</i>, Anile Vaa</p>
	<div style="display: flex; justify-content: space-between;"> <div style="background-color: #ff7043; padding: 2px;">Listening</div> <div style="background-color: #ff9800; padding: 2px;">Singing</div> <div style="background-color: #9c27b0; padding: 2px;">Improvising</div> <div style="background-color: #ffeb3b; padding: 2px;">Playing</div> <div style="background-color: #4caf50; padding: 2px;">Composing</div> <div style="background-color: #00bcd4; padding: 2px;">Performing</div> <div style="background-color: #e91e63; padding: 2px; font-size: 8px;">Ruler, Rhythmic Pitch, Tempo, Dynamics, Structure, Texture</div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="background-color: #ff7043; padding: 2px;">Listening</div> <div style="background-color: #9c27b0; padding: 2px;">Improvising</div> <div style="background-color: #4caf50; padding: 2px;">Composing</div> <div style="background-color: #ffeb3b; padding: 2px;">Playing</div> <div style="background-color: #00bcd4; padding: 2px;">Performing</div> <div style="background-color: #e91e63; padding: 2px; font-size: 8px;">Ruler, Rhythmic Pitch, Tempo, Dynamics, Structure, Texture</div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="background-color: #ff7043; padding: 2px;">Listening</div> <div style="background-color: #ff9800; padding: 2px;">Singing</div> <div style="background-color: #9c27b0; padding: 2px;">Improvising</div> <div style="background-color: #ffeb3b; padding: 2px;">Playing</div> <div style="background-color: #00bcd4; padding: 2px;">Performing</div> <div style="background-color: #e91e63; padding: 2px; font-size: 8px;">Ruler, Rhythmic Pitch, Tempo, Dynamics, Structure, Texture</div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="background-color: #ff7043; padding: 2px;">Listening</div> <div style="background-color: #ff9800; padding: 2px;">Singing</div> <div style="background-color: #9c27b0; padding: 2px;">Improvising</div> <div style="background-color: #ffeb3b; padding: 2px;">Playing</div> <div style="background-color: #4caf50; padding: 2px;">Composing</div> <div style="background-color: #00bcd4; padding: 2px;">Performing</div> <div style="background-color: #e91e63; padding: 2px; font-size: 8px;">Ruler, Rhythmic Pitch, Tempo, Dynamics, Structure, Texture</div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="background-color: #ff7043; padding: 2px;">Listening</div> <div style="background-color: #9c27b0; padding: 2px;">Improvising</div> <div style="background-color: #ffeb3b; padding: 2px;">Playing</div> <div style="background-color: #4caf50; padding: 2px;">Composing</div> <div style="background-color: #00bcd4; padding: 2px;">Performing</div> <div style="background-color: #e91e63; padding: 2px; font-size: 8px;">Ruler, Rhythmic Pitch, Tempo, Dynamics, Structure, Texture</div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="background-color: #ff7043; padding: 2px;">Listening</div> <div style="background-color: #ff9800; padding: 2px;">Singing</div> <div style="background-color: #9c27b0; padding: 2px;">Improvising</div> <div style="background-color: #ffeb3b; padding: 2px;">Playing</div> </div>

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<p style="text-align: center;">Year 4</p> <p style="text-align: center;">Whole Class Ensemble Teaching (WCET)</p> <p style="text-align: center;">Ukelele</p> <p style="text-align: center;">(Planning provided by Solihull Music)</p>	<p><u>Parts of the Ukelele – how to hold the Ukelele, how to strum the Ukelele (open strings)</u></p> <p>Learn to sing <i>Strum, Brush, Thumb</i></p> <p>Strum the rhythm <i>Fish and chips for tea</i></p> <p><i>History of the Ukelele - Where the ukelele comes from, How the king and Queen in Hawaii made it popular</i></p> <p>Playing individual strings on a Ukelele</p> <p>Using open strings and listening for harmonies (when more than one note sounds). What is a chord?</p> <p><i>String along rag</i></p> <p>Note values - 1 and 2 beat notes</p>	<p><u>Introducing tablature</u></p> <p><i>A sailor went to sea sea sea,</i></p> <p>Major and Minor Rests</p> <p>Recognising and playing half beats</p> <p>Rhythm patterns and consolidating left hand technique</p> <p>Playing fretted notes</p> <p><i>Jingle Bells</i></p>	<p><u>Syncopated rhythm</u></p> <p>Half beat rests <i>Mild thing</i></p> <p>Developing further understanding of reading rhythms</p> <p>Fretted notes and correct fingering</p> <p>Learning a new chord - F Major</p> <p><i>Senorita</i> <i>Can't stop the feeling</i></p> <p>Fluency within chord changes</p>	<p><u>Ostinato Patterns</u></p> <p>Structure of a piece</p> <p>Increasing fluency and speed</p> <p><i>Blitzkrieg bop</i></p> <p>Chord Practice</p> <p><i>Good to be alive</i></p> <p><i>Watermelon Sol far</i></p>	<p><u>Listening Repertoire: Ukulele Orchestra of Great Britain</u></p> <p><i>George Formby</i></p> <p>Pop musicians that play ukulele</p> <p>Structure of a piece</p> <p>Increasing fluency and speed</p> <p>Chord Practice</p>	<p><u>Tied notes</u></p> <p>Semiquavers</p> <p><i>Little bit of sunshine</i></p> <p>Playing higher up the fingerboard</p> <p><i>Seven Nation Army</i></p> <p><i>Avengers Theme</i></p> <p><i>Smoke on the Water</i></p> <p><i>New Chord G</i></p> <p><i>Let it Be</i> <i>Stand by Me</i> <i>House of Gold</i></p> <p>Performance etiquette</p> <p>Performance</p>
	<p style="text-align: center;">Listening</p> <p style="text-align: center;">Singing</p> <p style="text-align: center;">Playing</p> <p style="text-align: center;">Performing</p> <p style="text-align: center;">Pitch, Pulse, Dynamics, Tempo, Rhythm, Dynamics</p>	<p style="text-align: center;">Listening</p> <p style="text-align: center;">Singing</p> <p style="text-align: center;">Playing</p> <p style="text-align: center;">Performing</p> <p style="text-align: center;">Rest Position, Playing Position, Fingerboard, Bridge, Bow, Chinrest</p>	<p style="text-align: center;">Listening</p> <p style="text-align: center;">Singing</p> <p style="text-align: center;">Playing</p> <p style="text-align: center;">Performing</p> <p style="text-align: center;">Pitch, Pulse, Dynamics, Tempo, Rhythm, Shape, Bar Line, Treble Clef, Piccolo, Acco., Tremolo, Spire</p>	<p style="text-align: center;">Listening</p> <p style="text-align: center;">Singing</p> <p style="text-align: center;">Playing</p> <p style="text-align: center;">Performing</p> <p style="text-align: center;">Pitch, Pulse, Dynamics, Tempo, Rhythm, Vibration, Silence, Stave, Treble Clef, Barline, Yamba, Glissando, Sul Ponticello, Col Legno</p>	<p style="text-align: center;">Listening</p> <p style="text-align: center;">Singing</p> <p style="text-align: center;">Playing</p> <p style="text-align: center;">Performing</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> <p>Listening Singing Playing Performing Composing</p>

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<h3>Year 5</h3>	<h3><u>12 Bar Blues</u></h3> <p>Focus: Blues music and improvisation, the Blues scale, 12 bar Blues, chords</p> <p>Composers/Artists: BB King, Howlin' Wolf, Traditional, <i>Moanin'</i> Lisa Blues from The Simpsons</p>	<h3><u>Young Voices</u></h3> <p>Focus: Learning to sing a variety of different genres, the techniques of good singing, learning ensemble and performance skills.</p> <p>Composers/Artists: Various including: <i>Birdhouse in your Soul</i> by John Linnell and John Flansburgh, <i>Hairspray Medley</i> by Marc Shaiman, <i>Everything from Zootopia</i> by Furler, Hermansen and Eriksen, Pop Medley (Music by Rita Ora, Take That, Gary Barlow, Katy Perry), <i>Oceania</i> by Sarah Sayeed, Bob Marley Medley, <i>Little Blue</i> by Jacob Collier, <i>Let's Dance Medley</i> (Bowie, Irving Berlin, Raul Malo), <i>Get Loud</i> by Craig McLeish, Timothy Oliver and Doug Walker, <i>Brighter Days</i> by Emily Sande</p>	<h3><u>Rivers</u></h3> <p>Focus: Changes in pitch, tempo and dynamics</p> <p>Composers/Artists: 'The River' by Imagine Dragons, 'Cry Me A River' by Justin Timberlake, 'Moon River' by Andy Williams, 'River of Time' by The Judds, 'Ghost' by Ella Henderson, 'Rivers of Babylon' by Boney M, 'Hold Back the River' by James Bay, 'River Deep Mountain High' by Ike and Tina Turner, 'The River is Flowing' by Gila Antara, 'Die Moldau' by Bedřich Smetana</p>	<h3><u>Rainforests</u></h3> <p>Focus: Body and tuned percussion, ostinati</p> <p>Composers/Artists: A Choir Making the Sound of a Rainstorm performance, Clapping Music by Steve Reich, Rainforest sounds, examples of ostinatos, Cups!! from Pitch Perfect</p>	<h3><u>South and West Africa</u></h3> <p>Focus: Learn the song Shosholoza a capella</p> <p>Composers/Artists: Miriam Makeba, Drakensberg Boys Choir, The Master Drummers of Burundi, Bwazan Percussion Ensemble</p>	<h3><u>Dance Music</u></h3> <p>Focus: Looping and Remixing.</p> <p>Composers/Artists: The Lion King <i>Circle of Life</i>, <i>Circle Of Life (HipHop Remix)</i> District78 Original Remix, Beethoven (Fifth Symphony), Beethoven by Darren Leigh Purkiss, <i>A Fifth of Beethoven</i>, <i>Somewhere Over The Rainbow</i></p>

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Year 6	<p><u>Dynamics, pitch and texture</u></p> <p>Focus: Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p> <p>Composers/Artists/ Music: Mendelssohn's <i>Fingal's Cave</i>.</p>					<p><u>Songs of World War 2</u></p> <p>Focus: World War 2 Songs.</p> <p>Composers/Artists/ Music: 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><u>Film Music</u></p> <p>Focus: Exploring and identifying the characteristics of film music.</p> <p>Composers/Artists/ Music: James Bond Theme, Wallace and Gromit 'A Close Shave', Elgar's <i>Pomp and Circumstance</i>.</p>					<p><u>Theme and Variations: Pop Art</u></p> <p>Focus: Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p> <p>Composers/Artists/ Music: Benjamin Britten <i>The Young Person's Guide to the Orchestra</i>, Henry Purcell.</p>					<p><u>Baroque</u></p> <p>Focus: Children define features of Baroque music (e.g. canon, fugue, recitative), play parts of a canon, compose a ground bass ostinato and notate using staff notation, name some well-known composers.</p> <p>Composers/Artists/ Music: <i>Lascia chio pianga</i> by Handel, <i>Prelude from L'Orfeo</i> by Monteverdi, 'Memories' by Maroon 5, 'All together now' by The Farm, 'Cryin' by Aerosmith, 'Canon in D' by Johann Pachelbel, Dido's Lament by Henry Purcell, Music for a While by Henry Purcell, Toccata and Fugue in D Minor by J S Bach, Third Mvt from Brandenburg Concerto No. 2 by J S Bach, Symphony No. 41: 4th Mvt by Mozart, Funky Fugue by Kay Charlton, The Arrival of the Queen of Sheba (Solomon) and Messiah by Handel.</p>					<p><u>Composing and Performing a Leavers' Song</u></p> <p>Focus: Evaluating a song based on its lyrics, tempo, melody and arrangement.</p> <p>Composers/Artists/ Music: 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	Enter-related Dimensions	Listening	Singing	The History of Music	Performing	Enter-related Dimensions	Listening	Playing	The History of Music	Improvising	Performing	Enter-related Dimensions	Listening	Composing	Playing	Performing	Enter-related Dimensions	Listening	Playing	Performing	The History of Music	Enter-related Dimensions	Listening	Singing	Playing	Performing