



CURRICULUM MAP

SUBJECT: Music

YEAR: 2020

SKILL/ KNOWLEDGE	NURSERY	YR	Y1	Y2	Y3
CONTROLLING SOUNDS THROUGH SINGING AND PLAYING (PERFORMING)	<ul style="list-style-type: none"> to use language and other forms of communication to share the things they create, or to indicate personal satisfaction or frustration. to explore and experience using a range of senses and movement. to capture experiences and responses with music, dance, paint and other materials or words. to develop preferences for forms of expression. 	<ul style="list-style-type: none"> to talk about personal intentions, describing what they are trying to do. to respond to comments and questions, entering into dialogue about their creations. to make comparisons and create new connections. to respond in a variety of ways to what I see, hear, smell, touch and feel. to express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instruments. 	<ul style="list-style-type: none"> Begin to understand working together as part of a group and with their friends, gradually developing the confidence to sing alone . Begin to understand the importance of warming up their voices and to establish a good singing position. Sing with a good sense of the pulse internally and try to sing together with the group. Stop and start as appropriate, begin to follow a leader/conductor. Begin to play a classroom instrument as part of a group/ensemble and as part of the song that is being learnt. Learn how to treat your instrument with respect and how to play it correctly. Play as part of your ensemble/group with a sound-before-symbol (by ear) approach. 	<ul style="list-style-type: none"> Continue to understand how to work together as part of a group and with their friends, gradually developing the confidence to sing alone. Continue to understand the importance of warming up their voices and to establish a good singing position. Consider that words mean something and how they work together with the music. Sing with a good sense of the pulse internally and try to sing together and in time with the group. Stop and start as appropriate, begin to follow a leader/conductor. Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Move between differentiated parts as required using a sound-before-symbol approach. Continue to respond to basic musical cues from the leader/conductor. Continue to treat your instrument with respect and how to play it correctly. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach. 	<ul style="list-style-type: none"> The importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so. How important it is and why we warm up our voices, posture, breathing and voice projection. How to join in and stop as appropriate – continue to follow a leader/conductor confidently. How melody and words should be interpreted. How to sing with good diction. How to perform with a good sense of pulse and rhythm. Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate. Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond to musical cues such as starting and stopping. Learn how to follow a leader/conductor. Learn to treat each instrument with respect and use the correct techniques to play them. Begin to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations if appropriate.

<p>CREATING AND DEVELOPING MUSICAL IDEAS (COMPOSING)</p>	<ul style="list-style-type: none"> to enjoy joining in with dancing and ring games. to sing a few familiar songs. to sing to themselves and make up simple songs. to tap out simple repeated rhythms and make some up. to explore and learn how sounds can be changed. to imitate and create movement in response to music. 	<ul style="list-style-type: none"> to begin to build a repertoire of songs and dances. to explore the different sounds of instruments. to begin to move rhythmically. to recognise and explore how sounds can be changed, to sing simple songs from memory. to recognise repeated sounds and sound patterns and match movements to music. 	<ul style="list-style-type: none"> Create your own very simple melodies (usually in a group) within the context of the song that is being learnt. Create compositions using one or two notes, increasing to three notes if appropriate. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch). Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it 	<ul style="list-style-type: none"> Continue to create your own very simple melodies (usually in a group) within the context of the song that is being learnt. Move beyond composing using one or two notes, increasing to three notes if appropriate. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo) and slower (tempo). Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it. 	<ul style="list-style-type: none"> Continue to explore and continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required. Listen to the sound of the composition as it unfolds and make decisions about it. Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. Begin to recognise an musically demonstrate awareness of a link between shape and pitch using graphic notations if appropriate.
<p>RESPONDING AND REVIEWING (APPRAISING)</p>			<ul style="list-style-type: none"> Start to recognise/identify very simple style indicators and different instruments used. March, clap, tap your knees, move to find and internalise the pulse. Begin to understand what it means to find the pulse. Start using basic musical language to describe the music you are listening to and your feelings towards it. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to. 	<ul style="list-style-type: none"> Try to recognise/identify very simple style indicators and different instruments used. March, clap, tap your knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse. Start using basic musical language to describe the music you are listening to and your feelings towards it. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.. 	<ul style="list-style-type: none"> The children will begin to recognise very basic style indicators and start to recognise different instruments. Styles include: RnB, Rock, Reggae, Pop, Film/Classical, Musicals, Motown, Soul, Disco, Funk, Hip Hop, Big Band Jazz. Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc. They will continue to recognise the sound of the musical instruments used and basic musical structure. They will continue to use correct musical language and describe how the music makes them feel through safe and respectful discussion. The purpose of the song and context within history. Continue to deepen their understanding of the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch,

<p>VOCABULARY</p>	<ul style="list-style-type: none"> Fast/slow, long/short, high/low loud/quiet, start, stop 	<ul style="list-style-type: none"> how sounds are produced, eg shake, scrape, hit longer/shorter, higher/lower louder/quieter singing, whispering, talking, humming going up, going down, steps, jumps, slides 	<ul style="list-style-type: none"> rhythm, pulse, beat, rhythm words describing the qualities of sounds, such as rattling, smooth, tinkling; words relating to sound production, such as hitting, shaking, scraping smooth, scratchy, chiming, clicking getting louder, getting quieter getting faster, getting slower getting higher, getting lower 	<ul style="list-style-type: none"> duration, eg pulse, rhythm, longer, shorter, sustained tempo, eg faster, slower pitch, eg steps, jumps/leaps duration, eg rhythm, rhythmic pattern tempo, eg steady, fast, slow texture, eg combined rhythmic patterns descriptive words such as: light, heavy, bright, dull, cold, warm beginning, middle, end 	<ul style="list-style-type: none"> notation, eg note names C, D, E processes, eg composing using rhythmic patterns context, eg use of rhythmic patterns in music from different times and places elements, eg pitch, dynamics, rhythm, texture, timbre, tempo structure, eg beginning, middle, end, repetition processes, eg composing music that describes feelings or moods using 'tense' or 'calm' sounds
<p>INSTRUMENTS NAMES</p>	<ul style="list-style-type: none"> Drum, triangle, tambourine, cymbals, rain shaker, 	<ul style="list-style-type: none"> Maracas, claves, piano, sleigh bells, tambour, beater, chime bar, castanets 	<ul style="list-style-type: none"> tulip block, wood block, Chinese wood block, cowbell, cabassa, recorder, 	<ul style="list-style-type: none"> Agogo, guiro, acoustic guitar, electric guitar, flute, xylophone, glockenspiel, ocarina, trombone, saxophone, clarinet, harp percussion, strings, brass, woodwind 	<ul style="list-style-type: none"> Other orchestral instruments e.g. Oboe, French horn, kettle drums...