



St. Helen's Catholic Primary School  
Music Curriculum Map 2017 - 2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	Hey You! – Old School Hip Hop. Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles.	In the Groove - Blues, Latin, Folk, Funk, Baroque, Bhangra. 6 different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.	Rhythm Is In The Way We Walk and Banana Rap – Focus on Reggae, hp-hop. This unit includes action songs and instrumental playing that link to the foundations of music.	Focus on A Midsummer Night's Dream – Mendelssohn. Focus on historical contexts and musical styles by creating music in the style of the composer, focussing on fairies and the character of Puck.	Round and Round – Latin Bossa Nova. Film music, Big Band Jazz, Mash-up, Latin Fusion. Latin American style of music -Countries from around the world. Film music. Historical context of musical styles.	Graphic scores: Learning to read and create simple graphic scores, using ICT and untuned percussion instruments. Western Classical Music: Think about the history of music in context, listen to some Western Classical music and place the music in their correct time and space. Consolidate the foundations of the language of music.
<b>Year 2</b>	Learning to hold recorders correctly. Encouraging good tone production and intonation. Notes B, A. Pieces with quarter notes, half notes, whole notes and corresponding rests. Pieces with one or two parts. Pieces with four beats in a bar.	Notes B, A, G. Pieces with quarter notes, half notes, whole notes and corresponding rests. Listen to some Western Classical music and recorder repertoire, placing the music in its correct time and space.	Reinforce notes B, A, G, learn to play C. Start learning duets. Improvisation, varying rhythmic combinations. Start learning about playing with three beats in a bar – waltz time. Listen to some Western Classical music and recorder repertoire, placing the music in its correct time and space.	<b>Notes B, A, G, C, E.</b> Focus on The Tempest. Compose a piece in Tudor style, using notes A, B, C, low E. Listen to examples of Tudor music.	Notes B, A, G, E, C, D. Improvisation, varying rhythmic combinations, Dotted half notes, eighth notes, <b>dynamic awareness. Pieces with two beats in a bar.</b> Listen to some Western Classical music and recorder repertoire, placing the music in its correct time and space.	<b>Use Classics for Kids composition program to compose a short melody, consolidating notes already learnt. Revisit improvising short melodies.</b> Western Classical Music: Think about the history of music in context, listen to some Western Classical music and place the music in their correct time and space. Consolidate the foundations of the language of music.
<b>Year 3</b>	<b>Learning to hold Ukulele correctly and with correct posture Understand how to pluck individual strings Understand how to strum all four strings, downstroke and upstroke Recognise notes on the staff and play open string notes moving fluently between notes</b>	<b>Recognise and play rhythms using ta te-te to-o and ssh on open strings P lay music in 2 &amp; 3. Use solfa and note names to sing through melodies Play a chord of C P lay chord of Am P lay chord of F Strum each chord in pulse and rhythm</b>	<b>Further introduction to the language of music, theory, composition, reading scores. Move between two chords smoothly Sing and p lay chords together Play in two parts and understand and play an ostinato</b>	<b>Continue to move between two chords smoothly Sing and p lay chords together Play in two parts and understand and play an ostinato Three Little Birds – Reggae. Animals, poetry, Jamaica. Historical content of musical styles.</b>	<b>Composition using chords C, Am, F and G, as well as using improvisation of varying rhythmic combinations.</b>	Revise and consolidate work done throughout the year. Western Classical Music: Think about the history of music in context, listen to some Western Classical music and place the music in their correct time and space. Consolidate the foundations of the language of music.
<b>Year 4</b>	<b>Continue to hold Ukulele correctly and with correct posture. Understand how to pluck individual strings and notes. Consolodate strumming all four strings, downstroke and upstroke Consolodate notes on the staff and play notes moving fluently between notes</b>	<b>Play chords Am, C, C7, Dm, E, F, G, G7. Focus on Christmas – Songs and instrumental playing relating to relevant Christmas season.</b>	<b>Further introduction to the language of music, theory, composition, reading scores. Move between two chords smoothly Sing and p lay chords together Play in two parts and understand and play an ostinato</b>	<b>Increase repertoire using Folk, Big Band Jazz, Urban Gospel as well French Folk music.</b>	<b>Composition using chords C, C7, Am, Dm, F, G and G7, as well as using improvisation of varying rhythmic combinations and notation.</b>	Revise and consolidate work done throughout the year. Western Classical Music: Think about the history of music in context, listen to some Western Classical music and place the music in their correct time and space. Consolidate the foundations of the language of music.
<b>Year 5</b>	Focus on Cultural History: Cyclic patterns - learning about African music, learning an African dance. Compose call and response melodies using Musescore (music notation software program) Flute: Learn notes G, A, B. Develop an appropriate and functional embouchure, tonguing technique and breath control. Begin to sight-read simple phrases and melodies. Listen carefully and play in time with others. Evaluate their performances and those of others.	'Don't Stop Believin' – Rock. Cover versions, 80s music, literacy links, analysing performance. Use instruments learnt as part of ECaM to play as part of the song. Flute: Learn notes F, C, B flat. Recognise and discuss musical features, e.g. dynamics, timbre, tempo, texture, structure. Develop understanding of time signatures 2/4 and 4/4. Sustain long notes getting louder and quieter over different numbers of beats.	Develop understanding of time signatures: 2/4 and 4/4. Recognise and discuss musical features, e.g. dynamics, timbre, tempo, texture, structure. Sustain long notes getting louder and quieter over different numbers of beats. Improve short melodic patterns within given structure, using the notes they have learnt. Sight-read simple phrases and melodies with greater accuracy.	Follow accurately a notated score as the teacher plays a simple tune. Articulation: start understanding the difference between tongued and slurred notes. Become more familiar with structure such as call and response and be able to take a leading role. Perform a more sustained solo in front of others with increased confidence. Evaluate performances and communicate opinions to others.	Become familiar with time signatures 2/4, 3/4 and 4/4. Develop a well-refined embouchure and a consistent sound quality across the range of notes already learnt. Learn lower E, F sharp. Develop awareness of musical structures, e.g. repeated phrases and sections.	Identify gradual or subtle changes in musical elements, e.g. tempo, dynamics, timbre, staccato, legato. Continue to become familiar with time signatures 2/4, 3/4 and 4/4. Learn to play middle D. Continue to maintain good posture, hand and finger position. Work out pieces with less support from adults. Play duets, with awareness of parts and ensemble playing. Perform pieces with contrasting sections. Evaluate performances, paying attention to technical and interpretative detail. Perform to each other, at a school assembly and a concert.

**National Curriculum Subject:** Music  
**Subject Leader** Claire Doherty  
**Music Teachers/Tutors:** Junette Taylor, Allison Venn, Tanya Earle & Chris Augustine



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<b>Year 6</b>	<p>Livin' on a Prayer – Rock. How Rock music developed from the Beatles onwards. Analysing performance. Use Musescore program to compose a short melody in the style of the song.</p> <p>Playing the flute: Develop awareness of different musical styles. Become aware of how different musical elements can create different moods. Have a strong and confident blowing style and well-refined embouchure that allows greater flexibility and reliability in the low and high registers.</p>	<p>In the Mood – Glen Miller. Music from the 1940's. Focus on performing this piece together as a class, using instruments learnt as part of ECaM. Compose a piece using Musescore, focussing on using rhythms relating to a piece in a swing jazz style.</p> <p>Playing the flute: Recognise major and minor tonalities, ostinato patterns, syncopation. Play with a good tone and more changes in dynamics. Improvise in different keys learnt so far. Develop understanding of different musical styles. Evaluate their own and others' performances using appropriate musical and technical language.</p>	<p>Playing the flute: Identify the pulse in examples of music learnt so far. Play with a good tone and more dynamic contrasts. Sustain longer phrases, only breathing every bar or further. Improvise with good key sense. Evaluate performances, giving constructive feedback on how to improve.</p>	<p>Playing the flute: Recognise major and minor tonalities, ostinato patterns, syncopation. Learn middle E and middle F. Start work on F major scale. Play confidently across the range of notes learnt so far. Develop greater confidence and accuracy when sight-reading. Develop a good sense of ensemble playing, listening for clear intonation.</p>	<p>Playing the flute: Identify subtle and gradual changes in the musical elements. Play confidently, with a good tone and awareness of dynamic control. Begin work on G major scale. Develop an effective practice technique. Contribute ideas which help to develop style and character of the music.</p>	<p>Playing the flute: Consolidate awareness from previous units: pitch, structure, tempo, phrasing, dynamics, note values. Develop own style of expressive performance. Play scales of G and F major more confidently. Take part in group pieces which draw on what they have learnt. Be able to lead a group performance. Be able to prepare pieces effectively for performance as part of an assessment or examination. Perform to each other, at a school assembly and concert.</p>
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