



Music Curriculum Map - Year 5

At all times pupils will be encouraged to perform using their own instruments - if they have them.

	Topic 1 - 10 weeks	Topic 2 - 10 weeks	Topics 3 - 10 weeks	Topic 4 - 10 weeks
Title:	Heroes of Troy	Ukulele Magic	Chinese Music	Weather and Seasons
Assessment focus:	Performing / Listening and Appraising Performing a selection of songs as an ensemble and possibly soloist.	Performing / Listening and Appraising Performing a range of accompaniments on the Ukulele	Composing and Performing / Listening and Appraising Performing and composing using the Pentatonic scale	Composing / Listening and Appraising Composing music for different weathers
Performance skill focus:	Singing - Posture and warm ups, develop a good breathing technique, 2 and 3 part rounds, 2 part songs, partner songs, solo singing.	Singing - As previous unit Instrumental - Ukulele, keeping a steady pulse on an instrument, correct posture, perform 4 different chords in a simple pattern, perform simple accompaniments.	Singing - as Previous unit Instrumental - ukulele and class percussion. Pentatonic scales.	Instrumental and singing - using timbre effectively (ukulele and class percussion)
Composing skill focus:	Composing simple rhythm patterns as accompaniments, change and combine sounds.	Improvise simple patterns, compose simple rhythmic patterns and simple melodic patterns.	Improvise simple patterns, change and combine sounds, compose simple rhythmic patterns and simple melodic patterns.	Improvise simple patterns, change and combine sounds, compose simple rhythmic patterns and simple melodic patterns.
Listening / Aural skill focus:	Keeping a steady pulse in 4/4 time, copy simple rhythmic patterns, copy simple melodic pattern, recognise simple dynamics.	Recognise simple time sig 2/4 and 3/4 aurally, recognise simple dynamics and simple tempo markings. Responding to music using movements and statements.	Recognise simple time sig 2/4 and 3/4 aurally, recognise simple dynamics and simple tempo markings. Responding to music using movements and statements.	Identifying the four families of instruments, recognise simple time sig 2/4 and 3/4 aurally, recognise simple dynamics and simple tempo markings. Responding to music using movements and statements.

Notation focus:	Recognise simple patterns and shapes to match sounds, recognise a treble clef.	Recognise 4/4 time sig, basic TAB notation for open strings and chord boxes.	Practical understanding of notes C-A in treble clef, practical understanding of semibreve, minim, crotchet and quaver.	Graphic scores, understanding of notes C-A in treble clef, practical understanding of semibreve, minim, crotchet and quaver.
Knowledge focus including the inter-related dimensions of music:	Basic understanding of texture and dynamics.	Identifying all parts of a ukulele, basic understanding of texture, tempo and dynamics.	Understanding of the pentatonic scale, Chinese culture, binary form (AB).	Demonstrate an understanding of different composers, basic understanding of texture, tempo and dynamics.
Additional foci:	Ensemble skills - joining and stopping as appropriate Responding to musical cues. Evaluating good features of own work.	Ensemble skills - joining and stopping as appropriate Responding to musical cues. Evaluating good features of own work.	Ensemble skills - joining and stopping as appropriate Responding to musical cues. Evaluating good features of own and others' work.	Ensemble skills - joining and stopping as appropriate Responding to musical cues. Evaluating good features of own and others' work.



Music Curriculum Map - Year 6

At all times pupils will be encouraged to perform using their own instruments - if they have them.

	Topic 1 - 10 weeks	Topic 2 - 10 weeks	Topics 3 - 10 weeks	Topic 4 - 10 weeks
Title:	Ukulele Magic 2	African Drumming	Programme Music	Vocal Layers
Assessment focus:	Performing / Listening and Appraising Performing a selection of ukulele pieces as an ensemble and possibly soloist.	Performing / Listening and Appraising Performing a range of cycle patterns	Composing and Performing / Listening and Appraising Performing and composing using a stimulus	Composing / Listening and Appraising Composing music using different vocal techniques and devices
Performance skill focus:	Singing - Posture and warm ups, develop a good breathing technique, solo singing. Instrumental - Ukulele, performing complex melodic / harmonic and rhythmic patterns.	Singing - As previous unit Instrumental - Keeping a steady pulse on a Djembe drum, perform rhythmic patterns using the correct technique and hand positions.	Singing - As previous unit Instrumental - class percussion and ukuleles.	Singing - Posture and warm ups, develop a good breathing technique, 2 and 3 part rounds, 2 part songs, partner songs, solo singing. Singing a basic harmony line (in 3rds)
Composing skill focus:	Improvise simple patterns, compose simple rhythmic patterns and simple melodic patterns.	Composing/improvising simple rhythm patterns as accompaniments and cycle patterns. Change and combine sounds.	Composing simple patterns that represent a stimuli. Change and combine sounds.	Compose simple rhythmic patterns and simple melodic patterns. Change and combine sounds; experimenting with different ways of producing sounds.
Listening / Aural skill focus:	Copy and identify simple rhythmic and melodic patterns, recognise time sig 2/4 and 3/4. Recognise simple dynamics and tempo markings.	Copy and identify simple rhythmic patterns, recognise time sig 2/4 and 3/4. Recognise simple dynamics and tempo markings.	Identify different instrumental sounds (from the main 4 families), identify where a change in pitch occurs during a phrase. Recognise simple dynamics and tempo markings.	All skills already covered.

Notation focus:	Basic TAB notation for strings and chord boxes. Understanding of notes C-C ₁ in treble clef, understanding of semibreve, minim, crotchet and quaver.	Practical understanding of semibreve, minim, crotchet and quaver.	Practical understanding of notes C-C ₁ in treble clef, practical understanding of semibreve, minim, crotchet and quaver, graphic scores.	Practical understanding of notes C-C ₁ in treble clef, practical understanding of semibreve, minim, crotchet and quaver, graphic scores.
Knowledge focus including the inter-related dimensions of music:	Verse/chorus structure. Tempo - Andante, Presto, Accelerando, Rall, Rit Dynamics - pp, ff, cresc and dim. The Beatles	African Culture. Tempo - Andante, Presto, Accelerando, Rall, Rit	Romantic period, Ternary form, Romantic composers. Tempo - Andante, Presto, Accelerando, Rall, Rit Dynamics - pp, ff, cresc and dim.	Various vocal textures inc parallel motion, echo, call and response. Tempo - Andante, Presto, Accelerando, Rall, Rit Dynamics - pp, ff, cresc and dim.
Additional foci:	Demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing, singing	Demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing, singing	Demonstrate a good sense of ensemble.	Demonstrate a good sense of ensemble.



Music Curriculum Map - Year 7

At all times pupils will be encouraged to perform using their own instruments - if they have them.

	Topic 1 - 10 weeks	Topic 2 - 10 weeks	Topics 3 - 10 weeks	Topic 4 - 10 weeks
Title:	History of the Keyboard	Slavery to Gospel	Musical Clichés	Latin American Dance
Assessment focus:	Performing / Listening and Appraising Performing a selection of pieces for keyboard	Performing / Listening and Appraising Performing as an ensemble a piece connected with either slavery, Blues and Gospel	Composing and Performing / Listening and Appraising Performing and composing using Musical clichés - heroic film trailer	Composing / Listening and Appraising Composing music for Tango
Performance skill focus:	Instrumental - Keyboard skills inc posture, hand position, identifying notes and single fingered chords, setting up keyboard and creating a backing.	Singing - Correct posture and breathing technique, warm up activities, intonation, 2/3 part songs, harmony line, perform as a soloist and ensemble.	Instrumental - Keyboard skills inc posture, hand position, identifying notes and single fingered chords, setting up keyboard and creating a backing.	Instrumental - Keyboard skills inc posture, hand position, identifying notes and single fingered chords, setting up keyboard and creating a backing.
Composing skill focus:	Improvising a melodic pattern, with a basic accompaniment.	Improvising around a Blues scale. Compose simple melodic patterns and suitable accompaniments.	Change and combine sounds; experimenting with different ways of producing sounds, compose simple melodic patterns that represent a stimulus, compose suitable accompaniments.	Compose simple melodic patterns that represent a stimulus, compose suitable accompaniments.
Listening / Aural skill focus:	Copy and identify rhythmic and melodic patterns. Identify various devices including repetition and changes in octaves, identify various elements of music.	Copy and identify rhythmic and melodic patterns. Identify structures such as the 12 Bar Blues, identify various elements of music.	Identify different instrumental sounds and techniques. Identify various devices including repetition and changes in octaves, identify major / minor tonality	Copy and identify rhythmic and melodic patterns. Identify various devices including repetition and changes in octaves, identify major / minor tonality
Notation focus:	Reading single finger chords, a practical understanding of notes C-C ₁ in treble clef.	Practical understanding of notes C-C ₁ in treble clef, a practical understanding of triplets and syncopation.	Practical understanding of notes C-C ₁ in treble clef as well as chromatic notes, a practical	Practical understanding of notes C-C ₁ in treble clef as well as chromatic notes, a practical

			understanding of triplets and syncopation.	understanding of triplets and syncopation.
Knowledge focus including the inter-related dimensions of music:	Composers - Bach, Schubert, Beethoven, Chopin, Nyman. BPM	Blues scale and 12 bar blues, slavery and its influences. SATB,	Leitmotif, major, minor. Composers inc John Williams - symphony orchestra	Latin American music and style. Rondo form.
Additional foci:	Suggest, follow and lead simple performance directions. Demonstrate musical quality - e.g. clear starts, ends of pieces / phrases, technical accuracy.	Suggest, follow and lead simple performance directions. Demonstrate musical quality - e.g. clear starts, ends of pieces / phrases, technical accuracy.	Communicate ideas, thoughts and feelings through simple musical demonstration.	Communicate ideas, thoughts and feelings through simple musical demonstration.



Music Curriculum Map - Year 8

At all times pupils will be encouraged to perform using their own instruments - if they have them.

	Topic 1 - 10 weeks	Topic 2 - 10 weeks	Topics 3 - 10 weeks	Topic 4 - 10 weeks
Title:	Hooks and Riffs - Keyboard skills	Theme and Variation	Minimalism	Dance Music - Baroque to Rave
Assessment focus:	Performing / Listening and Appraising Performing as an ensemble and possibly soloist.	Composing and Performing / Listening and Appraising Performing and composing using variations	Composing / Listening and Appraising Composing in a minimalist style using technology	Composing / Listening and Appraising Composing using music technology
Performance skill focus: Composing skill focus:	Perf: Keyboard - Correct technique, identifying all notes, more complex single finger chords, full chords, perform with accompaniment, solo and ensemble Singing - Accurate tuning, correct technique, harmony and confidence.	Perf: As previous unit Comp: Composing using sequence, repetition, inversion, modulation, retrograde, ornaments	Perf: As previous unit Comp: Compose using cells and motifs. Manipulate sounds using technology, create music using technology.	Perf: As previous unit Comp: Compose using samples. Manipulate sounds using technology, create music using technology.
Listening / Aural skill focus:	Identify basic periods of history, perfect cadences, major and minor keys.	Identify basic periods of history, perfect/ imperfect cadences, major and minor keys. Identify various devices including repetition and changes in octaves; identify various tonalities (major and minor) and articulation.	Identify simple time sig inc 5/4, identify various devices including repetition and changes in octaves.	Identify basic periods of history, Identify various devices including repetition and changes in octaves, and identify various tonalities (major and minor) and articulation.
Notation focus:	Recognise bass clef and demonstrate a practical understanding of C-G in the bass clef.	Recognise bass clef and demonstrate a practical understanding of chromatic notes	Demonstrate a practical understanding of cells and motifs.	Demonstrate a practical understanding of cells and motifs.

Knowledge focus including the inter-related dimensions of music:	Understanding of various voices and instruments, Baroque music and its influence, composers inc Pachelbel, Verse chorus structure, hooks and riffs. Ground bass.	Understanding of various voices and instruments, Classical music and its influence, composers inc Mozart / Haydn, Theme and Variation form	Understanding of minimalism, composers inc Steve Reich. BPM	Understanding of various voices and instruments, Baroque music and its influence, composers inc Handel, Samples and DJs.
Additional foci:	Communicate ideas, thoughts and feelings through simple musical demonstration. Suggest, follow and lead simple performance directions. Demonstrate musical quality	Communicate ideas, thoughts and feelings through simple musical demonstration.	Communicate ideas, thoughts and feelings through simple musical demonstration.	Communicate ideas, thoughts and feelings through simple musical demonstration.