



## Nene Valley Primary School

### MUSIC CURRICULUM MAP

	Phase 1/2		Phase 3/4		Phase 5/6	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Autumn	<u>Hands, Feet, Heart. (Afropop, South African music)</u>  Children will know the chorus and response within songs and know pulse, rhythm and pitch. To know the names of the notes in musical instruments and know the names of untuned percussion instruments. To understand improvisation and perform to an audience	<u>Hey You (Old school Hip-Hop – How pulse, rhythm and pitch work together)</u>  Children will recognise the sound and name of some of the instruments they use. To know composing is writing a story with music and everyone can compose. To understand a performance is sharing music with other people, called an audience.	<u>Mamma Mia (Pop/ABBA's music)</u>  Children will know the style of songs and be able to talk about the lyrics, musical dimensions (texture, dynamics, tempo, rhythm and pitch) To know and be able to talk about a choir, leader/conductor, the importance of listening to each other when singing as part of an ensemble. To understand that there are different ways of recording compositions (letter names, symbols, audio)	To know and be able to talk about the instruments used (glockenspiel and recorder) To understand improvisation and that use one or two notes confidently. To understand that a composition is music that is created by you and kept in some way and can be performed.	To sing songs from memory, who sang/wrote them, when they were written and why; discuss the historical contexts of the songs. To know and discuss different ways of writing music down e.g staff notation, symbols, the notes C,D, E, F, G, A, B and C on the treble stave.	<u>Happy (Pop/Neo Soul)</u>  Children will know (texture, dynamics, tempo, rhythm, pitch and timbre) structure of the songs, name some instruments used in the songs and discuss the historical contexts of the songs.
	<u>Christmas Production - learning songs.</u>	<u>Christmas Production learning songs</u>	<u>Learning songs for 'Songs around the Christmas Tree'</u>	<u>Learning songs for 'Songs around the Christmas Tree'</u>	<u>Learning songs for 'Songs around the Christmas Tree'</u>	<u>Learning songs for 'Songs around the Christmas Tree'</u>
	<b>Ocarinas – Nightingales</b>  To learn the name of instruments; understand pitch, rhythm, melody and remember the names of some simple notes		<b>Recorders – Skylarks</b>  To learn the name of instruments, understand pitch, rhythm, melody, texture, dynamics and remember the names of some simple notes. To begin to read simple music notation.		<b>Clarinet – Doves</b>  To learn the name of instruments, understand pitch, rhythm, melody, texture, dynamics and remember the names of some simple notes. To read simple music notation and play a simple melody.	

Spring	<u>Round and Round unit (Bossa nova – Pulse, rhythm and pitch in different styles of music)</u> <p>Children will recognise style indicators of Bossa Nova and learn to perform within the style of music. Children will be able to appraise music and compare to other known styles</p>	<u>I wanna play in a band (Rock/Playing together in a band)</u> <p>Children will recognise the style of Rock music, comparing to other styles they know. They will be able to perform within the style of rock music. Children will be able to identify a range of instruments used in rock music.</p>	<u>Lean on me (Gospel – Soul/Gospel music)</u> <p>Children will understand gospel style music and compare to other styles. They will perform, listen to and evaluate the style of music. Children will use instruments to create a musical ensemble.</p>	<u>Three little birds (Reggae)</u> <p>Children will recognise Reggae music and compare it to other styles. They will use instruments, such as, glocks or recorders to perform in the style. Children will use improvisation to perform in the style.</p>	<u>The Fresh Prince of Bel Air (Old school Hip-hop)</u> <p>Children will recognise Hip-Hop music and compare to other styles. Children will know about the effects of; desks, scratching, bass, synthesiser, loops and samples. They will compose and perform to an audience.</p>	<u>Make you feel my love (Pop Ballads)</u> <p>Children will recognise and understand Pop Ballads and compare to other styles. Children will know the effects of; strings, piano, guitar, bass and drums. They will evaluate the emotive impact of pop ballads.</p>
	<u>Ocarinas – Cuckoos</u> As above for Ocarinas		<u>Recorders – Swallows</u> As above for recorders		<u>Clarinet – Owls</u> As above for clarinet	
Summer	<u>Zoo time (Reggae)</u> <p>Children will know the impact of; keyboard, drums, base, electric guitars, singers on the style of music. Children can identify, pulse and rhythm. Children to evaluate their performance.</p>	<u>Friendship song (Pop)</u> <p>Children know the impact of; keyboards, drums, bass, female/male singers, glockenspiel have on the genre. Children will know pitch and improvise a melody to an audience.</p>	<u>Bringing us together (Disco)</u> <p>Children will know the impact of; keyboards, drums, bass, female/male singers on the genre. They will be able to perform in the style. They will understand the theme of disco music (friendship) and reflect on the emotive impact.</p>	<u>Blackbird (Beatles/Pop)</u> <p>Children will understand the theme of the genre (equality and civil rights). Children will discuss how music can create an imaginative story. Children will understand the historical significance of the genre and its impact in the 1960s.</p>	<u>Dancing in the street (Motown)</u> <p>Children will recognise Motown music and compare to other styles. They will understand the structure; intro, verse, bridge, verse 2, chorus, bridge, verse 3. Children will know the impact of; trumpet, saxophone, trombone and female backing vocals have on the genre.</p>	<u>You've got a friend (70's ballad/Pop – The music of Carole King)</u> <p>Children will compare the genre to other styles of music. They will compose and perform within the genre. Children will know how to effectively use, tone, pitch and rhythm.</p>
	<u>Ocarinas – Cuckoos</u> As above for Ocarinas		<u>Recorders – Swallows</u> As above for recorders		<u>Clarinet – Owls</u> As above for clarinet	