



Whole School Curriculum Map - Music

National Curriculum Statement:

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as *[active]*musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Non Negotiables for Music (Throughout every academic year in music, children at Scott Wilkie should:)

- children have opportunities to develop their aural skills through listening to, responding to and appraising pieces of music
- children have opportunities to respond to and understand pieces of music from different periods of time and different cultures
- the skills of listening to and evaluating pieces of music, responding to and planning, performing and evaluating pieces of music are intertwined and development of these skills is deepened throughout each year
- develop rhythmic fluency and understanding of pitch through singing a learning to play a target instrument
- that children learn to play tuned and untuned percussion and one tuned instrument throughout KS1 and two further tuned instruments throughout KS2
- every music lesson throughout KS1 & KS2 is embedded in practical music making and supported through the reading of appropriate notation
- every child in every year group has the opportunity to perform through singing or playing instruments to a wider audience than their class during the school year.



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- all children learn to read stave music notation and their experience of this begins in Y1 and is developed with increasing confidence and complexity throughout KS1 & KS2
- Each child will access approximately 6 hours of music teaching/term. Where year groups learn an instrument, the planning is split to reflect the ongoing skills which are developed continuously throughout the year, and also any termly areas of focus (e.g. rounds, or ostinatos)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Yr 1</p> <p>Pitch, Beats and Rhythm</p>	<p>Singing: Exploring rhythm and pulse</p>	<p>Singing: Exploring pitch and notation</p> <p>Nativity prep</p>	<p>Singing + untuned and tuned percussion - Exploring pitch and rhythm parts</p>	<p>Singing + untuned and tuned percussion - Exploring pitch and rhythm parts</p>	<p>Singing: Exploring Ostinatos</p>	<p>Singing: Exploring rounds</p>
<p>Suggested repertoire re: music for study</p>	<ul style="list-style-type: none"> ● Trad. Nursery rhymes ● Drum beat patterns ● Junior voiceworks ● Junior voiceworks ● Nativity chosen that year (Nov/Dec) 					



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<h1 style="margin: 0;">Yr 3 Recorder</h1>	Intro to Recorders Children learn the techniques and initial notes on the recorder, including tone production	Exploring and performing ostinatos	Exploring scales and melodies
	<p>Continuous development of musical elements below throughout terms 1 - 6</p>		
	Ongoing skills: Throughout the year children will develop core musical skills of listening, performing, composing and appraising.	Musical elements 1. Respond with increasing confidence to pulse and rhythm 2. Reading stave notation 3. Increasing fluency in performance	Technical 1. Develop a clear and controlled tone 2. To hold their part in a musical performance 3. Compose short phrases
Suggested repertoire: music for study	<ul style="list-style-type: none"> Red Hot Recorder Tutor 1, Sarah Watts, published by Kevin Mayhew Recorder Razzamajazz, Sarah Watts, published by Kevin Mayhew Christmas Razzamajazz Recorder, Sarah Watts, published by Kevin Mayhew Recorder Wizard, Emma Coultard, published by Chester Music Recorder Boppers, David Moses, published by Tinderbox Music Recorder from the Beginning book 1, John Pitts, published EJA Publications 		



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<h1 style="font-size: 2em;">Yr 4</h1> <h1 style="font-size: 2em;">Ukulele</h1>	Intro to Ukulele Children will learn how to hold and perform the basic techniques of playing the Ukulele	Exploring and performing ostinatos	Exploring scales and melodies	Exploring chords	Exploring the Blues
	<p>Continuous development of musical elements below throughout terms 1 - 6</p>				
	Ongoing skills: Throughout the year children will be developing their core musical skills of listening, performing, composing and appraising. In addition all lessons will include one if not more of the following elements	Musical elements: 1. Respond with increasing fluency and confidence to tempo and dynamic range 2. Performing in parts including rounds and ostinatos composing	Technical: 1. Plucking and strumming 2. Holding and posture 3. Performing with increasing fluency and confidence with good playing technique Reading stave and tab notation		
	Suggested repertoire re: music for study <ul style="list-style-type: none"> Ukulele from the Beginning book 1, Tim Fulston, published EJA Publications Ukulele from the Beginning book 2, Tim Fulston, published EJA Publications Ukulele Basics, Lorraine Bow & Alex Davis, published by Faber Music Ukulele Magic, Ian Lawrence, published Collins music 10 Acoustic Guitar & Ukulele Songs, Theo Lawrence, published TL music lessons 				
<h1 style="font-size: 2em;">Yr 5</h1>	<p>Continuous development of musical elements below throughout terms 1 - 6</p>				



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<h1 style="font-size: 2em;">Steel Pans</h1> <p style="margin-top: 20px;">Suggested repertoire re: music for study</p>	<p>Musical skills Continuing development of rhythmic fluency and confidence – performing with flow Continuing development of aural skills. Children to use their aural skill as a key learning tool Respond with increasing musicality to a written score - children to use more strategies to aid independent learning e.g. sight singing / aural cues Developing composing over larger forms e.g. longer melodies / contrasting sections</p>	<p>Technical skills Enhance rhythmic and improvisational skills Develop listening skills Develop number/counting skills Develop coordination skills Develop confidence Develop team-working skills Develop professional and technical skills</p>	<p>End of year expectations To play using a full octave scale G major. To read stave notation using the above note range Perform confidently as part of an ensemble including rounds / accompaniment / polyphony To perform accurately a full dynamic range To be able to independently analyse a piece of music Skills - trilling, working as an ensemble and live performance</p>	
	<ul style="list-style-type: none"> ● Andy Gleadhill’s Caribbean Steel Pan Book/resources ● Scott Johnson’s Steel Pan Method books 1-3 ● Jumbie Jam Song book series (Christmas, Island fun etc) 			
<h1 style="font-size: 2em;">Yr 6</h1>	<p>End of terms 1 & 2 expectations To develop composing skills through Music Technology To learn and retain vocabulary terms for technology To learn basic keyboard skills Preparation for Year 7 Music</p>	<p>Samba Band Composing rhythm ostinatos Layering rhythmic patterns</p>	<p>Music technology – using soundation/garage band Composing and structuring songs</p>	



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Music Tech/Key board Suggested repertoire re: music for study	<ul style="list-style-type: none"> • End of year show (from February) 	Scales and Arpeggios Working as an ensemble	Using tech to create music
	<ul style="list-style-type: none"> • Use of all above resources • Own compositions 		

Coverage of style and different cultural music

There is no separate unit that deals exclusively with a particular culture or style of music (Yr 6 samba and music technology excluded), but a wide range of music is covered throughout the year from children's / playground songs of different cultures, calypso and samba, folk songs of different cultures and western art songs, up to a wide range of popular music from blues to urban music. Different styles and cultures are also covered during:

Cultural week

Black history month

Weekly assemblies include music by the great western composers (Bach, Beethoven, etc.)

World Music Day (different each year)

Carnival