

Curriculum Map

Subject: Music

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p>Me, You, Everyone</p> <p>This unit is designed to explore the role music has in our lives and how we respond to different types of music. Pupils will listen to different types of music and talk about the different sounds they can hear and how this makes them feel. They will take part in musical pulse games. This unit will focus on singing and using our voices (nursery rhymes, chants, Harvest festival, Christmas concert).</p>	<p>Me, You, Everyone</p> <p>This unit is designed to explore the role music has in our lives and how we respond to different types of music. Pupils will listen to different types of music and talk about the different sounds they can hear and how this makes them feel. They will take part in musical pulse games. This unit will focus on singing and using our voices (nursery rhymes, chants, Harvest festival, Christmas concert).</p>	<p>Sound All Around</p> <p>In this unit pupils will explore how different sounds are used to create an atmosphere or setting. Listening activities will focus on sounds with a theme e.g. Carnival of the Animals. Pupils will continue taking part in musical pulse activities. They will create soundscapes with a theme e.g. woodland, farms etc. beginning with vocal sounds, then using body percussion and hand percussion to create an atmosphere. Pupils can also continue with singing activities such as nursery rhymes that link to the setting/theme.</p> <p>https://www.bbc.co.uk/teach/bring-the-</p>	<p>Sound All Around</p> <p>In this unit pupils will explore how different sounds are used to create an atmosphere or setting. Listening activities will focus on sounds with a theme e.g. Carnival of the Animals. Pupils will continue taking part in musical pulse activities. They will create soundscapes with a theme e.g. woodland, farms etc. beginning with vocal sounds, then using body percussion and hand percussion to create an atmosphere. Pupils can also continue with singing activities such as nursery rhymes that link to the setting/theme.</p> <p>https://www.bbc.co.uk/teach/bring-the-</p>	<p>Glockenspiels</p> <p>Pupils will have the opportunity to use a mixture of unpitched and pitched percussion in this unit. Using the Charanga units Hey You and In the Groove pupils will learn to play the notes C and G on the glockenspiels and play this in time with the song. Pupils will also be able to learn the songs and sing them along.</p>	<p>Glockenspiels</p> <p>Pupils will have the opportunity to use a mixture of unpitched and pitched percussion in this unit. Using the Charanga units Hey You and In the Groove pupils will learn to play the notes C and G on the glockenspiels and play this in time with the song. Pupils will also be able to learn the songs and sing them along.</p>

			noise/andys-raps-index/z6tjcqt	noise/andys-raps-index/z6tjcqt		
2	<p>In the Groove</p> <p>Pupils will have the opportunity to use a mixture of unpitched and pitched percussion in this unit. Using the Charanga units Hey You and In the Groove pupils will learn to play the notes C,D and G on the glockenspiels and play this in time with the song. Pupils will also be able to learn the songs and sing them along.</p>	<p>In the Groove</p> <p>Pupils will have the opportunity to use a mixture of unpitched and pitched percussion in this unit. Using the Charanga units Hey You and In the Groove pupils will learn to play the notes C, D and G on the glockenspiels and play this in time with the song. Pupils will also be able to learn the songs and sing them along.</p>	<p>Hands, Feet, Heart</p> <p>Pupils will continue to use pitched and unpitched percussion, learning more notes on the glockenspiels. They will also be able to learn slightly harder songs.</p>	<p>Hands, Feet, Heart</p> <p>Pupils will continue to use pitched and unpitched percussion, learning more notes on the glockenspiels. They will also be able to learn slightly harder songs.</p>	<p>Ocarinas</p>	<p>Ocarinas</p>
3	<p>Recorders 1</p> <p>Pupils in Year 3 will have the opportunity to be taught by instrumental specialists as part of the Wider Opportunities programme and BGGs's own peripatetic staff. In this unit pupils will be</p>	<p>Recorders 2</p> <p>Pupils in Year 3 will have the opportunity to be taught by instrumental specialists as part of the Wider Opportunities programme and BGGs's own peripatetic staff. In this unit pupils will be</p>	<p>Recorders 3</p> <p>Pupils in Year 3 will have the opportunity to be taught by instrumental specialists as part of the Wider Opportunities programme and BGGs's own peripatetic staff. In this unit pupils will be</p>	<p>Samba 1</p> <p>Pupils in Year 3 will have the opportunity to be taught by instrumental specialists as part of the Wider Opportunities programme and BGGs's own peripatetic staff. In this unit pupils will learn</p>	<p>Samba 2</p> <p>Pupils in Year 3 will have the opportunity to be taught by instrumental specialists as part of the Wider Opportunities programme and BGGs's own peripatetic staff. In this unit pupils will learn</p>	<p>Samba 3</p> <p>Pupils in Year 3 will have the opportunity to be taught by instrumental specialists as part of the Wider Opportunities programme and BGGs's own peripatetic staff. In this unit pupils will learn</p>

	taught whole-class recorders, learning the different notes, techniques and how to begin reading treble clef notation. This will be supplemented by singing and class music activities as detailed at KS1.	taught whole-class recorders, learning the different notes, techniques and how to begin reading treble clef notation. This will be supplemented by singing and class music activities as detailed at KS1.	taught whole-class recorders, learning the different notes, techniques and how to begin reading treble clef notation. This will be supplemented by singing and class music activities as detailed at KS1.	about the music of Brazil, using unpitched hand percussion and the Samba kit to learn different rhythmic ideas, instrumental techniques and staff notation. This will be supplemented by singing and class music activities as detailed at KS1.	about the music of Brazil, using unpitched hand percussion and the Samba kit to learn different rhythmic ideas, instrumental techniques and staff notation. This will be supplemented by singing and class music activities as detailed at KS1.	about the music of Brazil, using unpitched hand percussion and the Samba kit to learn different rhythmic ideas, instrumental techniques and staff notation. This will be supplemented by singing and class music activities as detailed at KS1.
4	<p>Wider Opportunities: Woodwind</p> <p>Pupils in Year 4 will have the opportunity to be taught by instrumental specialists as part of the Wider Opportunities programme. They will learn a woodwind instrument (flute or clarinet), learning the different notes, techniques and how to begin reading treble clef notation. This will be supplemented by singing and class music</p>	<p>Wider Opportunities: Woodwind</p>	<p>Wider Opportunities: Woodwind</p>	<p>Wider Opportunities: Woodwind</p>	<p>Wider Opportunities: Woodwind</p>	<p>Wider Opportunities: Woodwind</p>

	activities as detailed at KS1.					
5	<p>STOMP</p> <p>Exploring pulse and rhythm through body and junk percussion. Pupils will develop a sense of pulse through body percussion and untuned hand percussion using 'STOMP' as a starting point.</p> <p>Additionally: 30 min weekly singing assembly Opportunity to take part in the choir Harvest festival assembly Charanga</p>	<p>STOMP</p> <p>Pupils will continue to learn about pulse and rhythm, developing their understanding of rhythmic notation. Students will develop their work by performing in canon using 'Connect It' as a focus point.</p> <p>30 min weekly singing assembly Opportunity to take part in the choir Charanga</p>	<p>The Planets</p> <p>Pupils will use hand percussion and glockenspiels to compose music to represent different objects and planets based on Holst 'The Planet's (Mars and Neptune). This unit will develop pupils' understanding of the musical elements and how these can be changed to represent an object or idea. Pupils will create a short melodic motif to represent their object.</p> <p>30 min weekly singing assembly Opportunity to take part in the choir Charanga</p>	<p>The Planets</p> <p>Pupils will work on a group composition using their object motifs and join these together using a rhythmic ostinato. Pupils will continue using graphic score notation (motifs) and rhythmic notation (ostinato).</p>	<p>Ukulele Popstars</p> <p>Pupils will develop their instrumental skills and performance skills, learning two chords and performing 'Next to Me' on vocals and ukulele.</p> <p>30 min weekly singing assembly 30 min weekly music rotation (guitar, steel pans, fifes, recorders, xylophones) Opportunity to take part in the choir Charanga</p>	<p>Ukulele Popstars</p> <p>Pupils will develop their instrumental skills and performance skills, learning two chords and performing 'Next to Me' and/or 'I Gotta Feeling' on vocals and ukulele.</p> <p>30 min weekly singing assembly 30 min weekly music rotation (guitar, steel pans, fifes, recorders, xylophones) Opportunity to take part in the choir Opportunity to take part in the end of year show Charanga</p>

6	<p>AL Topic: A child's war Listening, performing and composing Write a simple song to welcome home soldiers. Composing, chanting, singing, rhyme, listening, dimensions of music, appraisal, performance</p> <p>30 min weekly singing assembly 30 min weekly music rotation (guitar, steel pans, fifes, recorders, xylophones) Opportunity to take part in the choir Harvest festival assembly Charanga</p>	<p>AL Topic: Darwin's Delight Discrete (Animal songs?)</p> <p>30 min weekly singing assembly 30 min weekly music rotation (guitar, steel pans, fifes, recorders, xylophones) Opportunity to take part in the choir Charanga</p>	<p>AL Topic: Frozen Kingdom Exploring soundscapes Composing, chanting, singing, rhyme, listening, dimensions of music, appraisal, performance</p> <p>30 min weekly singing assembly 30 min weekly music rotation (guitar, steel pans, fifes, recorders, xylophones) Opportunity to take part in the choir Charanga</p>	<p>AL Topic: Tomorrow's World Discrete</p> <p>30 min weekly singing assembly 30 min weekly music rotation (guitar, steel pans, fifes, recorders, xylophones) Opportunity to take part in the choir Charanga</p>	<p>AL Topic: Gallery Rebels Listening, improvising and composing</p> <p>30 min weekly singing assembly 30 min weekly music rotation (guitar, steel pans, fifes, recorders, xylophones) Opportunity to take part in the choir Charanga</p>	<p>AL Topic: Hola Mexico Mexican music, Musical notation History of music, exploring music from other cultures</p> <p>30 min weekly singing assembly 30 min weekly music rotation (guitar, steel pans, fifes, recorders, xylophones) Opportunity to take part in the choir End of year y6 performance Charanga</p>
7	<p>Find Your Voice</p> <p>Introducing the Musical Elements</p>	<p>Find Your Voice</p> <p>Students will continue to explore the musical</p>	<p>Keyboard Skills</p> <p>Introducing reading staff notation (treble</p>	<p>Keyboard Skills</p> <p>Continuing with developing keyboard</p>	<p>Musical Theatre</p> <p>This unit works in conjunction with the</p>	<p>Musical Theatre</p>

	<p>through vocal work. Students will build confidence in using their voices for a given purpose. Students will work as a class and in smaller groups to create vocal performances.</p> <p>NC Links: Performing, Composing, Listening and Appraising</p> <p>Diversity: Singing in rounds, songs from different cultures/languages</p> <p>Cultural Capital: performing to a pulse, building confidence, working as an ensemble.</p>	<p>elements through rhythmic performances, using STOMP as a starting point. Students will create and perform rhythmic ostinati and begin to use rhythmic notation, and further develop their ensemble skills.</p> <p>NC: Performing, Composing, Listening and Appraising</p> <p>Diversity: STOMP/junk percussion, percussion from around the world</p> <p>Cultural Capital: performing to a pulse, performing short rhythmic ideas, working as an ensemble, STOMP workshop.</p>	<p>clef) and developing keyboard skills through the performance of a 5 finger keyboard piece.</p> <p>NC: Performing, Listening and Appraising</p> <p>Diversity: Classical and modern keyboard melodies</p> <p>Cultural Capital: reading notation, keyboard notes, layout and technique</p> <p>Prior learning: FYV (timing, confidence, fluency, note values)</p>	<p>technique and performance skills. Learning to compose a short melody using treble clef notation.</p> <p>NC: Performing, Composing, Listening and Appraising</p> <p>Diversity: Classical and modern keyboard melodies</p> <p>Cultural Capital: reading and writing staff notation, rules for melody-writing</p> <p>Prior learning: FYV (effective melodies)</p>	<p>Drama department, studying the history of musical theatre and focusing on performing songs from a musical.</p>	
8	<p>Fusions 1: Indian Classical and Bhangra</p> <p>Students will learn what fusion music is and focus on the</p>	<p>Fusions 1: Indian Classical and Bhangra</p>	<p>Blues</p> <p>Develop an understanding of bass lines and chords as a harmonic foundation upon which a melody</p>	<p>Blues</p>	<p>Just Play</p> <p>Prior learning: B&R KS Blues</p>	<p>Just Play</p>

	<p>Indian Classical tradition and Bhangra.</p> <p>Diversity:</p> <p>Cultural Capital:</p> <p>Prior learning: Beats and Riffs (use of DAW, ukuleles, TAB notation, EDM)</p>		<p>can be constructed upon and as a foundation for improvisation. Recap of treble clef notation, introducing sharps and flats (Blues scale).</p> <p>NC: Performing, Composing, Listening and Appraising</p> <p>Prior learning: Keyboard Skills (timing, fluency, performing as a pair) Fusions 1 (combination of styles/cultures)</p>			
9	<p>Pop Music</p> <p>Focusing on developing instrumental technique and ensemble skills by learning chords in order to perform a full song as a class and in small groups. Using keyboards, guitars and ukuleles. Practicing reading treble clef notation and developing notation-</p>	<p>Pop Music</p> <p>Continuing with instrumental techniques and ensemble skills, learning more challenging chords/ chord sequences.</p> <p>NC: Performing, Listening and Appraising</p>	<p>Fusions 2</p> <p>Students will learn what fusion music is focusing on music of the Carribean. Students will first study Calypso music and learn the song 'Yellow Bird'.</p> <p>Prior learning:</p>	<p>Fusions 2</p> <p>Students will continue to learn about music from the Carribean, focusing on how different types of music contributed to the development of Reggae.</p>	<p>Music and Media</p> <p>Students will learn the TV theme from 'The Simpsons' on the keyboard and explore what makes a TV/film theme/melody effective. Students will recap the learning from Keyboard Skills in Year 7 (missed/disrupted due to COVID) e.g.</p>	<p>Music and Media</p> <p>Students will continue to explore how music in media is used to reflect the action on screen. Students will use music software to compose for a scene from a film using melodic and harmonic devices.</p>

	<p>reading by playing from chord diagrams.</p> <p>NC: Performing, Listening and Appraising</p> <p>Prior learning: KS (timing, fluency, instrumental technique) B&R (ukuleles, TAB notation) Blues (chord sequence, bassline)</p>		<p>Blues (fusion of cultures, chords, bassline) Pop Music (instrumental technique, chords, melody)</p>		<p>layout/notes of the keyboard and treble clef notation.</p>	
10 *	<p>Introduction to GCSE Music</p> <p>Musical Elements and key terms Composition – Starting Points Performance (ongoing solo practice)</p>	<p>Area of Study 2: Vocal Music</p> <p>Killer Queen (Queen) Music for a While (Purcell) Composition – Starting Points/practice Performance (ongoing solo practice)</p>	<p>Area of Study 3: Music for Stage and Screen</p> <p>Defying Gravity (Schwarz) Star Wars (Williams) Free Composition preparation Performance (solo and ensemble)</p>	<p>Area of Study 1: Instrumental Music</p> <p>Brandenburg Concerto (Bach) Pathetique (Beethoven) Free Composition Performance (solo and ensemble)</p>	<p>Area of Study 4: Fusions</p> <p>Release (ACSS) Samba Preludio (Spalding) Free Composition Performance (solo and ensemble)</p>	<p>Progress Check</p> <p>Revision Free Composition hand-in Performance exam 1</p>
11	<p>Area of Study 3: Music for Stage and Screen</p> <p>Listening and Appraising – Star Wars and Defying Gravity</p> <p>Free Composition</p>	<p>Area of Study 4: Fusions</p> <p>Listening and Appraising – Release and Samba et Preludio</p> <p>Free Composition</p>	<p>Exam Preparation</p> <p>Completion of any outstanding coursework</p>	<p>Exam Preparation</p> <p>L&A focus: exam technique (Section A) Revision of AOS3 and 4</p>	<p>Final Thoughts</p> <p>Revision for Component 3 exam</p>	

	Solo Performance	Solo Performance	L&A focus: wider listening and Section B technique Revision of AOS1 and 2			
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* No Y10 GCSE Music class in 2021-22 – this structure is in place for September 2022 and beyond.