

St. Peter's Music Curriculum Map KS1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

| Autumn A   | Spring A  | Summer A  | Autumn B   | Spring B  | Summer B  |
|--|---|---|--|---|---|
| <p><b>Hey You! &amp; Find the Beat (Hip Hop)/Hands, Feet, Heart (South African)/1, 2, 3, 4, 5 (Jazz)/Hello:</b><br/>Pupils will confidently sing some songs and rap from memory, in unison.<br/>Pupils will listen to music and sing songs of different styles (Hip Hop, South African &amp; Bolero). They will talk about why they like/don't like a piece of music.<br/>They will recognise the sound and name of some classroom instruments and handle them correctly and carefully. They will play a simple percussion/glockenspiel instrumental part. They will recognise how graphic notation can represent created sounds.</p> <p><b>Nativity Play songs:</b> Pupils will talk about performing for an audience, add own ideas e.g. actions to songs. Perform nativity play for parents and other pupils.</p> <p><i>Musical Understanding Ongoing: Respond to the pulse in different ways – walk, move, clap and play percussion to a steady beat. Use body and classroom percussion to copy and play repeated rhythm patterns. Copy high and low/short and long notes and warm up the voice for singing. Rhythm pizza game/rhythm grid stick notation (Y2) Create rhythms from names, favourite foods etc.</i></p> | <p><b>I wanna play in a band/In the Groove/Sing me a song (Waltz), Rainbows, All around the World:</b><br/>Pupils will sing some songs from memory with increased vocal control and with an awareness of tempo and dynamics.<br/>They will listen to different songs and recognise the sound and name of some of the instruments used in the songs and in the classroom. They will know that some songs have a call &amp; response part.<br/>They will compose a piece of class music using a non-musical stimulus and record as a graphic score, using technology to compose and record compositions.<br/>They will play a simple 2 note glockenspiel instrumental part. They will also improvise simple question and answer phrases, to be sung and played on untuned percussion.</p> | <p><b>Your Imagination/Friendship Song/ Brush our Teeth (Pop), Get Ready, Music is All around (Jazz):</b><br/>Pupils will confidently sing some songs from memory with increased vocal control and a focus on pitch (high/low notes) and comfortable singing position.<br/>Pupils will listen to music of different styles, for example, Pop and Jazz. They will talk about the musical dimensions of a piece of music such as tempo and dynamics.<br/>They will play a simple glockenspiel instrumental part in time with a steady pulse and improvise with glockenspiels. As a class, they will compose a simple melody, using up to 3 notes, using note names/colours. They will play the song, following the score.</p> | <p><b>Rhythm in the way we walk (Reggae), In the orchestra, Daisy Bell, Dancing Dinosaurs:</b><br/>Pupils will confidently sing some songs from memory in unison. They will talk about the instruments in the song 'In the orchestra'. They will play a glockenspiel instrumental part.</p> <p><b>Nativity Play songs:</b> Pupils will talk about performing for an audience, add own ideas e.g. actions to songs. Perform nativity play for parents and other pupils.</p> | <p><b>Zootime (Reggae)/Hush Little Baby (Steel pans)/Helping each other (Pop)/Music Man (Marching bands):</b><br/>Pupils will sing some songs from memory, in unison. They will listen to different styles of music and begin to talk about some of these styles. They will use their voices, clapping and percussion to improvise simple answers to musical questions creating a musical conversation.<br/>As a class, they will use the graphic score tool to create some simple marching band music with classroom percussion instruments. They will keep changing the instruments to make new combinations.<br/>They will decide how to perform the march, play the percussion part as a class using the graphic score created, record and listen back and say how they felt about their performance.</p> | <p><b>In the Sea/Down by the Bay (Folk song):</b><br/>Pupils will confidently sing some songs from memory in unison with a focus on finding a comfortable singing position. They will start and stop when following a leader. They will listen to a song and talk about whether the music is smooth or spiky and talk about high &amp; low voices in the song.</p> <p><b>Y2:</b> Children will perform with other school in a large performance and venue e.g. Big Sing for little singers project at the Glasshouse.</p> |

**St. Peter's Music Curriculum Map – Key Stage LKS2**

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

| Autumn A   | Spring A  | Summer A   | Autumn B   | Spring B  | Summer B   |
|--|---|--|--|---|--|
| <p><b>When the Saints go marching in (New Orleans Jazz):</b><br/>Pupils will listen to and appraise the song. They will discuss the style indicators and historical/cultural background of New Orleans Jazz. They will complete emotion drawings reflecting their feelings about the music. They will learn to sing the song and play a glockenspiel instrumental part to accompany. We will record a performance of the song, listen back, discuss what went well and how they could improve.</p> <p><b>Glockenspiel unit:</b><br/>Pupils will play simple melodies 'by ear' and begin to follow staff notation using a small range.</p> <p>Pupils will compose their own festival themed Music (recording using letter names).</p> <p><i>Musical understanding (ongoing)</i><br/><i>Rhythm pizza and rhythm grid – copy rhythms and be able to learn about notation/sound &amp; symbol connection (talk about differences between pulse and rhythm).</i><br/><i>Warm up games: warming voices, pulse, rhythm and improvising with voices and Glockenspiel.</i></p> | <p><b>What is Opera?</b><br/><b>The Magic Flute by Mozart (ROH Create &amp; Sing project):</b><br/>Pupils will perform as part of an Opera Chorus with: knowledge of the history and context of opera; an understanding of dramatic singing, an increased awareness of vocal technique; and an ability to make connections and reflect on other performances (and art forms).</p> <p><b>Easter Performance (Singing/performing focus)</b><br/>Pupils will perform a repertoire of songs for an Easter production (including 2-part songs/simple rounds). Some children performing solos/ duets etc.</p> | <p><b>Three Little Birds – Bob Marley (Reggae):</b><br/>Pupils will listen to and appraise the song and discuss the style indicators and historical/cultural background of Reggae music. They will learn to sing the song and play a glockenspiel instrumental part to accompany. They will work as a class and in pairs to plan and compose a simple accompaniment for untuned percussion and the Glockenspiel.</p> <p><b>Johann Strauss – The Blue Danube (Waltz – Romantic):</b><br/>Pupils will listen and appraise the piece of music. They will help to compose a class piece of music titled 'River' using graphic score software and inspired by The Blue Danube. They will play and perform their compositions.</p> <p><b>Frere Jacques (Jazz):</b><br/>Pupils will sing a 2-part round version of the song in the style of Jazz.</p> | <p><b>Musical Instruments:</b><br/>Pupils will consolidate names and sounds of instruments/instrument family names previously learnt.</p> <p><b>Mamma Mia &amp; other ABBA songs (1970's pop music):</b><br/>Pupils will listen to and appraise the song and discuss the style indicators and historical/cultural background of Pop music. They will learn to sing the song, record and review their class performance.</p> <p><b>Glockenspiel unit:</b><br/>Pupils will play simple melodies 'by ear' and begin to follow staff notation using a small range.</p> | <p><b>STOP! (Grime/Rap):</b><br/>Pupils will listen to and appraise different pieces of Grime/Rap music and discuss the style indicators and historical/cultural background. They will be able to identify the differences between rap and singing. They will sing the Grime song 'Stop!' and compose own their 'rap' verses as a class collaboration. They will perform, record and review the completed song.</p> <p><b>Easter Performance (Singing/performing focus)</b><br/>Pupils will perform a repertoire of songs for an Easter production (including 2-part songs/simple rounds). Some children performing solos/ duets etc.</p> | <p><b>Lean on Me (Soul music):</b><br/><br/>Pupils will listen to and appraise the song and discuss the style indicators and historical/cultural background of Soul music. They will learn to sing the song, play a Glockenspiel instrumental part and perform for a small audience.</p> <p><b>You Can see through it (Electronic Dance EDM):</b><br/><i>Connecting music with the environment.</i><br/><br/>Pupils will listen to and appraise the song and discuss the style indicators and historical/cultural background of EDM music. They will learn to sing the song and improvise with the song using set notes on the glockenspiel.</p> |

**St. Peter's Music Curriculum Map – Key Stage UKS2**

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

| Autumn A  | Spring A   | Summer A  | Autumn B   | Spring B   | Summer B  |
|---|--|---|--|--|---|
| <p><b>Livin' on a Prayer &amp; Disco Fever :</b><br/>Pupils will listen to and learn some of the style indicators of <b>Rock</b> and <b>Disco</b>. They will identify the main sections of the songs and appraise them using correct terminology.</p> <p>Pupils will sing 'Livin' on a Prayer' and 'Disco Fever' from memory and perform in unison (focus on accurate pitching). They will also play a glockenspiel part 'by ear' and reading notation. They will compose and record (using software) a simple melody for an instrumental part to 'Livin' on a Prayer' using formal notation with note names.</p> <p><i>Pupils will demonstrate an understanding of the interrelated dimensions of music through playing instruments, listening, appraising and improvising. They will learn/revise correct vocabulary linked to musical dimensions. They will continue to revise/develop knowledge and use of formal notation. They will identify and move to the pulse with ease/be able to copy, repeat and play rhythms and melodies.</i><br/><i>Y5'S – Violin tuition.</i></p> | <p><b>Happy:</b><br/>Pupils will learn about Major and Minor chords. They will listen and appraise the song 'Happy' and other 'happy' songs of different styles. They will sing the song and perform with increased confidence and control. They will also compose and perform their own piece of 'Happy' music in the form of a short ternary piece (ABA).</p> <p><b>La Bamba:</b><br/>Pupils will identify and learn about some of the style indicators of <b>Rock and Roll</b> music through Listen &amp; Appraise activities. They will discuss the historical context of the music. They will sing the song &amp; play a glockenspiel part.</p> <p><b>Rounds:</b><br/>Learn to sing some simple 3-part rounds e.g.</p> <p><b>Music Technology:</b><br/>Compose a piece of music using 'YuStudio.'</p> | <p><b>BBC Ten pieces – Hans Zimmer – Film/TV music (Links to Geography - Rainforest/David Attenborough):</b><br/>Pupils will listen to different pieces of music composed by film composer Hans Zimmer, for example, Lion King and Madagascar. They will learn about the composer and his influence on film music.</p> <p>Pupils will listen to 'Earth' and describe the music through a piece of artwork. They will compose their own rhythms and melodies ('shimmer' and motifs) with pitched and unpitched instruments in the style of Hans Zimmer.</p> <p><b>Samba Music:</b><br/>Pupils will listen &amp; appraise traditional music from South America, for example, Samba rhythms.</p> | <p><b>Mars – Holtz (The planets suite) BBC Ten Pieces:</b><br/>Pupils will learn about the works of the composer Gustav Holtz. They will compose a piece of music using an 'ostinato' and other percussion parts. They will be able to play their own part whilst others are playing. They will combine different sounds to create a specific mood. They will record and perform the compositions using notation.</p> <p><b>Dancing on the Streets:</b><br/>Pupils will listen to and appraise songs in the style of <b>Motown</b>. They will sing the song, including backing parts. They will play a glockenspiel 'by ear' and using notation.</p> | <p><b>Classroom Jazz:</b><br/>Pupils will listen to and learn some of the style indicators of Jazz music. They will play the glockenspiel as part of a group with increased knowledge, confidence and enjoyment, building upon their knowledge of formal notation. They will explore and create musical improvisations (Jazz).</p> <p><b>Fresh Prince of Bel Air:</b><br/>Pupils will rap, play and perform with increasing accuracy, fluency, control and expression. They will use online software to compose, record and perform melodies using 3 notes in the style of <b>Hip Hop</b>.</p> | <p><b>WW2 songs &amp; Freedom:</b><br/>Pupils will listen to, compare and sing some traditional WW2 songs and explore the historical context of the songs.</p> <p>Pupils will also learn the song 'Freedom' (<b>South African Pop</b> song). They will explore how music can help make changes to the world. They will play a glockenspiel and percussion part to accompany the song, playing their own part with an awareness of others.</p> <p><b>Great Composers:</b><br/>Pupils will explore the life and work of the Great Composer 'Beethoven'. They will explore the BBC Ten pieces &amp; Classical 100 resources to explore Beethoven's 5th Symphony.</p> |