

# Eaves Primary School Music Curriculum Map 2022-2023



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Adventurers & explorers	Celebrations Harvest, Bonfire, Christmas.	Winter	Pirates & Growing	Superheroes & Minibeasts	Animals
<b>FS1</b>  <b>Expressive Arts and Design</b> Exploring and Using Media and Materials Being Imaginative (including Music)	<b>Singing</b> Vocalises in a free flowing way within their play e.g. whilst painting. Sings and chants with and to others. Sings to and with toys, props and resources. Controlling Sounds through singing and play. To find a singing voice and begin to use it confidently.	<b>Singing</b> Vocalises in a free flowing way within their play e.g. whilst painting. Sings and chants with and to others. Sings to and with toys, props and resources.  <b>Rhythm</b> Plays instruments rhythmically and repetitively. Moves in response to rhythms heard played on instruments.  <b>Listening</b> Musical preferences are further developed; often has firm favourites (live & recorded) and is able to express this. Can identify specific sounds in the environment e.g. sounds of cars, running water.	<b>Singing</b> Sings in their dramatic play e.g. singing phrases such as 'breakfast time!' Repeats phrases of songs. May sing an entire song.  <b>Rhythm</b> Claps or taps to the pulse of the music he or she is listening to.  <b>Performing</b> Uses instruments in a range of ways, e.g. tapping, rubbing, sweeping, uses either ends of beaters, strikes instruments both vertically and horizontally.  <b>Listening</b> Anticipates changes in familiar music e.g. recognises and remembers when music is going to get louder, quieter or stop. Describes music, e.g. "scary music, angry music, happy music". <b>Composing</b> Creates sounds in vocal sound games. Adds sound effects to stories using instruments.	<b>Singing</b> Sings in their dramatic play e.g. singing phrases such as 'breakfast time!' Repeats phrases of songs. May sing an entire song.  <b>Rhythm</b> Claps or taps to the pulse of the song he or she is singing.  <b>Performing</b> Uses instruments in a range of ways, e.g. tapping, rubbing, sweeping, uses either ends of beaters, strikes instruments both vertically and horizontally.  <b>Listening</b> Describes music, e.g. "scary music, angry music, happy music".  <b>Composing</b> Creates sounds in vocal sound games. Adds sound effects to stories using instruments.	<b>Singing</b> Can often sing an entire song. Merges elements of familiar songs with improvised singing. Singing is within a limited vocal range and is beginning to match the shape of the song.  <b>Rhythm</b> Plays with both hands simultaneously and alternately whilst using beaters.  <b>Performing</b> Plays with both hands simultaneously and alternately whilst using beaters.  <b>Performing</b> Experiments with ways of playing instruments. Shows control in holding and playing instruments.  <b>Listening</b> Creates visual representation of sounds, instruments and pieces of music. Describes the sound of instruments e.g. scratchy sound, soft sound. <b>Composing</b> Creates his or her own songs, often with a real sense of structure, e.g. a beginning and an end.	<b>Singing</b> Can often sing an entire song. Merges elements of familiar songs with improvised singing. Singing is within a limited vocal range and is beginning to match the shape of the song.  <b>Rhythm</b> Plays with both hands simultaneously and alternately whilst using beaters.  <b>Performing</b> Has strong preferences for songs. Physically imitates the actions of musicians  <b>Listening</b> Matches music to pictures/visual resources. Can identify and match an instrumental sound, e.g. hear a shaker and indicate that they understand it is a shaker.  <b>Composing</b> Changes some or all of the words of a song.

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<b>FS2</b> <b>Expressive Arts and Design</b> Exploring and Using Media and Materials Being Imaginative (including <b>Music</b> )	<b>Charanga Me! and My Stories</b> I can listen and respond to different styles of music.  I can learn to sing or sing along with nursery rhymes and action songs.  I can improvise with musical instruments.	<b>Charanga Me! and My Stories</b> I can listen and respond to different styles of music.  I can learn to sing or sing along with nursery rhymes and action songs.  I can improvise with musical instruments.	<b>Charanga Everyone! and Our World</b> I can use voices and instruments to create sounds to compliment the song I am listening to.  I can explore and create using classroom instruments.	<b>Charanga Everyone! and Our World</b> I can use voices and instruments to create sounds to compliment the song I am listening to.  I can explore and create using classroom instruments.	<b>Charanga Big Bear Funk</b> I can listen and appraise to funk music.  I can learn to sing Big Bear Funk and revisit other nursery rhymes.  I can play instruments within the song.  I can share and perform the learning that has taken place.	<b>Charanga Big Bear Funk</b> I can listen and appraise to funk music.  I can learn to sing Big Bear Funk and revisit other nursery rhymes.  I can play instruments within the song.  I can share and perform the learning that has taken place.

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Year 1	<p><b>Hey You! And Rhythm in the Way We Walk and Banana Rap</b> I have listened to reggae style music. I can clap along with the pulse if someone is leading. I can hear the difference between singing and rapping and I joined in with Banana Rap. I can clap back a simple rhythm and I can make up my own rhythm. I am getting more confident at singing in a group.</p>	<p><b>In The Groove and Round and Round</b> I recognise Latin bossa nova style and can identify some of the sounds and instruments I hear. I can describe music using musical terms like tempo and dynamics. I know that vocal warm-ups are important to protect my voice. I listen carefully when I sing to try to stay in tune with others.</p>	<p><b>Your Imagination</b> I can talk with my friends about how the music I hear makes me feel. I pay attention and concentrate when my friends talk about the music we listen to and I respect their ideas. I do my best to sing in tune and in time with others. I take care to play classroom instruments properly.</p>
Year 1 Vocabulary	pulse rhythm pitch reggae rap	bossa nova tempo dynamics instruments tambourine triangle	percussion listen orchestra respect claves maracas
Year 2	<p><b>Hands, Feet, Heart and Ho Ho Ho</b> I have listened to and compared different musical styles such as rock'n'roll and jazz. I enjoy clapping the pulse to the music along with everyone else. I know that a song has different sections such as verses and choruses. I can follow the colour chart which shows the different sections when we listen.</p>	<p><b>I Wanna Play in a Band and Zoo Time</b> I recognise some of the style indicators of reggae music such as the slow tempo and important bass and drum groove. When I sing I pay attention to how my sound blends with others in our ensemble and I follow directions to sing louder or quieter. I have had the chance to play some classroom instruments along with our music.</p>	<p><b>Friendship Song</b> I listen to music carefully and think about what it means to me. When I perform on a musical instrument I listen carefully to check I am in time with others and I start and stop when directed. Sometimes I compose a short melody (tune) to fit with our music or I improvise my own rhythm part.</p>
Year 2 Vocabulary	rock'n'roll drum kit guitar verse chorus guiro	ensemble keyboard bass groove woodblock cymbal	melody compose improvise perform agogo bell
Year 3	<p><b>Let Your Spirit Fly and Glockenspiel 1</b> I have listened to and can sing a ballad in R&amp;B style. I know that R&amp;B songs use synthesizers and drum machines. I can demonstrate a melisma! I understand the importance of working in an ensemble or choir and do my best to contribute musically to our sound</p>	<p><b>Three Little Birds and The Dragon Song</b> I have listened to music from different countries and I can name some instruments from other parts of the world. When I sing I know I need to sit or stand up straight so that my posture is good, I can breathe properly and produce a good sound. I can sometimes create a 'listening map' which visually describes the music I hear.</p>	<p><b>Bringing us Together</b> I recognise some of the style indicators of disco music such as the energetic bass line and steady dance groove. I am becoming more confident at singing and feel comfortable enough to attempt a solo – even if it is only a very short echo warm-up! With the teacher's help I learn simple melodic parts on an instrument to play along with our music.</p>

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<b>Year 3 Vocabulary</b>	R&B ballad choir melisma synthesizer	posture listening map dizi tabla zurna rebabah	disco solo melodic bass line
<b>Year 4</b>	<p><b>Mamma Mia and Glockenspiel 2</b> I recognise some style indicators of 1970's pop music by Abba including the hook and the way the four voices are used. I can describe the structure of Mamma Mia and I can compare the musical texture of different parts of the song. I can feel the pulse inside me when I'm singing with the class and I can move in time with the music.</p>	<p><b>Stop! and Lean on Me</b> I have explored gospel music and I know it usually has religious lyrics and a history which goes back to the 18<sup>th</sup> century. I can explain call and response style. I have tried singing a harmony part (in a group) whilst others are singing the main melody. I have improvised a simple instrumental part within our performance.</p>	<p><b>Blackbird</b> I know The Beatles became famous in the 1960's and influenced many other musicians. When I listen to music I consider the tempo changes, the dynamics, the instruments and sounds and talk about these with others. In a song I can usually identify the chorus and verses and work out the structure. Sometimes I improvise simple vocal parts in our song.</p>
<b>Year 4 Vocabulary</b>	Abba hook structure texture backing bridge introduction ending xylophone	lyrics harmony call and response gospel music glockenspiel	The Beatles influence riff glockenspiel
<b>Year 5</b>	<p><b>Livin' on a Prayer and Classroom Jazz 1</b> I have explored more Latin American bossa nova songs and recognise the distinctive rhythms used. I can name some instruments used in jazz music and I know what they sound like. I can play a melody based on 3 notes in time with the backing and perform quite confidently. I can improvise my own melody on 3 notes and I know when to start and stop playing.</p>	<p><b>Make You Feel My Love and The Fresh Prince of Bel Air</b> I recognise 'old school hip hop' style and can demonstrate how rapping is different to singing. I am more confident in my rhythmic and vocal skills and I can rap with a strong sense of pulse. I have tried making up my own rap and have performed with others to a rhythmic backing. I enjoy listening to others perform and can comment constructively on their performances. I can make a simple graphic score to help remember my part.</p>	<p><b>Dancing in the Street</b> I recognise motown style and know what a brass section is. I am aware different instruments have their own timbre (type of sound) and when instruments and voices combine in different ways the timbre changes. I sing clearly and confidently in a group and I sometimes volunteer to sing solo. I understand the importance of a conductor/leader when performing.</p>
<b>Year 5 Vocabulary</b>	saxophone trumpet head middle 8 piano rhythm section	scratching 'old school hip hop' graphic score rap decks appraise	trombone brass section motown timbre conductor soul
<b>Year 6</b>	<p><b>Happy and Classroom Jazz 2</b> I know that blues music was created by African-American communities at the end of the 19<sup>th</sup> Century who had suffered through</p>	<p><b>A New Year Carol and You've Got a Friend</b> I can compare songs in different styles and describe their similarities and differences</p>	<p><b>Music and Me</b> I am confident about sharing my musical ideas with others and I listen with interest and respect to other people's ideas. I understand</p>

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	slavery. I can use some of the notes of the C major scale to improvise and I know I should start and end on the 'home note' (C). I composed my own blues music and was able to write it down in simple notation on the worksheet provided.	using musical language. I understand how we can use musical elements like tempo, pitch, dynamics, texture and timbre to create a mood. I can use graphic scores and simple staff notation to record my musical ideas. I can perform my role in an ensemble with awareness of the overall effect.	that working together well, careful rehearsing and singing/playing with an awareness of the whole ensemble are important for a successful performance. I sometimes take the lead and I can often tell if someone gets out of time with the group – sometimes I can help them to feel the pulse again.
<b>Year 6 Vocabulary</b>	blues    spirituals    work songs chord sequence    C major scale Duke Ellington    big band	staff notation    treble clef stave    awareness musical elements	diminuendo    crescendo    string section

All Summer Term 2 topics are 'Reflect, Rewind and Replay'