

# St. Vincent's Music Curriculum Map



Terms	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Weather Seasons	Ourselves Our Land	Environment Building	Environment	Solar System	World Unite
Autumn 2	Number	Number:	Sounds	Ancient Worlds	Keeping Healthy	Journeys
Spring 1	Pattern	<b>Hand Bells</b>	Time	<b>Ukulele/Trumpet</b>	<b>Ukulele/Trumpet</b>	Growth
Spring 2	Story Time <b>Ocarina</b>	Animals	In the past	<b>Ukulele/Trumpet</b>	<b>Ukulele/Trumpet</b>	Glockenspiel
Summer 1	Water	Weather	<b>Recorder</b>	Building	Life Cycles	<b>Glockenspiel</b>
Summer 2	Number	Number	Sounds	Ancient Worlds	Keeping Healthy	Journeys

# Knowledge, Skills and Understanding breakdown for Music

## Performing

### Year 1

- Can they copy sounds?
- Can they create a descriptive sound?
- Can they identify and keep a steady beat?
- Can they control dynamics, duration and timbre with voice and instruments?
- Can they use their voice and instruments to create descriptive sounds?
- Can they play fast, slow, loud and quiet sounds on percussion instruments?

### Year 2

- Do they sing accurately at a given pitch?
- Can they perform simple patterns and accompaniments keeping a steady pulse?
- Can they tunefully and rhythmically play handbells?
- Can they play simple rhythmic patterns on a percussion instrument?
- Can they perform as part of a group?

### Year 3

- Do they sing in 2-part harmony?
- Can they sing in two parts with movement and percussion?
- Can they play clear notes on instruments?
- Can they improvise to an ostinato accompaniment?
- Can they play tunes on a recorder?
- Can they play parts in one or more metre on body percussion, untuned and tuned percussion.

### Year 4

- Can they perform a partner song?
- Can they play a pentatonic song on tuned percussion?
- Can they improvise four body percussion ostinato?
- Can they create beatbox techniques to imitate a drum kit?
- Can they play notes and chords on the ukulele?

### Year 5

- Do they sing and play scales and chromatic melodies?
- Can they prepare for a performance?
- Can they perform rap and jazz scats using texture and rhythm?
- Can they perform 'by ear' and from simple notations?
- Can they improvise ostinato and rhythms on untuned percussion?
- Can they play and improvise whole tone scales?
- Can they create musical effects using contrasting pitch?

### Year 5

- Can they sing major and minor note patterns confidently?
- Can they perform part-songs with echoes?
- Can they demonstrate understanding of beat and syncopation through singing and body percussion?
- Can they change vocal tone to reflect mood and style?
- Can they perform complex song rhythms confidently?
- Play and perform a range of songs on the glockenspiel?

# Knowledge, Skills and Understanding breakdown for Music

## Composing (including notation)

### Year 1

- Can they make different sounds with their voice?
- Can they make different sounds with instruments?
- Can they identify changes in sounds?
- Can they change the sound?
- Can they repeat (short rhythmic and melodic) patterns?
- Can they make a sequence of sounds?
- Do they understand how music can tell a story?

### Year 2

- Can they order sounds to create a story: beginning, middle and end?
- Can they use symbols to create a simple score?
- Can they explore different ways to organise music?

### Year 3

- Can they choose different timbres for an accompaniment?
- Can they create repeated patterns with different instruments?
- Can they select sounds to accompany a poem?
- Can they make choices about musical structure. Including metre?
- Can they understand and make pitch and rhythm notation on a staff?

### Year 4

- Can they use notations to record and interpret sequences of pitches?
- Can they make choices about musical instruments?
- Can they use their notation in a performance?
- Do they understand syncopation & off-beat rhythms?

### Year 5

- Can they develop a structure for an 'a capella' vocal score?
- Can they compose music which meets specific criteria?
- Can they use their notations to record groups of pitches (chords)?
- Can they refine compositions with reference to inter-related dimensions?
- Can they follow a timesheet to create a movie sound track?

### Year 5

- Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)
- Do they recognise that different forms of notation serve different purposes?
- Can they combine groups of beats?

# Knowledge, Skills and Understanding breakdown for Music

## Appraising

### Year 1

- Can they respond to music through movement?
- Can they say how a piece of music makes them feel?
- Can they say whether they like or dislike a piece of music?
- Can they choose sounds to represent different things?
- Can they recognise repeated patterns/metre?
- Can they identify musical instruments in a piece of music?

### Year 2

- Can they listen, describe and respond to contemporary orchestral music?
- Can they match descriptive sounds to images?
- Can they explore timbre and texture to understand descriptive sounds.
- Can they identify ways of producing sounds?

### Year 3

- Can they state how sounds are produced on different instruments?
- Can they use musical words (the elements of music) to describe a piece of music and compositions from a range of origins and time periods?
- Can they use musical words to describe what they like and dislike?
- Do they know how instruments are classified?

### Year 4

- Can they describe the structure of a piece of orchestral music?
- Can they describe and identify the different purposes of music?
- Can they begin to analyse and compare music from different traditions of famous composers?
- Can they identify instrument groups from a recording?

### Year 5

- Can they describe, compare and evaluate music using musical vocabulary?
- Can they explain why they think chosen pieces of music are successful or unsuccessful?
- Can they suggest improvements to their own or others' work?
- Can they contrast the work of famous composers and show preferences?

### Year 5

- Can they understand the effect of changing harmony?
- Can they understand modulation in a musical bridge?
- Can they interpret a complex graphic score for 4 instruments?
- Can they revise, reverse and develop music for performance?

## What the national curriculum requires in music at key stage 1 and key stage 2

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.

Key Stage 1

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

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.

Key Stage 2