

**Music Curriculum map**

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 musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, performing and singing, creating and allowing them to compose, and to listen. *\*Taken from the ISM The National Curriculum for Music: An assessment and progression framework*  
*Dr Alison Daubney and Professor Martin Fautley*

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
EYFS	<p><u>Performing &amp; Singing</u>: Sing songs, make music and dance, and experiment with ways of changing them.</p> <p><u>Creating (composing &amp; improvising)</u>: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through music.</p> <p><b>Christmas Nativity in Autumn 2</b></p> <p><b>Early Learning Goal</b>: Being Imaginative and Expressive            Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>					
KS1	<p><u>Performing &amp; Singing</u>: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.</p> <p><u>Creating (composing &amp; improvising)</u>: Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>					
Year 1	<b>What makes me marvellous?</b>	<b>What's in the toy box?</b>	<b>What makes our school grounds special?</b>	<b>Where do I live?</b>	<b>What is the weather like today?</b>	<b>Why does Falmouth have a castle?</b>
	Charanga – Unit 1 - Hey you!	Charanga – Unit 2 – Rhythm in the way we walk and banana rap  <b>Nativity</b>	Charanga – Unit 3 – In the groove	Charanga – Unit 4 – Round and round	Charanga – Unit 5 – Your imagination	Charanga – Unit 6 – Reflect, rewind and replay
Year 2	<b>How do I survive on a desert island?</b>	<b>What makes the Great Fire of London great?</b>	<b>Why are Florence Nightingale and Rosa Parks remembered today?</b>	<b>What makes Constantine special?</b>	<b>Why are rainforests unique?</b>	<b>What was it like to be a tin miner?</b>

	Charanga – Unit 1 – Hands, feet, heart	Charanga – Unit 2 – Ho Ho Ho  <b>Nativity</b>	Charanga – Unit 3 – I wanna play in a band	Charanga – Unit 4 – Zootime	Charanga – Unit 5 – Friendship song	Charanga – Unit 6 – Reflect, rewind and replay
KS2	Pupils should be taught to sing and play musically with increasing confidence and control.		Pupils should develop an understanding of musical composition, organising and manipulating ideas within musical structures.		Pupils should begin to develop an understanding of reproducing sounds from aural memory	
Unit Title:	<b>Autumn Term: How we can use rhythm and pulse (when Penryn College Specialist Provision)</b>		<b>Spring Term: How we can use pitch and sound (when Penryn College Specialist Provision)</b>		<b>Summer Term: How does music work together? (when Penryn College Specialist Provision)</b>	
Year 3	<b>What was life like in the Stone Age?</b>	<b>What is is like to live in Greece?</b>	<b>How did the ancient Greeks change the world?</b>	<b>Why is Fair Trade important?</b>	<b>How have holidays in Cornwall changed over time?</b>	<b>Why are our coasts changing?</b>
	Charanga – Unit 1 – Let your spirit fly  Plus Singing Assembly to include rhythm and body percussion	Charanga – Unit 2 – Glockenspiel stage 1  Plus Singing Assembly to include rhythm and body percussion  <b>Christmas performance</b>	<b>Penryn College Specialist Provision:</b> <b>FIRST ACCESS</b> How to perform rhythm, sounds, performing and composing using rhythm, pitch, timbre and texture Children will be able to: <ul style="list-style-type: none"> <li>To recognise and perform using pulse and rhythm confidently with a range of musical language</li> <li>To maintain an independent part in an ensemble</li> <li>To perform and compose with musical quality following directions</li> <li>To recognise and perform using voice and sound using a range of instruments</li> <li>To describe yours and others work using musical language</li> </ul>		<b>Penryn College Specialist Provision:</b> <b>How does music work together?</b> <b>How music combines sounds using texture, harmony and structure</b> Children will be able to: <ul style="list-style-type: none"> <li>To recognise and perform music using a range of instruments taking different roles to perform</li> <li>To improvise and compose developing different layers of musical sound</li> <li>To describe yours and others work using musical language</li> </ul>	
	<b>Skills</b>  Children will be able to:	<b>Skills</b>  Children will be able to:	<b>Skills</b>  <b>Performing:</b> Sing and play confidently and fluently with developing use of pitch <b>Exploring Sounds:</b> Use of Voice sing with appropriate range and expression with clear diction, tuning, tone and control <b>Listen and Responding:</b> Offer comments on own and others work and ways to improve		<b>Skills</b>  <b>Performing:</b> Suggest, follow and lead simple performance directions <b>Exploring sounds:</b> Demonstrate musical quality, demonstrating and understanding of structure <b>Listen and Responding:</b> Listen and evaluate a range of live and recorded music from different traditions and genres	

Year 4	<b>Where in the world is Nigeria?</b>	<b>What happened to the ancient kingdom of Benin?</b>	<b>What makes our Earth angry?</b>	<b>What have the Romans ever done for us?</b>	<b>Why are the Tudors remembered?</b>	<b>How does the river get to the sea?</b>
	Charanga – Unit 1 – Mamma Mia  Plus Singing Assembly to include rhythm and body percussion	Charanga – Unit 2 – Glockenspiel stage 2  Plus Singing Assembly to include rhythm and body percussion  Christmas performance	<b>Penryn College Specialist Provision:</b> <b>FIRST ACCESS</b> How to perform rhythm, sounds, performing and composing using rhythm, pitch, timbre and texture Children will be able to: <ul style="list-style-type: none"> <li>To recognise and perform using pulse and rhythm confidently with a range of musical language</li> <li>To maintain an independent part in an ensemble</li> <li>To perform and compose with musical quality following directions</li> <li>To recognise and perform using voice and sound using a range of instruments</li> <li>To describe yours and others work using musical language</li> </ul>		<b>Penryn College Specialist Provision:</b> <b>How does music work together?</b> <b>How music combines sounds using texture, harmony and structure</b> Children will be able to: <ul style="list-style-type: none"> <li>To recognise and perform music using a range of instruments taking different roles to perform</li> <li>To improvise and compose developing different layers of musical sound</li> <li>To describe yours and others work using musical language</li> </ul>	
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Year 5	<b>Why is the planet melting?</b>	<b>What was it like to be a Victorian?</b>	<b>Why did the world go to war?</b>	<b>Why is London an important city?</b>	<b>How do forces work?</b>	<b>Who won the space race?</b>
	<b>Penryn College Specialist Provision:</b>  <b>How we can use rhythm and pulse</b> How to use pulse and rhythm when performing and composing. Children will be able to: <ul style="list-style-type: none"> <li>To recognise and perform using pulse and rhythm confidently with a range of musical language</li> </ul>		<b>Penryn College Specialist Provision:</b>  <b>How we can use pitch and sound?</b> How to explore sounds, creating and performing using pitch, timbre and texture Children will be able to: <ul style="list-style-type: none"> <li>To perform and compose with musical quality following directions</li> </ul>		Charanga – Unit 5 – Dancing in the street  Plus Singing Assembly to include rhythm and body percussion	Charanga – Unit 6 – Reflect, rewind and replay  Plus Singing Assembly to include rhythm and body percussion

	<ul style="list-style-type: none"> <li>To maintain an independent part in an ensemble</li> <li>To describe yours and others work using musical language</li> </ul> <p>Christmas performance in Autumn 2</p>	<ul style="list-style-type: none"> <li>To recognise and perform using voice and sound using a range of instruments</li> <li>To describe yours and others work using musical language</li> </ul>		
	<p><b>Skills</b></p> <p><b>Performing:</b> Play confidently and fluently maintaining a pulse and independent part</p> <p><b>Exploring Sounds:</b> Improvising and Composing Recognise rhythmic patterns, create rhythm patterns and accompaniments</p> <p><b>Symbols and Notation:</b> follow basic shapes including rhythm, staff and graphic notation</p>	<p><b>Skills</b></p> <p><b>Performing:</b> Sing and play confidently and fluently with developing use of pitch</p> <p><b>Exploring Sounds:</b> Use of Voice sing with appropriate range and expression with clear diction, tuning, tone and control</p> <p><b>Listen and Responding:</b> Offer comments on own and others work and ways to improve</p>	<p><b>Skills</b></p> <p>Children will be able to:</p>	<p><b>Skills</b></p> <p>Children will be able to:</p>
Year 6	<p><b>What did the Egyptians teach us?</b></p> <p><b>Are rainforests important?</b></p> <p><b>Penryn College Specialist Provision:</b> Children will be able to:</p> <p><b>How we can use rhythm and pulse</b> How to use pulse and rhythm when performing and composing.</p> <ul style="list-style-type: none"> <li>To recognise and perform using pulse and rhythm confidently with a range of musical language</li> <li>To maintain an independent part in an ensemble</li> <li>To describe yours and others work using musical language</li> </ul> <p>Christmas performance in Autumn 2</p>	<p><b>What legacy did the Celts leave in Cornwall?</b></p> <p><b>What powers Earth?</b></p> <p><b>Penryn College Specialist Provision:</b> Children will be able to:</p> <p><b>How we can use pitch and sound</b> How to explore sounds, creating and performing using pitch, timbre and texture</p> <ul style="list-style-type: none"> <li>To perform and compose with musical quality following directions</li> <li>To recognise and perform using voice and sound using a range of instruments</li> <li>To describe yours and others work using musical language</li> </ul>	<p><b>Were all Vikings vicious?</b></p> <p>Charanga – Unit 5 – You’ve got a friend</p> <p>Plus Singing Assembly to include rhythm and body percussion</p>	<p><b>Can you find your way home?</b></p> <p>Charanga – Unit 6 – Reflect, rewind and replay</p> <p><b>End of year performance</b> – Ensure discussions of the use of voices, instruments, melodies, rhythms, dynamics, texture etc throughout the rehearsal process</p>
	<p><b>Skills</b></p> <p><b>Performing:</b> Play confidently and fluently maintaining a pulse and independent part</p> <p><b>Exploring Sounds:</b> Improvising and Composing Recognise rhythmic patterns, create rhythm patterns and accompaniments</p> <p><b>Symbols and Notation:</b> follow basic shapes including rhythm, staff and graphic notation</p>	<p><b>Skills</b></p> <p><b>Performing:</b> Sing and play confidently and fluently with developing use of pitch</p> <p><b>Exploring Sounds:</b> Use of voice - sing with appropriate range and expression with clear diction, tuning, tone and control</p> <p><b>Listen and Responding:</b> Offer comments on own and others work and ways to improve</p>	<p><b>Skills</b></p> <p>Children will be able to:</p>	<p><b>Skills</b></p> <p>Children will be able to:</p>

# Subject content

Key stage 1 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 2 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.