



Duckmanton Primary School – Music curriculum map

This document outlines how the relevant Music knowledge and skills will be taught across our school. **We follow the Charanga Scheme A.**

EYFS

Listen & respond		Explore & create		Singing		Performing	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<ul style="list-style-type: none"> To know 20 nursery rhymes confidently. To know the stories of some of the nursery rhymes 	<ul style="list-style-type: none"> To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures in our mind. 	<ul style="list-style-type: none"> Find the pulse. Copy basic rhythms. Explore high & low sounds. 	<ul style="list-style-type: none"> To sing or rap nursery rhymes & simple songs from memory. To know songs have sections. 	<ul style="list-style-type: none"> To sing along with a pre-recorded song and add actions. To sing along with the backing track. 	<ul style="list-style-type: none"> A performance is sharing music. 	<ul style="list-style-type: none"> Perform any of the nursery rhymes by singing and adding actions or dancing. Perform any nursery rhyme or song and add a small instrumental part.

Year 1

Listen & Appraise		Games		Singing		Playing	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<ul style="list-style-type: none"> To know 5 songs confidently. To know what songs are about. To know & recognise the sound and name of some of the instruments they use. 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching. 	<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, names, favourite foods, colours and animals. 	<ul style="list-style-type: none"> Find the pulse. Listen & copy the rhythm. Create simple rhythms. Listen & sing back vocal warm ups. 	<ul style="list-style-type: none"> To confidently sing/rap 5 songs from memory & sing them in unison. 	<ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high & low). Learn that you can make different types of sounds with your voices. Learn to start & stop singing when following a leader. 	<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. 	<ul style="list-style-type: none"> Treat instruments carefully & with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge. Listen to & follow musical instructions from a leader.

Improvisation		Composition		Performance	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<ul style="list-style-type: none"> Improvisation is about making up own tunes on the spot. When someone improvises, they make up their own tune that hasn't been heard before- It is original and not written down. Everyone can improvise. 	<ul style="list-style-type: none"> Listen & respond to using rhythm or words. Listen & respond using voices & instruments. Take turns improvising 1 or 2 notes. 	<ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. 	<ul style="list-style-type: none"> Help create a simple melody using 1, 2 or 3 notes. Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> A performance is sharing music with other people, called an audience. 	<ul style="list-style-type: none"> Choose a song they have learnt from the scheme & perform it. To add their ideas to the performance. Discuss performance with peers, sharing how it made them feel.

Year 2

Listen & Appraise		Games		Singing		Playing	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<ul style="list-style-type: none"> To know 5 songs confidently. To know some songs, have a chorus. To know songs have a musical style. 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching. To learn how songs can tell a story or describe an idea. 	<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, names, favourite foods, colours and animals. To know rhythms are different from pulse. To know when we play instruments, we add pitch (high & low sounds). 	<ul style="list-style-type: none"> Find the pulse. Listen & copy the rhythm. Create simple rhythms for others to copy. Listen & sing back vocal warm ups. Use voices to copy using 'la la la' matching the beat. 	<ul style="list-style-type: none"> To confidently know & sing 5 songs from memory. To know that unison means singing at the same time. To know songs can use the voice in different ways such as rapping/spoken word. To know why we have to warm up our voice. 	<ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high & low). Learn that you can make different types of sounds with your voices. Learn to start & stop singing when following a leader. To learn to find a comfortable singing position. 	<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. To know the names of untuned percussion instruments played in class. 	<ul style="list-style-type: none"> Treat instruments carefully & with respect. To learn to play a tuned instrumental part that matches their musical challenge. To play a part in time with the steady pulse. To listen & follow musical instructions from a leader.

Improvisation		Composition		Performance	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<ul style="list-style-type: none"> To know improvisation is about making up own tunes on the spot. To know When someone improvises, they make up their own tune that hasn't been heard before- It is original and not written down. It belongs to the person who created it. Everyone can improvise and you can use 1 or 2 notes. 	<ul style="list-style-type: none"> Listen & respond to using rhythm or words. Listen & respond using voices & instruments. Take turns improvising 1 or 2 notes. 	<ul style="list-style-type: none"> To know composing is like writing a story with music. To know everyone can compose. 	<ul style="list-style-type: none"> Help create 3 simple melodies using 1, 3 or 5 different notes. Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> A performance is sharing music with other people, called an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include parents & friends. 	<ul style="list-style-type: none"> Choose a song they have learnt from the scheme & perform it. To add their ideas to the performance. Discuss performance with peers, sharing how it made them feel.

Year 3

Listen & Appraise		Games		Singing		Playing	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<ul style="list-style-type: none"> To know 5 songs from memory and who sang / wrote them. To know the style of the 5 songs. To choose 1 song and be able to talk about: <i>Its lyrics: what is the song about.</i> <i>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm & pitch).</i> <i>Identify the main sections of the song (Introduction, verse, chorus etc.)</i> <i>Name some of the instruments heard in the song.</i> 	<ul style="list-style-type: none"> To confidently identify & move to the pulse. To think about what the words of a song mean. To take it in turns to discuss how a song makes us feel. Listen carefully & respectfully to other peoples thoughts about the music. 	<ul style="list-style-type: none"> To know how to find and demonstrate the pulse. To know the difference between pulse & rhythm. To know how pulse, rhythm and pitch work together to create a song. To know that every piece of music has a pulse. To know the difference between a musical question and an answer. 	<ul style="list-style-type: none"> Find the pulse. Rhythm copy back: <i>Clap & say back rhythms</i> <i>Create own rhythms</i> <i>Lead the class using own simple rhythms.</i> Pitch copy back: <i>Listen & sing back no notation.</i> <i>Copy back with instruments (with & without notation).</i> Vocal warm ups. 	<ul style="list-style-type: none"> To know and be able to talk about: <i>Singing in a group can be called a choir.</i> <i>A leader/conductor is a person the choir or group follow.</i> <i>Songs can make us feel different things eg happy, energetic or sad.</i> <i>Singing as part of an ensemble or large group is fun, but it is important to listen to each other.</i> <i>To know why you must warm up your voice.</i> 	<ul style="list-style-type: none"> To sing in unison and in simple 2 parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. 	<ul style="list-style-type: none"> To know and be able to talk about: <i>The instruments used in class (a glockenspiel, a recorder)</i> 	<ul style="list-style-type: none"> Treat instruments carefully & with respect. To play any 1, or all of the 4, differentiated parts on a tuned instrument- a 1 note, simple medium part or the melody of the song from memory or using notation. To rehearse & perform their part within the context of the unit song. To listen to & follow musical instructions from a leader.

Improvisation		Composition		Performance	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<ul style="list-style-type: none"> • To know & be able to talk about: • <i>Improvisation is making up own tunes on the spot.</i> • <i>When someone improvises, they make up their own tune that has never been heard before. It is not written down & belongs to them.</i> • <i>To know that using 1 or 2 notes confidently is better than using 5.</i> • <i>To know that if you improvise using the notes you are given, you cannot make a mistake.</i> 	<ul style="list-style-type: none"> • Listen & sing back. • Use instruments, listen & play your own answer using 1 note. • Take turns to improvise using 1 note. 	<ul style="list-style-type: none"> • To know & be able to talk about: • <i>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played/performed again to your friends.</i> • <i>Different ways of recording compositions (letter names, symbols, audio etc)</i> 	<ul style="list-style-type: none"> • Help create 1 simple melody using 1, 3 or 5 different notes. • Plan & create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to & reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics & tempo. • Record the composition in any way appropriate that recognises the connection between sound & symbol (eg graphic/pictorial notation). 	<ul style="list-style-type: none"> • To know & be able to talk about: • <i>Performing is sharing music with other people, an audience.</i> • <i>A performance doesn't have to be a drama! It can be to 1 person or each other.</i> • <i>You need to know & have planned everything that will be performed.</i> • <i>You must sing or rap the words clearly & play with confidence.</i> • <i>A performance can be a special occasion & involve and audience including unfamiliar people.</i> • <i>It is planned & different for each occasion.</i> • <i>It involves communicating feelings, thoughts, & ideas about the song/music.</i> 	<ul style="list-style-type: none"> • To choose what to perform & create a programme. • To communicate the meaning of the words & clearly articulate them. • To talk about the best place to be when performing & how to stand or sit. • To record the performance & say how they were feeling, what they were pleased with or what they would change & why.

Listen & Appraise		Games		Singing		Playing	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<ul style="list-style-type: none"> To know 5 songs from memory and who sang / wrote them. To know the style of the 5 songs. To choose 1 song and be able to talk about: <i>Some of the style indicators of that song (musical characteristics that give the song its style).</i> <i>Its lyrics: what is the song about.</i> <i>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm & pitch).</i> <i>Identify the main sections of the song (Introduction, verse, chorus etc.)</i> <i>Name some of the instruments heard in the song.</i> 	<ul style="list-style-type: none"> To confidently identify & move to the pulse. To talk about the musical dimensions working together in the unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully & respectfully to other people's thoughts about the music. When talking using musical words. 	<ul style="list-style-type: none"> To know & be able to talk about: How pulse, rhythm & pitch work together. Pulse-finding the pulse (heartbeat of the song). Rhythm – the long & short sounds over the pulse. Know the difference between pulse & rhythm. Pitch – high & low sounds that create melodies. How to keep the internal pulse. Musical leadership – creating musical ideas for the group to copy & respond to. 	<ul style="list-style-type: none"> Find the pulse. Rhythm copy back: <i>Clap & say back rhythms</i> <i>Create own rhythms</i> <i>Lead the class using own simple rhythms.</i> Pitch copy back: <i>Listen & sing back no notation.</i> <i>Copy back with instruments (with & without notation).</i> Vocal warm ups. 	<ul style="list-style-type: none"> To know and be able to talk about: <i>Singing in a group can be called a choir.</i> <i>A leader/conductor is a person the choir or group follow.</i> <i>Songs can make us feel different things eg happy, energetic or sad.</i> <i>Singing as part of an ensemble or large group is fun, but it is important to listen to each other.</i> <i>To know why you must warm up your voice.</i> <i>Texture – how a solo singer makes a thinner texture than a large group.</i> 	<ul style="list-style-type: none"> To sing in unison and in simple 2 parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To be able to re-join the song if lost. To listen to the group when singing. 	<ul style="list-style-type: none"> To know and be able to talk about: <i>The instruments used in class (a glockenspiel, a recorder or xylophone).</i> <i>Other instruments they might play or be played in a band or orchestra or by their friends.</i> 	<ul style="list-style-type: none"> Treat instruments carefully & with respect. To play any 1, or all of the 4, differentiated parts on a tuned instrument- a 1 note, simple medium part or the melody of the song from memory or using notation. To rehearse & perform their part within the context of the unit song. To listen to & follow musical instructions from a leader. To experience leading the playing by making sure everyone plays the playing section of the song.

Improvisation		Composition		Performance	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<ul style="list-style-type: none"> • To know & be able to talk about: • <i>Improvisation is making up own tunes on the spot.</i> • <i>When someone improvises, they make up their own tune that has never been heard before. It is not written down & belongs to them.</i> • <i>To know that using 1 or 2 notes confidently is better than using 5.</i> • <i>To know that if you improvise using the notes you are given, you cannot make a mistake.</i> • <i>To know that you can use some of the riffs you have heard in the challenges in your improvisations.</i> 	<ul style="list-style-type: none"> • Listen & sing back. • Use instruments, listen & play your own answer using 1 note. • Take turns to improvise using 1 note. 	<ul style="list-style-type: none"> • To know & be able to talk about: • <i>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played/performed again to your friends.</i> • <i>Different ways of recording compositions (letter names, symbols, audio etc.)</i> 	<ul style="list-style-type: none"> • Help create 1 simple melody using 1, 3 or 5 different notes. • Plan & create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to & reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics & tempo. • Record the composition in any way appropriate that recognises the connection between sound & symbol (eg graphic/pictorial notation). 	<ul style="list-style-type: none"> • To know & be able to talk about: • <i>Performing is sharing music with other people, an audience.</i> • <i>A performance doesn't have to be a drama! It can be to 1 person or each other.</i> • <i>You need to know & have planned everything that will be performed.</i> • <i>You must sing or rap the words clearly & play with confidence.</i> • <i>A performance can be a special occasion & involve and audience including unfamiliar people.</i> • <i>It is planned & different for each occasion.</i> • <i>It involves communicating feelings, thoughts, & ideas about the song/music.</i> 	<ul style="list-style-type: none"> • To choose what to perform & create a programme. • To communicate the meaning of the words & clearly articulate them. • To talk about the best place to be when performing & how to stand or sit. • To record the performance & say how they were feeling, what they were pleased with or what they would change & why.

Listen & Appraise		Games		Singing		Playing	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<ul style="list-style-type: none"> To know 5 songs from memory and who sang / wrote them, when they were written & if possible why? To know the style of the 5 songs & name other songs from the unit with similar styles. To choose 2/3 other songs and be able to talk about: <i>Some of the style indicators of that song (musical characteristics that give the song its style).</i> <i>Its lyrics: what is the song about.</i> <i>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm & pitch).</i> <i>Identify the main sections of the song</i> 	<ul style="list-style-type: none"> To confidently identify & move to the pulse with ease. To think about the message of songs. To compare 2 songs in the same style, talking about what stands out musically in each of them, their similarities & differences. To talk about the musical dimensions working together in the unit songs. To talk about the music and how it makes them feel. Listen carefully & respectfully to other people's thoughts 	<ul style="list-style-type: none"> To know & be able to talk about: How pulse, rhythm & pitch, tempo, dynamics, texture & structure work together & how they connect in a song. How to keep the internal pulse. Musical leadership – creating musical ideas for the group to copy & respond to. 	<ul style="list-style-type: none"> Find the pulse. Rhythm copy back: <i>Clap & say back rhythms</i> <i>Create own rhythms</i> <i>Lead the class using own simple rhythms.</i> Pitch copy back: <i>Listen & sing back no notation.</i> <i>Copy back with instruments (with & without notation).</i> Vocal warm ups. 	<ul style="list-style-type: none"> To know & confidently sing 5 songs & their parts from memory & to sing them with a strong internal pulse. To choose a song and be able to talk about: <i>Its main features.</i> <i>Singing in unison, the solo, lead vocal, backing vocals or rapping.</i> <i>To know what the song is about & the meaning of the lyrics.</i> <i>To know & explain the importance of warming up your voice.</i> 	<ul style="list-style-type: none"> To sing in unison & to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To explore rapping & singing solo. To sing with awareness of being 'in tune'. To listen to the group when singing & be aware of your role within the group. 	<ul style="list-style-type: none"> To know and be able to talk about: <i>Different ways of writing down music – eg staff notation, symbols.</i> <i>The notes C, D, E, F, G, A, B, + C on the treble stave.</i> <i>The instruments they might play or be played in a band or orchestra or by their friends.</i> 	<ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of the unit song. Select 7 learn an instrumental part that matches their musical challenge, using 1 of the differentiated parts – a 1 note, simple or medium part or the melody of the song from memory or using notation. To rehearse & perform their part within the context of the unit song. To listen to & follow musical instructions from a leader. To lead a rehearsal session.

<p><i>(Introduction, verse, chorus etc.)</i></p> <ul style="list-style-type: none"> Name some of the instruments heard in the song. The historical context of the songs. What else was going on at this time? 	<ul style="list-style-type: none"> about the music. When talking using musical words. 						
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Improvisation		Composition		Performance	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<ul style="list-style-type: none"> To know & be able to talk about: <i>Improvisation is making up own tunes on the spot.</i> <i>When someone improvises, they make up their own tune that has never been heard before. It is not written down & belongs to them.</i> <i>To know that using 1 or 2 notes confidently is better than using 5.</i> <i>To know that if you improvise using the notes you are given, you cannot make a mistake.</i> <i>To know that you can use some of the riffs you have heard in the challenges in your improvisations.</i> 	<ul style="list-style-type: none"> Listen & sing back. Use instruments, listen & play your own answer using 1 note. Take turns to improvise using 1 note. 	<ul style="list-style-type: none"> To know & be able to talk about: <i>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played/performed again to your friends.</i> <i>Different ways of recording compositions (letter names, symbols, audio etc)</i> 	<ul style="list-style-type: none"> Help create 1 simple melody using 1, 3 or 5 different notes. Plan & create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to & reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics & tempo. Record the composition in any way appropriate that recognises the connection between sound & symbol (eg graphic/pictorial notation). 	<ul style="list-style-type: none"> To know & be able to talk about: <i>Performing is sharing music with other people, an audience.</i> <i>A performance doesn't have to be a drama! It can be to 1 person or each other.</i> <i>You need to know & have planned everything that will be performed.</i> <i>You must sing or rap the words clearly & play with confidence.</i> <i>A performance can be a special occasion & involve and audience including unfamiliar people.</i> <i>It is planned & different for each occasion.</i> <i>It involves communicating feelings, thoughts, & ideas about the song/music.</i> 	<ul style="list-style-type: none"> To choose what to perform & create a programme. To communicate the meaning of the words & clearly articulate them. To talk about the best place to be when performing & how to stand or sit. To record the performance & say how they were feeling, what they were pleased with or what they would change & why.

Listen & Appraise		Games		Singing		Playing	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<ul style="list-style-type: none"> To know 5 songs from memory and who sang / wrote them, when they were written & if possible why? To know the style of the songs & name other songs from the unit with similar styles. To choose ¼ other songs and be able to talk about: <ul style="list-style-type: none"> <i>Some of the style indicators of that song (musical characteristics that give the song its style).</i> <i>Its lyrics: what is the song about.</i> <i>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm, pitch & timbre).</i> <i>Identify the main sections</i> 	<ul style="list-style-type: none"> To confidently identify & move to the pulse with ease. To think about the message of songs. To compare 2 songs in the same style, talking about what stands out musically in each of them, their similarities & differences. To talk about the musical dimensions working together in the unit songs. Talk about the music and how it makes them feel. Listen carefully & respectfully to other people's thoughts 	<ul style="list-style-type: none"> To know & be able to talk about: How pulse, rhythm & pitch, tempo, dynamics, texture & structure work together to create a song or music. How to keep the internal pulse. Musical leadership – creating musical ideas for the group to copy & respond to. 	<ul style="list-style-type: none"> Find the pulse. Rhythm copy back: <ul style="list-style-type: none"> <i>Clap & say back rhythms</i> <i>Create own rhythms</i> <i>Lead the class using own simple rhythms.</i> Pitch copy back: <ul style="list-style-type: none"> <i>Listen & sing back no notation.</i> <i>Copy back with instruments (with & without notation).</i> Vocal warm ups. 	<ul style="list-style-type: none"> To know & confidently sing 5 songs & their parts from memory & to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling & context to your audience. To choose any song and be able to talk about: <ul style="list-style-type: none"> <i>Its main features.</i> <i>Singing in unison, the solo, lead vocal, backing vocals or rapping.</i> <i>To know what the song is about & the meaning of the lyrics.</i> <i>To know & explain the importance of warming up your voice.</i> 	<ul style="list-style-type: none"> To sing in unison & to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To explore rapping & singing solo. To sing with awareness of being 'in tune'. To listen to the group when singing & be aware of your role within the group. 	<ul style="list-style-type: none"> To know and be able to talk about: <ul style="list-style-type: none"> <i>Different ways of writing down music – eg staff notation, symbols.</i> <i>The notes C,D,E,F,G,A,B,+ C on the treble stave.</i> <i>The instruments they might play or be played in a band or orchestra or by their friends.</i> 	<ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of the unit song. Select & learn an instrumental part that matches their musical challenge, using 1 of the differentiated parts – a 1 note, simple or medium part or the melody of the song from memory or using notation. To rehearse & perform their part within the context of the unit song. To listen to & follow musical instructions from a leader. To lead a rehearsal session.

<p><i>of the song (Introduction, verse, chorus etc.)</i></p> <ul style="list-style-type: none"> Name some of the instruments used in the songs. The historical context of the songs. What else was going on at this time, musically & historically? Know & talk about the fact we each have a musical identity. 	<p>about the music.</p> <ul style="list-style-type: none"> When talking using musical words. 						
Improvisation		Composition			Performance		
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills		
<ul style="list-style-type: none"> To know & be able to talk about: <i>Improvisation is making up own tunes on the spot.</i> <i>When someone improvises, they make up their own tune that has never been heard before. It is not written down & belongs to them.</i> <i>To know that using 1 or 2 notes confidently is better than using 5.</i> <i>To know that if you improvise using the notes you are given, you cannot make a mistake.</i> 	<ul style="list-style-type: none"> Listen & sing back. Use instruments, listen & play your own answer using 1 note. Take turns to improvise using 1 note. 	<ul style="list-style-type: none"> To know & be able to talk about: <i>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played/performed again to your friends.</i> <i>A composition has pulse, rhythm & pitch that work together & are shaped by tempo, dynamics, texture & structure.</i> <i>Notation recognises the connection between sound & symbol.</i> 	<ul style="list-style-type: none"> Create simple melodies using up to 5 different notes & simple rhythms that work musically with the style of the unit song. Explain the keynote or home note & the structure of the melody. Listen to & reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound & symbol (eg graphic/pictorial notation). 	<ul style="list-style-type: none"> To know & be able to talk about: <i>Performing is sharing music with other people, an audience.</i> <i>A performance doesn't have to be a drama! It can be to 1 person or each other.</i> <i>Everything that will be performed must be planned & learned.</i> <i>You must sing or rap the words clearly & play with confidence.</i> <i>A performance can be a special occasion & involve an audience including unfamiliar people.</i> <i>It is planned & different for each occasion.</i> 	<ul style="list-style-type: none"> To choose what to perform & create a programme. To communicate the meaning of the words & clearly articulate them. To talk about the venue & how to use it to best effect. To record the performance & compare to a previous performance. To discuss & talk musically about it – what went well? & It would have been better if.. 		

<ul style="list-style-type: none">• <i>To know that you can use some of the riffs you have heard in the challenges in your improvisations.</i>• <i>To know 3 well-known improvising musicians.</i>				<ul style="list-style-type: none">• <i>It involves communicating feelings, thoughts, & ideas about the song/music.</i>	
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Duckmanton Primary School – Music curriculum map

This document outlines the unit songs that will be taught across our school and relate to the above knowledge and skills.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind And Replay
Year 1	Hey You!	Rhythm In The Way We Walk And Banana Rap	In The Groove	Round And Round	Your Imagination	Reflect, Rewind And Replay
Year 2	Hands, Feet, Heart	Ho! Ho! Ho!	I Wanna Play In A Band	Zoo time	Friendship Song	Reflect, Rewind And Replay
Year 3	Let Your Spirit Fly	Glockenspiel - Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind And Replay
Year 4	Mamma Mia	Glockenspiel – Stage 2	Stop!	Lean On Me	Blackbird	Reflect, Rewind And Replay
Year 5	Living On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing In The Street	Reflect, Rewind and Replay
Year 6	Happy!	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music And Me	Reflect, Rewind and Replay