

Music Curriculum Objectives and Strands

Content split into 5 Strands: Listening and Evaluating (L& E), Creating Sound(CS), Notation (N), Improvising and Composing (I&C), Performing (P)

*L and E and P strands and will also covered through lessons from the scheme, during school performances such as the nativity and end of year production (especially within A/B2 and A/B6).

Foundation	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2																																																																																			
<p>Expressive Arts and Design Being Imaginative and Expressive (ELG):</p> <ul style="list-style-type: none"> - 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 <p>Singing</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Experiment with changing their voice with different tempos and pitch.</td> </tr> <tr> <td style="padding: 2px;">Sing part/ most of some familiar songs.</td> </tr> <tr> <td style="padding: 2px;">Sing in a small group.</td> </tr> <tr> <td style="padding: 2px;">Join in with singing songs with changes to pitch, tempo, or dynamics.</td> </tr> <tr> <td style="padding: 2px;">Sing a whole familiar nursery rhyme and familiar song</td> </tr> <tr> <td style="padding: 2px;">Sing in a group and keep in time.</td> </tr> <tr> <td style="padding: 2px;">Show some control in using their singing voice to create changes in dynamics, tempo, or pitch.</td> </tr> <tr> <td style="padding: 2px;">Sing in a group and match the pitch and follow the melody.</td> </tr> <tr> <td style="padding: 2px;">Sing in tune and keep to the beat.</td> </tr> </table>	Experiment with changing their voice with different tempos and pitch.	Sing part/ most of some familiar songs.	Sing in a small group.	Join in with singing songs with changes to pitch, tempo, or dynamics.	Sing a whole familiar nursery rhyme and familiar song	Sing in a group and keep in time.	Show some control in using their singing voice to create changes in dynamics, tempo, or pitch.	Sing in a group and match the pitch and follow the melody.	Sing in tune and keep to the beat.	<p>To begin to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="background-color: #ffff00;">A1</td> <td style="background-color: #ffff00;">A3</td> <td style="background-color: #ffff00;">A5</td> <td style="background-color: #ffff00;">B1</td> <td style="background-color: #ffff00;">B3</td> <td style="background-color: #ffff00;">B5</td> </tr> <tr> <td style="background-color: #ffff00;">A2</td> <td style="background-color: #ffff00;">A4</td> <td style="background-color: #ffff00;">A6</td> <td style="background-color: #ffff00;">B2</td> <td style="background-color: #ffff00;">B4</td> <td style="background-color: #ffff00;">B6</td> </tr> </table> <p>Also practised and developed during Singing Assemblies</p> <p>Performing</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><i>To offer positive feedback on others' performances</i></td> <td style="padding: 2px;">All</td> </tr> <tr> <td style="padding: 2px;"><i>To start to maintain a steady beat throughout short singing performances</i></td> <td style="padding: 2px;">A1 B2 B4</td> </tr> <tr> <td style="padding: 2px;"><i>To stand or sit appropriately when performing or waiting to perform</i></td> <td style="padding: 2px;">B2 B4</td> </tr> </table> <p>Creating Sounds</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><i>To sing simple songs, chants and rhymes from memory</i></td> <td style="padding: 2px;">A1 A5</td> </tr> <tr> <td style="padding: 2px;"><i>To competently sing songs with a very small pitch range (two notes that are different but close together- Year 1, five notes(Year 2)</i></td> <td style="padding: 2px;">A1 A5</td> </tr> <tr> <td style="padding: 2px;"><i>To breathe at appropriate times when singing</i></td> <td style="padding: 2px;">A1 A5 B2</td> </tr> <tr> <td style="padding: 2px;"><i>To explore changing their singing voice in difference ways</i></td> <td style="padding: 2px;">A1 B2</td> </tr> <tr> <td style="padding: 2px;"><i>To sing a range of call and response songs attempting to match the pitch and tempo they hear</i></td> <td style="padding: 2px;">A5 B2</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	<i>To offer positive feedback on others' performances</i>	All	<i>To start to maintain a steady beat throughout short singing performances</i>	A1 B2 B4	<i>To stand or sit appropriately when performing or waiting to perform</i>	B2 B4	<i>To sing simple songs, chants and rhymes from memory</i>	A1 A5	<i>To competently sing songs with a very small pitch range (two notes that are different but close together- Year 1, five notes(Year 2)</i>	A1 A5	<i>To breathe at appropriate times when singing</i>	A1 A5 B2	<i>To explore changing their singing voice in difference ways</i>	A1 B2	<i>To sing a range of call and response songs attempting to match the pitch and tempo they hear</i>	A5 B2	<p>To begin to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="background-color: #00ff00;">A1</td> <td style="background-color: #00ff00;">A3</td> <td style="background-color: #00ff00;">A5</td> <td style="background-color: #00ff00;">B1</td> <td style="background-color: #00ff00;">B3</td> <td style="background-color: #00ff00;">B5</td> </tr> <tr> <td style="background-color: #00ff00;">A2</td> <td style="background-color: #00ff00;">A4</td> <td style="background-color: #00ff00;">A6</td> <td style="background-color: #00ff00;">B2</td> <td style="background-color: #00ff00;">B4</td> <td style="background-color: #00ff00;">B6</td> </tr> </table> <p>Also practised and developed during Singing Assemblies</p> <p>Performing</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><i>To offer constructive feedback on others' performance</i></td> <td style="padding: 2px;">A3 A5</td> </tr> <tr> <td style="padding: 2px;"><i>To sing songs in variety of styles with accuracy and control, demonstrating developing voice techniques</i></td> <td style="padding: 2px;">A4 A5 B5</td> </tr> <tr> <td style="padding: 2px;"><i>To sing and play in time with peers with some degree of accuracy and awareness of their part in the group performance</i></td> <td style="padding: 2px;">A3 A4 A5 A6 B5 B6</td> </tr> <tr> <td style="padding: 2px;"><i>To perform melody parts on tuned instruments with accuracy and control and developing instrumental technique</i></td> <td style="padding: 2px;">A5 B6</td> </tr> <tr> <td style="padding: 2px;"><i>To play syncopated rhythms with accuracy control and fluency</i></td> <td style="padding: 2px;">A6</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	<i>To offer constructive feedback on others' performance</i>	A3 A5	<i>To sing songs in variety of styles with accuracy and control, demonstrating developing voice techniques</i>	A4 A5 B5	<i>To sing and play in time with peers with some degree of accuracy and awareness of their part in the group performance</i>	A3 A4 A5 A6 B5 B6	<i>To perform melody parts on tuned instruments with accuracy and control and developing instrumental technique</i>	A5 B6	<i>To play syncopated rhythms with accuracy control and fluency</i>	A6	<p>To develop the ability to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="background-color: #0000ff; color: white;">A1</td> <td style="background-color: #0000ff; color: white;">A3</td> <td style="background-color: #0000ff; color: white;">A5</td> <td style="background-color: #0000ff; color: white;">B1</td> <td style="background-color: #0000ff; color: white;">B3</td> <td style="background-color: #0000ff; color: white;">B5</td> </tr> <tr> <td style="background-color: #0000ff; color: white;">A2</td> <td style="background-color: #0000ff; color: white;">A4</td> <td style="background-color: #0000ff; color: white;">A6</td> <td style="background-color: #0000ff; color: white;">B2</td> <td style="background-color: #0000ff; color: white;">B4</td> <td style="background-color: #0000ff; color: white;">B6</td> </tr> </table> <p>Also practised and developed during Singing Assemblies</p> <p>Performing</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><i>To sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</i></td> <td style="padding: 2px;">A2 A3 A4 B5</td> </tr> <tr> <td style="padding: 2px;"><i>To work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</i></td> <td style="padding: 2px;">All</td> </tr> <tr> <td style="padding: 2px;"><i>To perform a solo or taking a leadership role within a performance.</i></td> <td style="padding: 2px;">B2</td> </tr> <tr> <td style="padding: 2px;"><i>To perform by following a conductor's cues and directions.</i></td> <td style="padding: 2px;">A3 B2</td> </tr> <tr> <td style="padding: 2px;"><i>To combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</i></td> <td style="padding: 2px;">A4 B4 B5 B6</td> </tr> <tr> <td style="padding: 2px;"><i>To constructively critique their own and others' work, using musical vocabulary</i></td> <td style="padding: 2px;">All</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	<i>To sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</i>	A2 A3 A4 B5	<i>To work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</i>	All	<i>To perform a solo or taking a leadership role within a performance.</i>	B2	<i>To perform by following a conductor's cues and directions.</i>	A3 B2	<i>To combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</i>	A4 B4 B5 B6	<i>To constructively critique their own and others' work, using musical vocabulary</i>	All
Experiment with changing their voice with different tempos and pitch.																																																																																						
Sing part/ most of some familiar songs.																																																																																						
Sing in a small group.																																																																																						
Join in with singing songs with changes to pitch, tempo, or dynamics.																																																																																						
Sing a whole familiar nursery rhyme and familiar song																																																																																						
Sing in a group and keep in time.																																																																																						
Show some control in using their singing voice to create changes in dynamics, tempo, or pitch.																																																																																						
Sing in a group and match the pitch and follow the melody.																																																																																						
Sing in tune and keep to the beat.																																																																																						
A1	A3	A5	B1	B3	B5																																																																																	
A2	A4	A6	B2	B4	B6																																																																																	
<i>To offer positive feedback on others' performances</i>	All																																																																																					
<i>To start to maintain a steady beat throughout short singing performances</i>	A1 B2 B4																																																																																					
<i>To stand or sit appropriately when performing or waiting to perform</i>	B2 B4																																																																																					
<i>To sing simple songs, chants and rhymes from memory</i>	A1 A5																																																																																					
<i>To competently sing songs with a very small pitch range (two notes that are different but close together- Year 1, five notes(Year 2)</i>	A1 A5																																																																																					
<i>To breathe at appropriate times when singing</i>	A1 A5 B2																																																																																					
<i>To explore changing their singing voice in difference ways</i>	A1 B2																																																																																					
<i>To sing a range of call and response songs attempting to match the pitch and tempo they hear</i>	A5 B2																																																																																					
A1	A3	A5	B1	B3	B5																																																																																	
A2	A4	A6	B2	B4	B6																																																																																	
<i>To offer constructive feedback on others' performance</i>	A3 A5																																																																																					
<i>To sing songs in variety of styles with accuracy and control, demonstrating developing voice techniques</i>	A4 A5 B5																																																																																					
<i>To sing and play in time with peers with some degree of accuracy and awareness of their part in the group performance</i>	A3 A4 A5 A6 B5 B6																																																																																					
<i>To perform melody parts on tuned instruments with accuracy and control and developing instrumental technique</i>	A5 B6																																																																																					
<i>To play syncopated rhythms with accuracy control and fluency</i>	A6																																																																																					
A1	A3	A5	B1	B3	B5																																																																																	
A2	A4	A6	B2	B4	B6																																																																																	
<i>To sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</i>	A2 A3 A4 B5																																																																																					
<i>To work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</i>	All																																																																																					
<i>To perform a solo or taking a leadership role within a performance.</i>	B2																																																																																					
<i>To perform by following a conductor's cues and directions.</i>	A3 B2																																																																																					
<i>To combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</i>	A4 B4 B5 B6																																																																																					
<i>To constructively critique their own and others' work, using musical vocabulary</i>	All																																																																																					

NEWBOTTLE AND CHARLTON PRIMARY SCHOOL CURRICULUM MAP: MUSIC

<p>Listening to and responding to music</p> <p>Talk about how music makes them feel.</p> <p>Listen to songs/music with changes to pitch, tempo, and dynamics.</p> <p>Respond to changes in the dimensions of music.</p> <p>Talk about emotions in the music, e.g., This music sounds happy, sad, or scary.</p> <p>Listen to pieces of music and begin to recognise some familiar instruments that are playing. Express their opinion on a piece of music.</p> <p>Talk about what a piece of music reminds them of.</p>	<p>To begin to play tuned and untuned instruments musically.</p> <table border="1" data-bbox="488 288 1003 352"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td></tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td></tr> </table> <p>Performing</p> <table border="1" data-bbox="488 408 1003 735"> <tr> <td><i>To keep instruments still until their part in the performance</i></td> <td>A1 A3 A5 B1 B2 B4 B6</td> </tr> <tr> <td>To perform actively as part of a group; keeping in time with the beat</td> <td>A1 B2</td> </tr> <tr> <td>To begin to acknowledge their own feelings around their performance</td> <td>A5</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	<i>To keep instruments still until their part in the performance</i>	A1 A3 A5 B1 B2 B4 B6	To perform actively as part of a group; keeping in time with the beat	A1 B2	To begin to acknowledge their own feelings around their performance	A5	<p>To start to improvise and compose music for a range of purposes using inter-related dimensions of music</p> <table border="1" data-bbox="1048 288 1585 352"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td></tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td></tr> </table> <p>Improvising and Composing</p> <table border="1" data-bbox="1048 408 1585 1366"> <tr> <td><i>To begin to improvise musically within a given style using an instrument</i></td> <td>A4 A5 A6</td> </tr> <tr> <td><i>To compose a piece of music in a given style with voices and instruments</i></td> <td>B5 B6</td> </tr> <tr> <td><i>To combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)</i></td> <td>A3 B5</td> </tr> <tr> <td><i>To develop melodies using rhythmic variation, transposition, inversion and looping</i></td> <td>A4 A5 B6</td> </tr> <tr> <td><i>To know that combining different instruments and different rhythms when we compose can create layers of sound called 'texture'</i></td> <td>A1</td> </tr> <tr> <td><i>To understand that harmony means playing two notes at the same time, which usually sound good together</i></td> <td>A4</td> </tr> <tr> <td><i>To know that ostinato is a musical pattern that is repeated over and over</i></td> <td>A4</td> </tr> <tr> <td><i>To understand that the 'on beat' is the pulse of a piece of music and the 'off beat' is beats that fall between these</i></td> <td>A6</td> </tr> <tr> <td><i>To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms</i></td> <td>A6</td> </tr> <tr> <td><i>To know that when you sing without an accompaniment it is called 'a capella'</i></td> <td>A4</td> </tr> <tr> <td><i>To know that 'transposing' a melody means changing its key, making it higher or lower pitched</i></td> <td>A5</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	<i>To begin to improvise musically within a given style using an instrument</i>	A4 A5 A6	<i>To compose a piece of music in a given style with voices and instruments</i>	B5 B6	<i>To combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)</i>	A3 B5	<i>To develop melodies using rhythmic variation, transposition, inversion and looping</i>	A4 A5 B6	<i>To know that combining different instruments and different rhythms when we compose can create layers of sound called 'texture'</i>	A1	<i>To understand that harmony means playing two notes at the same time, which usually sound good together</i>	A4	<i>To know that ostinato is a musical pattern that is repeated over and over</i>	A4	<i>To understand that the 'on beat' is the pulse of a piece of music and the 'off beat' is beats that fall between these</i>	A6	<i>To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms</i>	A6	<i>To know that when you sing without an accompaniment it is called 'a capella'</i>	A4	<i>To know that 'transposing' a melody means changing its key, making it higher or lower pitched</i>	A5	<p>To develop the ability to improvise and compose for a range of purposes using the inter-related dimensions of music.</p> <table border="1" data-bbox="1630 344 2123 416"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td></tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td></tr> </table> <p>Improvising and Composing</p> <table border="1" data-bbox="1630 472 2123 1398"> <tr> <td><i>To understand that improvisation means making up music 'on the spot'.</i></td> <td>B2</td> </tr> <tr> <td><i>To compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</i></td> <td>B4 B6</td> </tr> <tr> <td><i>To improvise coherently within a given style.</i></td> <td>A4 A5 B3 B4 B5 B6</td> </tr> <tr> <td><i>To combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</i></td> <td>B5</td> </tr> <tr> <td><i>To selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</i></td> <td>A4 B4 B6</td> </tr> <tr> <td><i>To compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</i></td> <td>B5</td> </tr> <tr> <td><i>To develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture</i></td> <td>A2 A3 A5 B2</td> </tr> <tr> <td><i>To understand that a chord is the layering of several pitches played at the same time.</i></td> <td>A4</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	<i>To understand that improvisation means making up music 'on the spot'.</i>	B2	<i>To compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</i>	B4 B6	<i>To improvise coherently within a given style.</i>	A4 A5 B3 B4 B5 B6	<i>To combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</i>	B5	<i>To selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</i>	A4 B4 B6	<i>To compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</i>	B5	<i>To develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture</i>	A2 A3 A5 B2	<i>To understand that a chord is the layering of several pitches played at the same time.</i>	A4
A1	A3	A5	B1	B3	B5																																																																														
A2	A4	A6	B2	B4	B6																																																																														
<i>To keep instruments still until their part in the performance</i>	A1 A3 A5 B1 B2 B4 B6																																																																																		
To perform actively as part of a group; keeping in time with the beat	A1 B2																																																																																		
To begin to acknowledge their own feelings around their performance	A5																																																																																		
A1	A3	A5	B1	B3	B5																																																																														
A2	A4	A6	B2	B4	B6																																																																														
<i>To begin to improvise musically within a given style using an instrument</i>	A4 A5 A6																																																																																		
<i>To compose a piece of music in a given style with voices and instruments</i>	B5 B6																																																																																		
<i>To combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)</i>	A3 B5																																																																																		
<i>To develop melodies using rhythmic variation, transposition, inversion and looping</i>	A4 A5 B6																																																																																		
<i>To know that combining different instruments and different rhythms when we compose can create layers of sound called 'texture'</i>	A1																																																																																		
<i>To understand that harmony means playing two notes at the same time, which usually sound good together</i>	A4																																																																																		
<i>To know that ostinato is a musical pattern that is repeated over and over</i>	A4																																																																																		
<i>To understand that the 'on beat' is the pulse of a piece of music and the 'off beat' is beats that fall between these</i>	A6																																																																																		
<i>To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms</i>	A6																																																																																		
<i>To know that when you sing without an accompaniment it is called 'a capella'</i>	A4																																																																																		
<i>To know that 'transposing' a melody means changing its key, making it higher or lower pitched</i>	A5																																																																																		
A1	A3	A5	B1	B3	B5																																																																														
A2	A4	A6	B2	B4	B6																																																																														
<i>To understand that improvisation means making up music 'on the spot'.</i>	B2																																																																																		
<i>To compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</i>	B4 B6																																																																																		
<i>To improvise coherently within a given style.</i>	A4 A5 B3 B4 B5 B6																																																																																		
<i>To combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</i>	B5																																																																																		
<i>To selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</i>	A4 B4 B6																																																																																		
<i>To compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</i>	B5																																																																																		
<i>To develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture</i>	A2 A3 A5 B2																																																																																		
<i>To understand that a chord is the layering of several pitches played at the same time.</i>	A4																																																																																		
<p>Exploring and playing instruments</p> <p>Copy and join in with a simple beat on a percussion instrument.</p> <p>Describe the sounds that they make in simple terms such as loud, quiet, fast, or slow.</p> <p>Begin to play an instrument in time to a simple piece of music.</p> <p>Experiment with a wide range of percussion instruments.</p> <p>Create some sound effects to match a given theme/story.</p> <p>Experiment with playing percussion and body instruments and changing the pitch, or tempo</p> <p>Show some control in playing percussion instruments to create changes in tempo, or pitch.</p>	<p>Creating sounds</p> <table border="1" data-bbox="488 855 1003 1270"> <tr> <td><i>To learn to use instruments to follow the beat</i></td> <td>A5 B2</td> </tr> <tr> <td><i>To develop an awareness of how sound is affected by the way an instrument is held</i></td> <td>A5</td> </tr> <tr> <td><i>To use play/hold instruments in both hands</i></td> <td>A3 B1 B4 B6</td> </tr> <tr> <td><i>To begin to understand start to produce different sounds on pitched instruments</i></td> <td>A4 A5 B1 B4 B6</td> </tr> </table>	<i>To learn to use instruments to follow the beat</i>	A5 B2	<i>To develop an awareness of how sound is affected by the way an instrument is held</i>	A5	<i>To use play/hold instruments in both hands</i>	A3 B1 B4 B6	<i>To begin to understand start to produce different sounds on pitched instruments</i>	A4 A5 B1 B4 B6																																																																										
<i>To learn to use instruments to follow the beat</i>	A5 B2																																																																																		
<i>To develop an awareness of how sound is affected by the way an instrument is held</i>	A5																																																																																		
<i>To use play/hold instruments in both hands</i>	A3 B1 B4 B6																																																																																		
<i>To begin to understand start to produce different sounds on pitched instruments</i>	A4 A5 B1 B4 B6																																																																																		

NEWBOTTLE AND CHARLTON PRIMARY SCHOOL CURRICULUM MAP: MUSIC

Compose a performance using untuned percussion. Explore playing tuned instruments.			<i>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</i>	B6
---	--	--	--	----

NEWBOTTLE AND CHARLTON PRIMARY SCHOOL CURRICULUM MAP: MUSIC

To listen with concentration and understanding to a range of high-quality live and recorded music.

A1	A3	A5	B1	B3	B5
A2	A4	A6	B2	B4	B6

Listening and Evaluating

<i>To be able to listen with concentration to short pieces of music or excerpts from longer pieces of music.</i>	All
<i>To engage with and respond to longer pieces of music</i>	All
<i>To begin to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy)</i>	A3 B1 B4 B6
<i>To identify some common instruments when listening to music.</i>	A4 B1 B4 B6
<i>To recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).</i>	A1 B1 B2
<i>To able to talk about the tempo of music using the vocabulary of fast and slow.</i>	A3 A4 B6
<i>To be able to talk about the dynamics of the music, using the vocabulary of loud, quiet and silent.</i>	A4 B1 B6
<i>To be able to talk about the pitch of music, using the vocabulary of high and low.</i>	A4 B5 B6
<i>To state what they enjoyed about their peers' performances.</i>	All

To listen with attention to detail and recall sounds with increasing aural memory.

A1	A3	A5	B1	B3	B5
A2	A4	A6	B2	B4	B6

Listening and Evaluating

<i>To recognise and explain the changes within a piece of music using musical vocabulary</i>	A3 B3 B4 B5
<i>To recognise the purpose of a piece of music using musical vocabulary</i>	A4 A5 A6 B3 B4 B6
<i>To identify gradual dynamic and tempo changes within a piece of music</i>	A4 A5 B3 B4 B6
<i>To describe the timbre, dynamic and textual details of a piece of music through verbal or movement</i>	A3 B3 B4 B5
<i>To begin to show an awareness of metre</i>	A3 B3 B4
<i>To know that the group of pitches in a song is called a key and that a key decided whether a song sounds happy or sad</i>	B5
<i>To know that different notes have different durations and that crotchets are worth one beat</i>	B3 B4 B5
<i>To know that the word crescendo means a sounds getting gradually louder</i>	A3
<i>To know that a 'loop' in music is a repeated melody or rhythm</i>	B6

To listen with attention to detail and recall sounds with increasing aural memory.

A1	A3	A5	B1	B3	B5
A2	A4	A6	B2	B4	B6

Listening and Evaluating

<i>To identify the way that features of a song can complement one another to create a coherent overall effect.</i>	A2 A3 A5
<i>To compare, discuss and evaluate music using detailed musical vocabulary</i>	A2 A5 B2
<i>To use musical vocabulary correctly when describing and evaluating the features of a piece of music</i>	A2 A5 B2 B4 B5 B6
<i>To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</i>	B2
<i>To know a 'counter-subject' or 'counter-melody' provides contrast to the main melody.</i>	A3
<i>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</i>	A3
<i>To know that 'variations' in music are when a main melody is changed in some way throughout the piece</i>	A2
<i>To know that music in which very similar parts are introduced one by one to overlap is called a canon.</i>	A5
<i>To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon.</i>	A5

NEWBOTTLE AND CHARLTON PRIMARY SCHOOL CURRICULUM MAP: MUSIC

			<i>To know that a 'bent note' is a note that varies in its pitch, eg the pitch may</i>	<i>A2</i>
			<i>To know that a vocal composition is a piece of music created only using voices.</i>	<i>B4</i>

To experiment with, create, select and combine sounds using the inter-related dimensions of music.

A1	A3	A5	B1	B3	B5
A2	A4	A6	B2	B4	B6

Improvising and Composing

<i>To create sounds responds to a variety of physical stimulus</i>	A3 A4 B1 B2 B4 B6
To improvise simple question and answer phrases using untuned percussion or voices	A1 B2
To experiment with creating different sounds using a single instrument	A3 A4 B2 B6
To experiment with creating loud, soft, high and low sounds	A3 B6
To select objects and instruments to create sounds to represent a given idea	A3 A4 B1 B2 B4 B6

Creating Sounds

<i>To develop an awareness of how dynamics are affected by the force which an instrument is played.</i>	A4 B1 B2 B6
---	----------------------

NEWBOTTLE AND CHARLTON PRIMARY SCHOOL CURRICULUM MAP: MUSIC

	<p>Pre-Ks2- Developing understanding notation</p> <table border="1"> <tr> <td><i>To read different types of notation by moving their eyes from left to right as the sound occurs</i></td> <td>A1 A3 A5 B4 B6</td> </tr> <tr> <td><i>To recognise pitch patterns using dots</i></td> <td>A3</td> </tr> <tr> <td><i>To use a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches)</i></td> <td>A5</td> </tr> <tr> <td><i>To use pictorial representations to stay in time with the pulse when singing or playing</i></td> <td>A1 B4</td> </tr> <tr> <td><i>To read simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).</i></td> <td>A1 B4</td> </tr> <tr> <td><i>To begin to read simple rhythmic patterns which include two half beats (quavers)</i></td> <td>B4</td> </tr> </table>	<i>To read different types of notation by moving their eyes from left to right as the sound occurs</i>	A1 A3 A5 B4 B6	<i>To recognise pitch patterns using dots</i>	A3	<i>To use a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches)</i>	A5	<i>To use pictorial representations to stay in time with the pulse when singing or playing</i>	A1 B4	<i>To read simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).</i>	A1 B4	<i>To begin to read simple rhythmic patterns which include two half beats (quavers)</i>	B4	<p>To begin to use and understand staff and other musical notations</p> <table border="1"> <tr> <td>A1</td> <td>A3</td> <td>A5</td> <td>B1</td> <td>B3</td> <td>B5</td> </tr> <tr> <td>A2</td> <td>A4</td> <td>A6</td> <td>B2</td> <td>B4</td> <td>B6</td> </tr> </table> <p>Performing</p> <table border="1"> <tr> <td><i>To perform from basic staff notation incorporating rhythm and pitch and able to identify these symbols using musical terminology</i></td> <td>A3 B3 B4 B5</td> </tr> </table> <p>Improvising and Composing</p> <table border="1"> <tr> <td><i>To use letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions</i></td> <td>A3 A4 A5 B5</td> </tr> </table> <p>Notation</p> <table border="1"> <tr> <td><i>To understand the 'reading' music means using how the written notes symbols look and their position to know what notes to play</i></td> <td>B3 B4 B5</td> </tr> <tr> <td><i>To know that written music tells you how long to play a note for</i></td> <td>B3 B4 B5</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	<i>To perform from basic staff notation incorporating rhythm and pitch and able to identify these symbols using musical terminology</i>	A3 B3 B4 B5	<i>To use letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions</i>	A3 A4 A5 B5	<i>To understand the 'reading' music means using how the written notes symbols look and their position to know what notes to play</i>	B3 B4 B5	<i>To know that written music tells you how long to play a note for</i>	B3 B4 B5	<p>To use and understand staff and other musical notation</p> <table border="1"> <tr> <td>A1</td> <td>A3</td> <td>A5</td> <td>B1</td> <td>B3</td> <td>B5</td> </tr> <tr> <td>A2</td> <td>A4</td> <td>A6</td> <td>B2</td> <td>B4</td> <td>B6</td> </tr> </table> <p>Performing</p> <table border="1"> <tr> <td><i>To perform with accuracy and fluency from graphic and staff notation and from their own notation.</i></td> <td>A2 A3 A5 B2</td> </tr> </table> <p>Listening and Evaluating</p> <table border="1"> <tr> <td><i>To represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</i></td> <td>A2 A3 A4 A5 B4</td> </tr> </table> <p>Improvising and Composing</p> <table border="1"> <tr> <td><i>To using staff notation to record rhythms and melodies.</i></td> <td>A4</td> </tr> <tr> <td><i>To record own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music</i></td> <td>A5 B2</td> </tr> </table> <p>Notation</p> <table border="1"> <tr> <td><i>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</i></td> <td>A4 A5 B2</td> </tr> <tr> <td><i>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</i></td> <td>A2</td> </tr> <tr> <td><i>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</i></td> <td>B5</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	<i>To perform with accuracy and fluency from graphic and staff notation and from their own notation.</i>	A2 A3 A5 B2	<i>To represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</i>	A2 A3 A4 A5 B4	<i>To using staff notation to record rhythms and melodies.</i>	A4	<i>To record own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music</i>	A5 B2	<i>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</i>	A4 A5 B2	<i>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</i>	A2	<i>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</i>	B5
<i>To read different types of notation by moving their eyes from left to right as the sound occurs</i>	A1 A3 A5 B4 B6																																																												
<i>To recognise pitch patterns using dots</i>	A3																																																												
<i>To use a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches)</i>	A5																																																												
<i>To use pictorial representations to stay in time with the pulse when singing or playing</i>	A1 B4																																																												
<i>To read simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).</i>	A1 B4																																																												
<i>To begin to read simple rhythmic patterns which include two half beats (quavers)</i>	B4																																																												
A1	A3	A5	B1	B3	B5																																																								
A2	A4	A6	B2	B4	B6																																																								
<i>To perform from basic staff notation incorporating rhythm and pitch and able to identify these symbols using musical terminology</i>	A3 B3 B4 B5																																																												
<i>To use letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions</i>	A3 A4 A5 B5																																																												
<i>To understand the 'reading' music means using how the written notes symbols look and their position to know what notes to play</i>	B3 B4 B5																																																												
<i>To know that written music tells you how long to play a note for</i>	B3 B4 B5																																																												
A1	A3	A5	B1	B3	B5																																																								
A2	A4	A6	B2	B4	B6																																																								
<i>To perform with accuracy and fluency from graphic and staff notation and from their own notation.</i>	A2 A3 A5 B2																																																												
<i>To represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</i>	A2 A3 A4 A5 B4																																																												
<i>To using staff notation to record rhythms and melodies.</i>	A4																																																												
<i>To record own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music</i>	A5 B2																																																												
<i>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</i>	A4 A5 B2																																																												
<i>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</i>	A2																																																												
<i>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</i>	B5																																																												

To begin to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

A1	A3	A5	B1	B3	B5
A2	A4	A6	B2	B4	B6

Plus in Musicians of the Month- During Collective Worship (Discussed once a month)

Listening and Evaluating

To understand that music from different parts of the world and from different times has different features	A3 A5 A6 B5
To identify common features between different genres, styles and traditions of music	A5 A6
To explain their preferences for a piece of music using musical vocabulary	A4
To recognise the purpose of a piece of music using musical vocabulary	A4 A5 A6 B6
To know that some traditional music around the world is based on five notes called a 'pentatonic scale'- CDEGA	A3
To know that samba music originated from Brazil. South America and its main musical feature syncopated rhythms	A5

To develop to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

A1	A3	A5	B1	B3	B5
A2	A4	A6	B2	B4	B6

Listening and Evaluating

To understand the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.	A4 A5
To recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.	A4 B5 B6
To confidently discuss the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.	A4
To discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles	A2 A3 A5 B2
To understand the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.	A4 A5
To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.	B5
To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.	B5

		<p>To begin to understand the history of music.</p> <table border="1"> <tr> <td>A1</td> <td>A3</td> <td>A5</td> <td>B1</td> <td>B3</td> <td>B5</td> </tr> <tr> <td>A2</td> <td>A4</td> <td>A6</td> <td>B2</td> <td>B4</td> <td>B6</td> </tr> </table> <p>Plus in Musicians of the Month- During Collective Worship (Discussed once a month)</p> <p>Listening and Evaluating</p> <table border="1"> <tr> <td><i>To understand that music from different parts of the world and from different times has different features</i></td> <td>A3 A5 A6 B5</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	<i>To understand that music from different parts of the world and from different times has different features</i>	A3 A5 A6 B5	<p>To develop an understanding of the history of music.</p> <table border="1"> <tr> <td>A1</td> <td>A3</td> <td>A5</td> <td>B1</td> <td>B3</td> <td>B5</td> </tr> <tr> <td>A2</td> <td>A4</td> <td>A6</td> <td>B2</td> <td>B4</td> <td>B6</td> </tr> </table> <p>Listening and Evaluating</p> <table border="1"> <tr> <td><i>To discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles</i></td> <td>A2 A3 A5 B2</td> </tr> <tr> <td><i>To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2</i></td> <td>A3</td> </tr> <tr> <td><i>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</i></td> <td>A2</td> </tr> <tr> <td><i>To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.</i></td> <td>A2</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	<i>To discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles</i>	A2 A3 A5 B2	<i>To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2</i>	A3	<i>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</i>	A2	<i>To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.</i>	A2		
A1	A3	A5	B1	B3	B5																																		
A2	A4	A6	B2	B4	B6																																		
<i>To understand that music from different parts of the world and from different times has different features</i>	A3 A5 A6 B5																																						
A1	A3	A5	B1	B3	B5																																		
A2	A4	A6	B2	B4	B6																																		
<i>To discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles</i>	A2 A3 A5 B2																																						
<i>To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2</i>	A3																																						
<i>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</i>	A2																																						
<i>To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.</i>	A2																																						
	<p>To appreciating music from a wide variety of cultures and historical periods- Link with Music</p> <p>Also part of musician of the month</p> <table border="1"> <tr> <td>A1</td> <td>A3</td> <td>A5</td> <td>B1</td> <td>B3</td> <td>B5</td> </tr> <tr> <td>A2</td> <td>A4</td> <td>A6</td> <td>B2</td> <td>B4</td> <td>B6</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	<p>To understand the contributions of different cultures to our lives.- Link with Music</p> <p>Also part of musician of the month</p> <table border="1"> <tr> <td>A1</td> <td>A3</td> <td>A5</td> <td>B1</td> <td>B3</td> <td>B5</td> </tr> <tr> <td>A2</td> <td>A4</td> <td>A6</td> <td>B2</td> <td>B4</td> <td>B6</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	<p>To understand the diversity of cultures and societies within and beyond own experience (local, national and global). – Link with music</p> <p>Also part of musician of the month</p> <table border="1"> <tr> <td>A1</td> <td>A3</td> <td>A5</td> <td>B1</td> <td>B3</td> <td>B5</td> </tr> <tr> <td>A2</td> <td>A4</td> <td>A6</td> <td>B2</td> <td>B4</td> <td>B6</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6
A1	A3	A5	B1	B3	B5																																		
A2	A4	A6	B2	B4	B6																																		
A1	A3	A5	B1	B3	B5																																		
A2	A4	A6	B2	B4	B6																																		
A1	A3	A5	B1	B3	B5																																		
A2	A4	A6	B2	B4	B6																																		