

Music Curriculum Map

Y6

In Y6, I listen to and copy back melodic patterns from the notes A, B, C, D, E, F, G from memory and with notation. I sing confidently in tune by listening to others. I can compose and play using 3 or 5 notes. I can share and to take responsibility for a performance.



In Y4, I can now internalise, keep and move in time with a steady beat in 4/4 time and am beginning to understand more notation when following beats and rhythms. I develop a deeper understanding of what I listen to as I explore where it fits in the global musical context. When singing, I demonstrate and maintain correct posture and breath control. I can play any one, or all four, differentiated parts on a tuned instrument.

Y4



Y5



In Y5, I create and identify rhythm patterns using simple combinations of minims, crotchets, quavers, semiquavers, dotted crotchets and their rests and notes F, G, A, B, C, D, E. I place the pieces I listen to in their historical, cultural and global context and consider its message, meaning or story. I can sing solos, raps and other types of songs and create choreography the songs I performance. I can play and perform an instrumental part as part of the song I am learning.

Y3



In Y3, I keep a steady beat to rhythmic and melodic patterns, recognising and/or reading simple notation, minims, crotchets and quavers. I find a deeper understanding or connection to the songs or music I listen to. I learn to sing as part of an ensemble/choir and to play and perform an instrumental part by ear or from standard notation.

Y2



In Y2, I play copycat rhythms, copying a leader, and invent rhythms for others to copy on un-tuned percussion. I read and respond to chanted rhythm patterns, including crotchets, quavers and crotchet rests. I explore musical concepts related to the songs I listen to and try to use musical language when describing the music. When I sing, I think about then meaning of dynamics (loud/quiet) and tempo (fast/slow). I compose an eight-bar melody, using 3 or 5 notes.

Y1



In Y1, I learn to find and try to keep a steady beat, using very simple rhythm patterns using long and short and high and low. I enjoy listening to music together and explore the concepts of a steady beat, high and low, fast and slow, loud and quiet. I sing and recognise high and low sounds. I learn the names of the instruments I play and treat them carefully and with respect.

EYFS

In Reception, I will learn a wide range of songs and rhymes. I will explore musical instruments and have the opportunity to witness live performances from visiting musicians. I will explore links between music and storytelling, and I will pair instruments and sounds to characters from books we are reading. I will also learn about different types of music from across the globe.





Autumn Term – Marvellous Me!

National Curriculum Coverage	What I learn	Progression Pathway
• Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • 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.	This term, the pupils learn a range of traditional songs and nursery rhymes. We introduce new songs gradually and repeat them. The pupils have access to a range of musical instruments to explore during their free play and independent learning and we provide recording devices to allow children to record their own and other pupil's songs. They have the opportunity to witness several live performances this term, such as the Christmas Pantomime and African drumming during Black History Month. They also perform a nativity and/or carol service for their parents at the end of the Autumn term.	The pupils are used to singing songs at nursery and this unit reinforces these skills. Pupils will be introduced to new songs and they will learn them. They have had experience of musical instruments through their nursery experiences, in this unit they will be able to play instruments to accompany a song and record themselves. This is an introduction to those early performance skills that are revisited frequently in later units

Spring Term – Traditional Tales and Adventures



National Curriculum Coverage	What I learn	Progression Pathway
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 Music Curriculum Map Reception 		
Summer Term – Adventures around the world		
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- Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - 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.	During this term pupils are given an insight into new musical worlds and introduced to different kinds of music from across the globe, comparing and contrasting the sounds. Pupils listen to a range of Aboriginal and African music and learn to play some traditional instruments such as the didgeridoo. They learn Swahili call-and-response songs such as ‘Che Che Kule’. They create an African rain dance using traditional music and perform it to their peers.	In the autumn term pupils learned about African drumming and in this unit they are introduced to music from another part of the world. They listen to a range of Aboriginal music and revisit African music. The pupils continue to learn about world music, the history instruments that they play in different parts of the world, the origins and traditions associated with music across the world. This is next the focus of the year 1 unit where the focus is on Japanese and Korean music



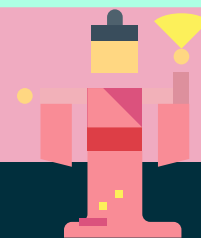
Autumn Term 1 – Medieval Music History

National Curriculum Coverage	What I learn	Progression Pathway
- Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians - Listen with concentration and understanding to a range of high-quality live and recorded music	In this unit, pupils learn when the Medieval period was and what life in Britain was like during that period of history. They consider how much of the music from this period is sacred and related to church texts, listening to Gregorian chants and learning how the organum chants involved two voices and are the earliest examples of harmonies. They become familiar with the special liturgies that were sung at specific religious festivals – like Easter and Christmas – and how these were probably linked to drama/plays. Pupils learn about instruments from the Medieval period and how different they sound from today's instruments and find out about troubadours – the travelling French poet/musicians.	This unit is the first one in the study of western music, starting the investigation and study of music from the past. In this unit pupils study music from the Medieval period and the influence of the church in the music that was written and played during this period. In year 2 the pupils will go onto develop understanding about the period that followed the Medieval period, in the Renaissance unit.

Autumn Term 2 – Beat, Rhythm and Pitch



National Curriculum Coverage	What I learn	Progression Pathway
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and un-tuned 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	This Unit of Work is based on Waltham Forest's Charanga Musical School Scheme which celebrates a wide range of musical styles. In this unit the pupils learn to sing songs and all aspects of song's historical connections, its narrative, theory, cultural context, and style. They perform the song, with options for improvising, composing, playing their instruments, and movement. The performance is recorded so pupils can reflect on it in greater depth, discuss, contextualise, and refine their ideas, and look back on the progress they have made.	In reception children had the opportunity to play a selection of instruments and investigate the sounds that these instruments make. They were able to learn songs and improvise music to accompany the songs. In this unit they perform songs improvising with their instruments, composing, singing and moving. These principles are explored regularly in future units, in the spring term units they look at types of sounds and explore rhythmic patterns and melodies.



Spring Term 1 – World Music – Japan & Korea

National Curriculum Coverage	What I learn	Progression Pathway
- Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians - Listen with concentration and understanding to a range of high-quality live and recorded music	In this unit pupils discover that Asia is the host to the some of the oldest civilisations in the planet and that traditional music in Asia has a long root in the history of mankind. They discover that Asia is the land for ancient musical instruments and rituals with traditional music They find out about the different forms – shōmyō, or Buddhist chanting, gagaku, or theatrical court music and Noh, a form of classical Japanese musical drama which has been performed since the 14th century. Pupils study traditional Japanese instruments, the sounds they make. They also learn about modern day Japanese music. In the Korean section of the unit they discover that there is no sad music in Korean culture. They find out about Gukak – or the traditional music of Korea – passed down through generations, also farmer's music, which expresses the lives of farmers through its exciting rhythms, majestic court music played at important events at the royal palace, standard music which embodies the Korean elegant, refined spirit and learn about the introduction of Classical western music in 19th century	In reception pupils were introduced to African and Aboriginal music, finding out about the stories from these countries and the music that was played to accompany these. In this unit the pupils move their area of study to Asia, with a focus on Japan and Korea. They review and evaluate the history of music in both countries and listen to and respond to pieces of traditional music. In year 2 they further develop their understanding of Asian music through in the unit, China



Spring Term 2 – Tempo and Dynamics

National Curriculum Coverage	What I learn	Progression Pathway
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and un-tuned 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	How Does Music Make the World a Better Place? This is a question which I will explore in this unit of work – based on Waltham Forest's Charanga Musical School Scheme. In this unit the pupils learn very simple rhythm patterns using long and short and very simple melodic patterns using high and low notes. They improvise using notes with the backing track of the song and listen to music together, moving in any way suitable to the beat of the music. They talk about the song together and explore feelings, thoughts and emotions towards the song as they explore the concepts of a steady beat, high and low, fast and slow, loud and quiet. They sing together as a group play 'follow a leader' and incorporate actions from the song. They recognise high and low sounds as they sing songs in both low and high voices and talk about the difference in sound produced. They learn to play and perform an instrumental part by ear and from notation, learning the names of the instruments they are playing.	In reception pupils have used instruments to make create sounds and music that they can move to. In this unit the emphasis is on making a steady beat, using a selection of types of sounds to create simple rhythmic patterns and simple melodic patterns. In the spring in year 2 they revisit these principles and explore simple rhythm patterns with long and short sounds and high and low sounds. They copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion



Summer Term (9 weeks) Music and Film

National Curriculum Coverage	What I learn	Progression Pathway
Listen with concentration and understanding to a range of high-quality live and recorded music	In this unit pupils learn how music is used to create an atmosphere and to connect with an audience. I will learn how music is used in the background and centre stage in films and how it portrays characters emotions. They consider how music can be used to create humour/ sadness/ despair/ scary moments and other feelings and emotions through film, matching the storyline. They listen to and evaluate Oscar winning musical scores and consider why they are successful and how they compliment the film.	This unit introduces pupils to the series of units that investigates the relationship that music has to so many areas in our lives. In this unit pupils uncover the relationship between film and music and the way that it is used to effectively enhance the visual narrative. In year 6 the pupils investigate the relationship with music and advertising which further develops the ideas introduced in this unit. How it enhances drama and can be used to match the visuals



Summer Term (3 weeks) African Drumming

National Curriculum Coverage	What I learn	Progression Pathway
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and un-tuned 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	This term the pupils are introduced to African drumming and the djembe drum. They learn some of the history about the drum itself and the important role it plays in African culture. They learn how to hold the drum in the correct position and the correct hand positions to create different drumming techniques. They learn about open tone drumming and bass tone drumming, how to create a steady rhythm and how to increase and slow down their playing speed THIS IS A FLEXIBLE UNIT THAT MAY BE TAUGHT AT ANY POINT ACROSS THE YEAR	In reception pupils had the experience of playing percussion instruments and they have clapped steady beats. In this unit the learn about the significance of the djembe drum, learn the important holds and playing techniques. They create steady beats and increase and slow tempos. In year 2 they play open and bass tones and this is developed to simple rhythms

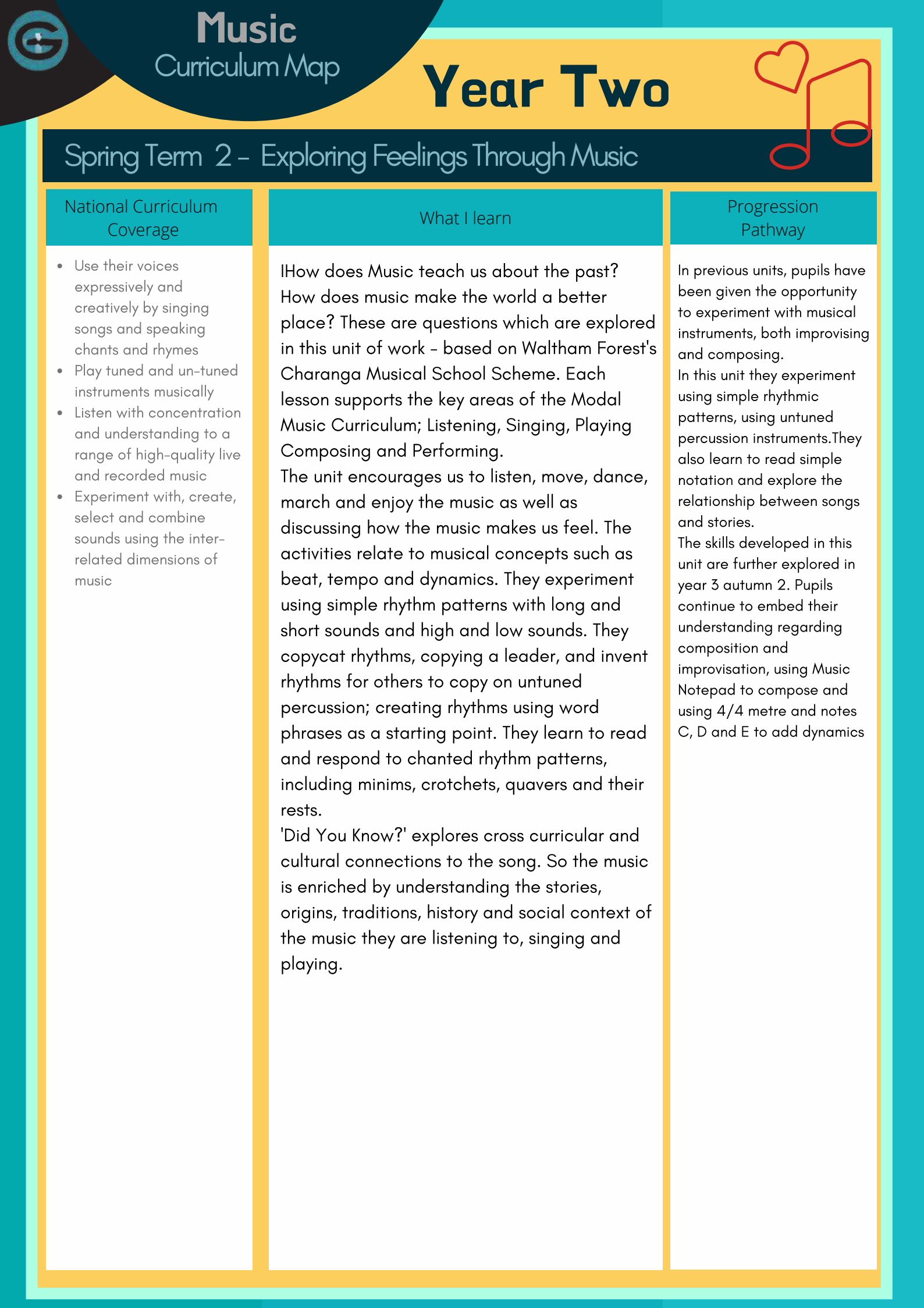
National Curriculum Coverage	What I learn	Progression Pathway
- Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians - Listen with concentration and understanding to a range of high-quality live and recorded music	In this unit, pupils learn when the Renaissance period was and what life was like during this period. They consider what was happening in the art world during this period and find out about Leonardo da Vinci and his works. Pupils explore key changes that happened during this period – such as inventions and discoveries – and how the invention of the printing press revolutionised music. They look at features of early, middle and late Renaissance music and discover who Josquin des Prez was and listen to the music he composed, expressing their opinions. They study a range of musicians from the time period (including John Taverner, William Byrd, Giovannii Gabrieli and Claudio Monteverdi) the music which they composed, the instruments that were used during this period and the composition of orchestras in this period.	In year 1 the pupils were introduced to Medieval music, the strong relationship between music and the church, Medieval instruments and how and when music was used during the period. In this unit pupils explore the Renaissance period, considering the changes that have occurred since the Medieval period and look at some musicians from then. In year 3 the pupils go on to discover the period that followed the Renaissance – the Baroque period. They look at the contrast between the periods and the lavishness that is associated with the Baroque era.



Autumn Term 2 – Exploring Patterns

National Curriculum Coverage	What I learn	Progression Pathway
- Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians - Listen with concentration and understanding to a range of high-quality live and recorded music	How does music help us to make friends? This is a question which is explored in this unit of work – based on Waltham Forest's Charanga Musical School Scheme. Each lesson supports the key areas of the Modal Music Curriculum; Listening, Singing, Playing Composing and Performing. In this unit the pupils start each lesson with an Understanding Music activity which aims to bring everyone together at the beginning of the lesson to learn, embed and revisit all the musical learning for the unit. It features a specially created activity track with different musical activities that teach the beginnings of music theory. Each lesson within the unit contains a improvisation activity, so ideas can be experimented with. Pupils can listen and respond by moving, dancing and marching in time to the music, developing their understanding of pulse; they will also be involved in and performing.	In year 1 autumn 2 pupils undertake improvisation and composing activities and are therefore familiar with the principles associated with both. In this unit they continue to investigate and embed previous learning – developing their understanding of pulse. In the spring term they undertake activities that relate to beat, tempo and dynamics; creating rhythms using word phrases

 Music Curriculum Map Year Two 		
Spring Term 1 – World Music – China		
National Curriculum Coverage - Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians - Listen with concentration and understanding to a range of high-quality live and recorded music	What I learn How does music help us to make friends? This is a question which is explored in this unit of work – based on Waltham Forest's Charanga Musical School Scheme. Each lesson supports the key areas of the Modal Music Curriculum; Listening, Singing, Playing Composing and Performing. In this unit the pupils start each lesson with an Understanding Music activity which aims to bring everyone together at the beginning of the lesson to learn, embed and revisit all the musical learning for the unit. It features a specially created activity track with different musical activities that teach the beginnings of music theory. Each lesson within the unit contains a improvisation activity, so ideas can be experimented with. Pupils can listen and respond by moving, dancing and marching in time to the music, developing their understanding of pulse; they will also be involved in and performing.	Progression Pathway In year 1 pupils investigated the history of music in Korea and Japan. They looked at the traditional sounds and instruments used in the creation of music and consider the modern influences of the music on western music. In this unit they study the tradition sounds from the folk songs, centuries old; through the revolutionary songs to the cultural revolution in China when western bands were once again allowed to perform. In year 3 pupils go onto look at Middle Eastern music – they study the texture and melody of the music from this part of the world and can draw some comparisons, as well as considering the variety of instruments.



Spring Term 2 – Exploring Feelings Through Music

National Curriculum Coverage	What I learn	Progression Pathway
• Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and un-tuned 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	How does Music teach us about the past? How does music make the world a better place? These are questions which are explored in this unit of work – based on Waltham Forest's Charanga Musical School Scheme. Each lesson supports the key areas of the Modal Music Curriculum; Listening, Singing, Playing Composing and Performing. The unit encourages us to listen, move, dance, march and enjoy the music as well as discussing how the music makes us feel. The activities relate to musical concepts such as beat, tempo and dynamics. They experiment using simple rhythm patterns with long and short sounds and high and low sounds. They copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion; creating rhythms using word phrases as a starting point. They learn to read and respond to chanted rhythm patterns, including minims, crotchets, quavers and their rests. 'Did You Know?' explores cross curricular and cultural connections to the song. So the music is enriched by understanding the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.	In previous units, pupils have been given the opportunity to experiment with musical instruments, both improvising and composing. In this unit they experiment using simple rhythmic patterns, using untuned percussion instruments. They also learn to read simple notation and explore the relationship between songs and stories. The skills developed in this unit are further explored in year 3 autumn 2. Pupils continue to embed their understanding regarding composition and improvisation, using Music Notepad to compose and using 4/4 metre and notes C, D and E to add dynamics

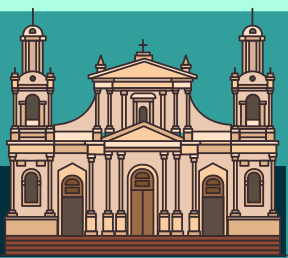


Summer Term (9 weeks) Music and TV Competitions

National Curriculum Coverage	What I learn	Progression Pathway
Listen with concentration and understanding to a range of high-quality live and recorded music	In this unit, pupils explore the history of TV musical competitions starting with Opportunity Knocks. They consider why audiences are drawn to these shows and how the format of them has changed and evolved over time. They learn about choir competitions which take place and evaluate and appreciate successful choirs and the music they perform. Pupils consider the process of achieving fame as a singer as they explore singers and bands who have had successful careers as a result of a TV music competition. They learn about The Eurovision Song Contest and the history and conventions of this. They think about how musical TV competitions have become less popular recently and consider why some people might have lost interest in these shows and their format.	In year 1 pupils investigated the relationship between music and film and the importance of this relationship and the way both elements complement each other. In this unit pupils investigate the relationship between music and televised music competitions. They explore the format of various shows and the success of artists who have been discovered through this television genre. In year 5 they look at the impact of music shows and magazine shows that feature musical sections. They also look at how music videos can influence sales.

Summer Term (3 weeks) African Drumming

National Curriculum Coverage	What I learn	Progression Pathway
• Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and un-tuned 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	In this unit pupils take part in a series of practical music lessons focussed around African drumming. They are reminded of the history and culture that surrounds the djembe drum and the significant role it plays in African culture. They work on creating a steady beat and experiment with open and bass tone beats. They take part in call and response style play and participate in 'follow the leader' type games. They work on basic rhythms and experiment with tempo and pulse to produce simple musical pieces. THIS IS A FLEXIBLE UNIT THAT MAY BE TAUGHT AT ANY POINT ACROSS THE YEAR	In year 1 the pupils were introduced to the djembe drum, the basic playing techniques and the significance the drum plays in African culture. This unit focuses on the open and bass tones that can be produced and the pupils experiment with call and response style music. In year 3 they are introduced to the slap technique and investigate methods to create longer sounds, as well as starting to follow simple notation

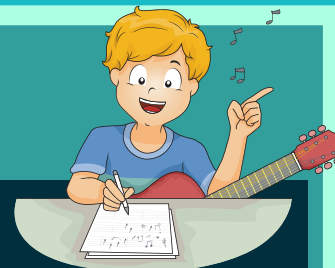
 Music Curriculum Map Year Three 		
Autumn Term 1 – Baroque History of Music		
National Curriculum Coverage	What I learn	Progression Pathway
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Develop an understanding of the history of music.	In this unit, pupils explore the Baroque period, learning when it was and the important influences in science and the arts during this period. This period was largely defined by characteristics such as lavishness and intense expression, this influenced music and pupils consider how changes to society during this period affected music composition. Pupils consider the long flowing melodic lines often using ornamentation, the contrast between loud and soft, solo and ensemble and how melodic lines are combined. They also consider compositions that contain sudden changes in the volume level, sometimes creating an echo effect and the changes of instruments and the use of the harpsichord Pupils will learn about and listen to the life and important works of a range of figures, including: Vivaldi, Johann Pachelbel, Johann Sebastian Bach, George Frideric Handel, Henry Purcell and Archangelo Corelli.	In previous units, pupils have studied music from the Medieval and the Renaissance periods, looking at the style of music and the instruments used, as well as listening to the compositions of some significant composers from the period. In this unit they are introduced to the Baroque period and the ornamental music that was written and performed during this period. They study the life and works of s selection of composers from the period. This era leads into the Classical period which the pupils go on to study in detail in year 4 and the developments and differences between the two periods.



Autumn Term 2 – Notation and improvisation

National Curriculum Coverage	What I learn	Progression Pathway
• 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	How does music bring us closer? What stories does music tell us about the past? These are questions which are explored in this unit of work – based on Waltham Forest's Charanga Musical School Scheme. Each lesson supports the key areas of the Modal Music Curriculum; Listening, Singing, Playing Composing and Performing. This unit focuses around improvisation and notation. It demonstrates the differences between each concept – when pupil's improvise, they make up their own tune that has never been heard before. It is not written down and therefore will never be heard again. If you write your improvisation down in any way it becomes a composition and you can play it again with others. Pupils will compose and notate a simple melody using the Music Notepad whilst also developing creativity and being able to draw on wider influences from songs played and learnt. They internalise a steady beat using the metre 4/4 and the first 3 notes of the C major scale can be used (C, D, E) adding some dynamics	In previous units, pupils have composed music as well as creating music through improvisation. In this unit they will compose melodies, structuring their ideas using simple notation using Music Notepad. These composition skills are developed in units that follow. In the spring term they experiment with sounds to create their own music. They create personal musical ideas using the notes G, A, B, C and D

 Music Curriculum Map Year Three 		
Spring Term 1 – World Music – The Middle East		
National Curriculum Coverage	What I learn	Progression Pathway
- 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	In this unit, pupils distinguish the major ethnic groups from this area as the cultures differ greatly from one another. Pupils learn that in Islamic and Judaic areas in the Middle East, there are different types of music that exist. Religious “music” is most often a solo vocal performance, but it is typically not considered music at all, rather a form of Heightened Speech, pupils listen to and discuss this. Pupils learn that Musiqi is the term for classical and folk music traditions, this includes types of music that are considered halal, or acceptable. Pupils begin to understand the characteristics of Middle Eastern Music as they discover that the texture or melody of traditional music in the Middle East is either: monophonic (one melody) or heterophonic (multiple variations of one melody). Pupils discover how improvisation is highly valued in Middle Eastern music, typical instruments used in Arab Music and typical sounds taken from Arab music. Pupils also learn about modern Arab music and how it compares with the more traditional sounds.	Pupils in year 1 and 2 have been introduced to music from Asia, the traditional sounds, the instruments used and more modern influences. In this unit they investigate the monophonic and heterophonic traditional sounds in Middle Eastern music and the links between religion and music that have also been present investigated in early western music (Medieval). In year 4 pupils learn about Persian music and the traditions that are associated with music from this area. They are able to make comparisons between Persia and the music from the Middle East.



Spring Term 2 – Composing Using Your Imagination

National Curriculum Coverage

- 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

What I learn

How does music make the world a better place? This is a question which is explored in this unit of work – based on Waltham Forest's Charanga Musical School Scheme. Each lesson supports the key areas of the Modal Music Curriculum; Listening, Singing, Playing Composing and Performing.

The aim of this unit is to inspire pupils to be creative and use their voices expressively by singing songs and rhymes. They have opportunities to play tuned and un-tuned instruments and are encouraged to experiment with sounds to create their own music. They create personal musical ideas using the notes G, A, B, C and D, sharing and talking about their improvisation. They also play any one or more parts on a tuned instrument – a one-note, simple or medium part or the melody of a song from notation. Rehearse and perform their part within the context of the Unit song, listening to and following musical instructions from a leader

Progression Pathway

In previous units, pupils have had the opportunity to play tuned and untuned instruments, experimenting in creating their own pieces of music.

In this unit they further develop their musical ideas through a set of criteria, using notes G, A, B, C and D. They also learn simple melodies to lay on tuned instruments.

In year 4 autumn 2 they compose a simple melody, identifying melodic intervals and melodic steps, structuring their musical ideas and keeping a record of the composition using simple notation.



Summer Term (9 Weeks) Music and Dance

National Curriculum Coverage	What I learn	Progression Pathway
• Pupils should develop an understanding of musical composition, organising and manipulating ideas within musical structures • • 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.	Pupils explore and understand the strong relationship between music and dance. They look at how and why babies and some animals react to music and explore the relationship between music and emotion. They begin by looking at the origins of African dance and African music – particularly the drum – and learn some dances that are associated with specific parts of Africa. They look at ballet and consider how the music in ballet tells a story. They pupils then learn about Flamenco dance and about the origins of flamenco music and dance performances, looking at how different moves are associated with different instruments. Pupils find out about Indian dance moves and instruments and some regional Indian dances from Kathak in the North to Bhangra from the Punjab, exploring the influence of Bollywood. Pupils look at hip hop dance and contemporary dance and the associated music. Throughout the unit, pupils look at how music can create unpredictable changes in rhythm and speed, considering how the emotional expression of a piece of music is incorporated into dance.	In the summer term in each year group pupils look at the relationship that music has with other mediums. They have already looked at film and TV competitions. In this unit they look at the close relationship between music and dance. They study various dance forms and the styles of music that play a role in the dance itself and the story the dance tells. In year 4 they go on to consider the role that music plays in our communities. How music gives us a sense of belonging – in school, church, sports and even nationally through national anthems.

 Music Curriculum Map Year Three 		
Summer Term (3 weeks) African Drumming		
National Curriculum Coverage	What I learn	Progression Pathway
• 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	Pupils are reminded of the importance of technique required for African drumming. They discuss the importance of the djembe drum in African culture. They revise the open and bass techniques and are introduced to the 'slap' technique. They follow a leader in call and response pieces of music and learn how to extend sounds for longer tones. They follow simple notated rhythms to create patterns and link these to the concept of talking drums through the creation of two parts – one group playing one rhythm and another answering . THIS IS A FLEXIBLE UNIT THAT MAY BE TAUGHT AT ANY POINT ACROSS THE YEAR	Pupils were introduced to the call and response style of music in year 2 and were introduced to the open and bass tones of the djembe drum. This term they are introduced to the slap technique and they start to play rhythms based on simple notation. in year 4 they revise tone, base and slap. They develop notation technique and create their own simple patterns



Autumn Term 1 – Classical Music History

National Curriculum Coverage	What I learn	Progression Pathway
• 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. •	In this unit, pupils learn about the classical period and the music from this period. They learn the dates of the classical period and the arts and social culture during these times, when Europe began to move toward a new style in architecture, literature and the arts, generally known as classicism. This period brought about a culture in which all things should be well articulated and orderly, music moved from the layered polyphony of the baroque period toward a style known as homophony, in which the melody is played over a subordinate harmony. Pupils learn about these changes and the changes to the way instruments are played, orchestra and the musical composers from the period. Pupils learn about the life and works of a range of musicians, including: Franz Joseph Haydn, Wolfgang Amadeus Mozart, Ludwig Van Beethoven, Joseph Bologne, Chevalier de Saint-Georges and Gioachino Rossini.	Pupils have looked at music in the west from the early Medieval period, through the Renaissance and Baroque periods and have investigated the development in musical instruments and the sounds and styles associated with each era. In this unit pupils learn about the Classical period, the changes in musical taste and the composers who influenced the period. They go on to study the Romantic period that followed in year 5. They find out how orchestras changed and how music became so much more associated with emotions



Autumn Term 2 – Combining Elements to Make Music

National Curriculum Coverage	What I learn	Progression Pathway
• 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	How does music bring us closer? What stories does music tell us about the past? These are questions which are explored in this unit of work – based on Waltham Forest's Charanga Musical School Scheme. Each lesson supports the key areas of the Modal Music Curriculum; Listening, Singing, Playing Composing and Performing. Pupils continue to internalise key musical skills and techniques through a range of activities including call-and-response songs and chants, improvisation, movement and active listening. In this unit they also create music through improvisation, exploring how to write music for a specific purpose. They compose a simple melody with a musical shape using 2, 3, 4, or 5 notes, identifying melodic intervals and melodic steps, structuring their musical ideas and keeping a record of the composition using simple notation to play it again. Pupils compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.	Pupils have studied the key areas in the modal music curriculum in previous units. They will continue embed each area of the curriculum: Listening, Singing, Playing Composing and Performing, using a range of activities. In this unit pupils continue to create music through improvisation as well as exploring composition, using simple notation to record their work. In the spring term, pupils create melodic patterns using notes G, A and B. They also make use of musical features, including smooth (legato) and detached (staccato) articulation.



A stylized, colorful illustration of a cell. The cell has a purple outer membrane and a light blue cytoplasm. Inside, there is a prominent red nucleus with a yellow border. Several yellow, bean-shaped organelles (mitochondria) are scattered throughout the cytoplasm. The cell is set against a green background with a dark blue horizontal band at the bottom.

Spring Term 1 – World Music – Persia

National Curriculum Coverage	What I learn	Progression Pathway
• 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.	In this unit, pupils learn where Persia is and how and when it became Iran and the history of its music. They learn how its music is an expression of the joys, loves, sorrows, efforts and struggles. They learn of the two eras, Pre-Islamic and Post-Islam. They learn how pre-Islamic music served an important function in worship as well as in courtly entertainment, they discover and listen to instruments from this period before learning that, with the advent of Islam, Persian musicians and musicologists overwhelmingly dominated the musical life of the Eastern Islamic Empire. Pupils learn that, in the 19th century Nasser al-Din Shah ordered the establishment of a military band, such as he had seen in Europe playing overtures, marches, polka and waltzes. Pupils learn how records and radio, and exposure to Western light music, stimulated Persian music; but an Islamic revolution in 1979 meant any institutions teaching western style music were closed in an attempt to eliminate pop music from the country	In previous units, pupils have looked at World Music and the traditional songs and music from Japan, Korea, China and the Middle East. In this unit they investigate the music from Persia and how music is used as an expression of joy. They also find out how the advent of Islam affected music in the region. In year 5 their study moves to Africa and the different styles of music from across the continent, the different instruments used and the role music plays culturally.

 Music Curriculum Map Year Four 		
Spring Term 2 – Developing Pulse and Groove		
National Curriculum Coverage	What I learn	Progression Pathway
• 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 • . •	How does music make the world a better place? This is a question which is explored in this unit of work – based on Waltham Forest's Charanga Musical School Scheme. Each lesson supports the key areas of the Modal Music Curriculum; Listening, Singing, Playing Composing and Performing. In this unit pupils create their own rhythmic patterns on instruments using 3 or 4 notes. They find and keep a steady beat, learning about note lengths and read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers. Internalise, keep and move in time with a steady beat in 3/4 time. They copy back rhythms from memory or with notation, create and/or identify 3-note melodic patterns using the notes G, A, B from memory and with notation. They improvise on a limited range of pitches on an instrument, making use of musical features, including smooth (legato) and detached (staccato) articulation.	In previous units, pupils have investigated timing and steady beat. They have considered types of sounds and have explored high/low and long/ short sounds. In this unit they investigate time signatures 2/4, 3/4, 4/4, 5/4 and 6/8 and follow notation written on one staff, to play tuned instruments. In autumn term year 5 their musical knowledge is extended when they respond to visual stimuli (videos) using music technology. They start to use structures within compositions and use simple chords to compose music

Summer Term (9 weeks) Music and Community



National Curriculum Coverage	What I learn	Progression Pathway
• 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. •	In this unit of work, pupils look at why music and singing are such strong social glues and at how music influences us from the moment we are born, bringing social closeness through choir singing. Pupils look at the science of how music has been linked to dopamine release – sharing a common pleasure and consider how community is a fundamental aspect of our experience of music – connecting cultures together. Pupils learn how early cultures have been found to have musical traditions and how singing praises in church brings unity and a sense of togetherness. They look at how sharing and enjoying singing together regularly has a very positive impact on cohesion within the school community and how singing helps strengthen respiratory and cardiovascular health, stimulates the brain, improves physical posture and can reduce stress and enhance the immune system by providing a natural boost to endorphins and oxytocin plus the reduction of stress hormone cortisol. Pupils investigate how and why sports fans sing together and learn some of the songs they sing and why. They consider how national anthems are powerful and inspiring as well as learning the history behind some of the lyrics and tunes in National Anthems. The unit also looks at and listens to lockdown choirs and orchestras as we reflect on the importance of communication and community during a pandemic.	Pupils have looked at the relationship that music has with other areas in their summer term study, since year 1. In this unit pupils develop their understanding regarding the important role that music plays in our society as a social glue. They look at how singing in schools, choirs, sports events and nationally provides a sense of unity. In year 6 they go onto look at the role music plays in television commercials and how music can be used to affect our mood and influence the way we feel

 Music Curriculum Map Year Four 		
Summer Term (3 weeks) African Drumming		
National Curriculum Coverage	What I learn	Progression Pathway
• 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	Pupils revisit the history and techniques of the djembe drum. They practise bass, open and slap techniques and take part in follow the leader, call and response pieces of music. They look at the methods of musical notation and follow these to create patterns and consider the length of notes using counting to stay together as a group and recognise where there are rests or breaks in the drumming. Pupils begin to experiment with their own patterns and start to develop their own musical notation to represent the pattern they make - so others can play their pattern THIS IS A FLEXIBLE UNIT THAT MAY BE TAUGHT AT ANY POINT ACROSS THE YEAR	In year 3 the pupils were introduced to the slap technique and they started to play rhythms based on simple notation. This unit continues to focus on these playing techniques and further develops their notation skills as the pupils create their own patterns presented in notation form. In year 5 this is developed into the following of two parts - the pupils then go on to create and notate their own 2 part pieces



Autumn Term 1 – Romantic Music History

National Curriculum Coverage	What I learn	Progression Pathway
• 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. •	In this unit pupils learn about the history of Romantic music, finding out about when the Romantic period was and the influences that the era had on the composers. Composers of the Romantic Era considered music the art form most capable of expressing the full range of human emotion. As a result, romantic composers wanted their music to include emotional content. Music was expected to communicate to the audience, telling distinct stories. Pupils learn how orchestras expanded during this period as music grew more expressive, the standard orchestral palette just wasn't rich enough for many Romantic composers so more instruments were added. Pupils study the life and works of composers who embraced their passionate side and attempted to use music to express deep emotions like love, grief and tragedy. We will consider the musical freedom that this period had and explore the works of: Frederic Chopin, Pyotr Ilyich Tchaikovsky, Charles-Camille Saint-Saëns, Giuseppe Verdi and Giacomo Puccini.	Pupils have been studying the history of western music annually since Medieval music in year 1. They have investigated music styles and composers from each historical period. In this unit they focus on the Romantic period and explored the growth of the orchestra and the composers who embraced their emotions in the compositions they wrote. In year 6 they look at 20th century music. Looking at the influence of the wars on music and the role that the USA had on UK musical tastes

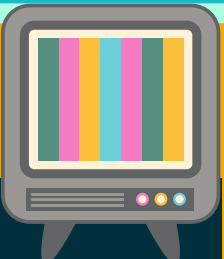


Autumn Term 2 – Getting Started With Music Tech

National Curriculum Coverage	What I learn	Progression Pathway
• 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	How does music bring us closer? What stories does music tell us about the past? These are questions which are explored in this unit of work – based on Waltham Forest's Charanga Musical School Scheme. Each lesson supports the key areas of the Modal Music Curriculum; Listening, Singing, Playing Composing and Performing. In this unit pupils listen to and copy the rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear and from notation. The focus will be on creating music in response to music and video stimulus, using music technology, to capture, change and combine sounds. They start to use structures within compositions, eg introduction, multiple verse and chorus sections and use chords to compose music to evoke a specific atmosphere, mood or environment.	In previous units, pupils have been developing and embedding their musical understanding in terms of understanding, responding to and writing from musical notation. In this unit they use musical technology to capture, change and combine sounds; using musical structures such as chords in their compositions. In year 6 they continue to identify a range of musical instruments by ear and through a range of media, considering musical structure in terms of verse, chorus, bridge, breaks and chords.

 Music Curriculum Map Year Five 		
Spring Term 1 – World Music – Africa		
National Curriculum Coverage	What I learn	Progression Pathway
- 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.	In this unit pupils discover the importance of music in all the countries across Africa, how it is an important part of traditional life and how the styles of music vary across Western, Northern and Southern Africa. Pupils learn how music is a part of everyday activities across much of Africa in which everyone joins in, clapping, singing and dancing to the music. They learn how music forms part of rites and ceremonies, where it is performed by specialist master drummers and court musicians and discover that this type of music is not normally written down but passed on through oral tradition. Pupils discover the different sounds and instruments from the different parts of Africa and find out that North African music has been influenced by the Persian, Arab and Turkish sounds. We will learn about West African djembe drum music and how 'talking drums' imitate the rhythms and intonations of speech. We will learn about the 'dun dun' which is a bass drum often played in groups. The music played by drum ensembles is very complex in rhythm and texture. Pupils will explore African stringed instruments, wind instruments and other percussion and learn some African songs, accompanied and unaccompanied. We will end by considering the influence that African sounds has had on western music.	Pupils have already explored music from parts of Asia and the Middle East. They have studied the history of traditional music from these areas, the instruments they used and the influences that the early music had on later compositions. In this unit they study the vast and rich music from across Africa, the traditional ceremonies in which the music is used and how these African sounds have influenced western music. The influence is considered when the pupils study 20th Century music in year 6, including jazz and the blues

 Music Curriculum Map Year Five 		
Spring Term 2 – Exploring Key and Time Signatures		
National Curriculum Coverage	What I learn	Progression Pathway
• 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 notation	How does music improve our world? This is a question which we will explore in this unit of work – based on Waltham Forest's Charanga Musical School Scheme – which celebrates a wide range of musical styles. The clearly sequenced lessons will support the key areas of the Modal Music Curriculum; Listening, Singing, Playing Composing and Performing. In this unit we will be using body percussion, instruments and voices to represent time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8 and will be exploring ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. We will rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E $\flat$ major, C minor and D minor. We will play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the middle C-C'/do-do range.	In previous units, pupils have explored different time signatures in their music making, as well as recording their melodies through simple notation using symbols. In this unit they are introduced to a further number of notes which they play as part of a melody on tuned percussion and further develop their knowledge of time signatures and symbolic notation. In year 6 they continue to recognise different notes and develop further knowledge of the types of notes and their notation on a staff. They will also further their understanding of the dynamics within a piece of music.

 Music Curriculum Map Year Five 		
Summer Term (9 weeks) Music and Television		
National Curriculum Coverage	What I learn	Progression Pathway
- Pupils should develop an understanding of musical composition, organising and manipulating ideas within musical structures - 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.	In this unit, pupils explore how youth culture has been influenced by music on TV shows and explore the history of music television – from Cool for Cats, Ready Steady Go and Top of the Pops to live music shows like The Old Grey Whistle Test and Later with Jules Holland. Pupils discover which artists who have since become global superstars, started by on certain key shows. They discover how magazine shows and children’s Saturday morning TV featured musical sections and how this influenced the charts and the success for certain bands and singers. Pupils look at the emergence of MTV and how this paved the way for other music TV channels. They consider how music videos were ‘big business’ after the switch from radio to TV and evaluate what the ingredients for great videos were and are. They consider how how series like ‘Fame’ and ‘High School Musical’ became a huge success after production companies targeted teenagers with these mega musical shows. Pupils also learn how theme music is used effectively to influence audiences.	Previous summer term units have considered the relationship that music has with other aspects of life – including community and film. They have studied the influence that music has and the important role it plays. In this unit they consider the role of music on television. This study includes television shows that promote recording artists, TV musicals and also the way theme music is used to introduce a show. In year 6 the pupils go on to investigate the way music is used in advertising and the influence that music has over the product choices we make

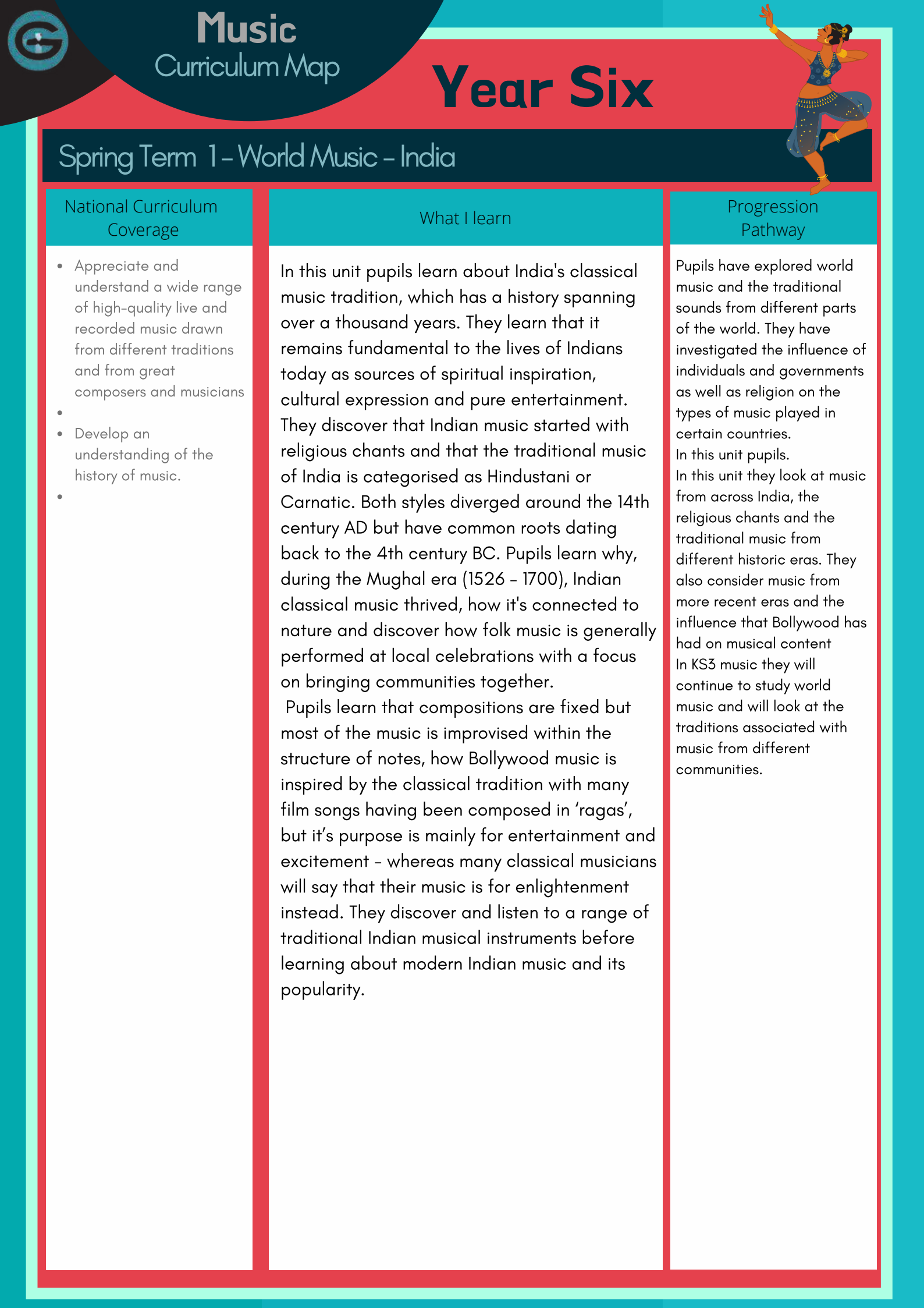
 Music Curriculum Map Year Five 		
Summer Term (3 weeks) African Drumming		
National Curriculum Coverage	What I learn	Progression Pathway
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Improvise 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	Pupils review drum tones so that they feel comfortable enough to demonstrate bass, tone and slap. The further develop their understanding of notation. demonstrate their ability to follow the notation required to play patterns on their drums. They work on a small piece with two parts, creating their own rhythm and notation. This is then taught to a group and played in two parts. This is performed to the rest of the group. They incorporate a section that is arranged within the piece which allows for some improvisation between two parts. THIS IS A FLEXIBLE UNIT THAT MAY BE TAUGHT AT ANY POINT ACROSS THE YEAR	In Year 4 the African drumming focus was developing the playing techniques and to further develop their notation skills as the pupils create their own patterns presented in notation form. This unit requires the pupils to not only follow the notation in two parts, but also to write their own. They also incorporate an improvisation section in their piece. In year 6 this is developed into a musical set which is based around communicating using the drum

 Music Curriculum Map Year Six 		
Autumn Term 1 – The History of Music since the Great War		
National Curriculum Coverage	What I learn	Progression Pathway
- 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.	In this unit of work, pupils discover a timeline of major events since 1914 and the influence these events have had on music. They look at composers who wrote music whilst involved in the war and at those who wrote music after the war having suffered trauma. They find out about the composers that died during the war leaving behind just a handful of works and the influence of African American army bands. Pupils discover the influence of jazz bands on music culture across the world and look at how society changed after the war; how radio changed musical youth culture. They listen to and learn about blues music and musicians, Hollywood musicals and Country music. Pupils discover how the invention of the microphone influenced how singers performed and the ‘crooner’ was born, exploring a range of famous crooners from the 1950s until now.	Pupils have spent the previous 5 years looking back through the history of western music, starting with Medieval music in year 1. In this unit their study has been brought into the 20th century, they study music from the great war and beyond; looking at the styles and cultures associated with the eras and the music. They consider the great changes that occurred during the century and how the music influenced youth culture in a way that it hadn’t prior to this period. In KS3 the pupils will go onto consider the influence of great musicians from centuries ago and from more recent times.



Autumn Term 2 – Understanding Structure and Form

National Curriculum Coverage	What I learn	Progression Pathway
• 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	How does music bring us closer? What stories does music tell us about the past? These are questions which we will explore in this unit of work – based on Waltham Forest's Charanga Musical School Scheme – which celebrates a wide range of musical styles. The clearly sequenced lessons will support the key areas of the Modal Music Curriculum; Listening, Singing, Playing Composing and Performing. In this unit we will be Listening and copying rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. We will identify a range of musical instruments by ear and through a range of media. We will discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break, explaining a bridge passage and its position in a song. We will identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale; explaining the role of a main theme in musical structure.	In previous units, pupils have been introduced to rhythmic patterns made up of different notes and have looked at the structure of a piece of music. In this unit pupils go on to embed this understanding, considering each type of note in terms of its length, to enable them to identify minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests. They also develop further knowledge about instruments and start to identify them by the sounds they make. In the spring term pupils will play differentiated instrumental parts for a performance, using their knowledge of note types a music structure gained in this unit.



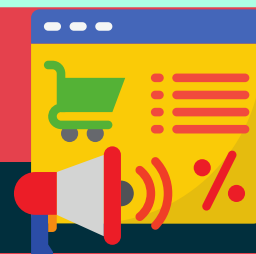
Spring Term 1 – World Music – India

National Curriculum Coverage	What I learn	Progression Pathway
• 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. •	In this unit pupils learn about India's classical music tradition, which has a history spanning over a thousand years. They learn that it remains fundamental to the lives of Indians today as sources of spiritual inspiration, cultural expression and pure entertainment. They discover that Indian music started with religious chants and that the traditional music of India is categorised as Hindustani or Carnatic. Both styles diverged around the 14th century AD but have common roots dating back to the 4th century BC. Pupils learn why, during the Mughal era (1526 – 1700), Indian classical music thrived, how it's connected to nature and discover how folk music is generally performed at local celebrations with a focus on bringing communities together. Pupils learn that compositions are fixed but most of the music is improvised within the structure of notes, how Bollywood music is inspired by the classical tradition with many film songs having been composed in 'ragas', but it's purpose is mainly for entertainment and excitement – whereas many classical musicians will say that their music is for enlightenment instead. They discover and listen to a range of traditional Indian musical instruments before learning about modern Indian music and its popularity.	Pupils have explored world music and the traditional sounds from different parts of the world. They have investigated the influence of individuals and governments as well as religion on the types of music played in certain countries. In this unit pupils. In this unit they look at music from across India, the religious chants and the traditional music from different historic eras. They also consider music from more recent eras and the influence that Bollywood has had on musical content In KS3 music they will continue to study world music and will look at the traditions associated with music from different communities.



Spring Term 2 – Gaining Confidence Through Performance

National Curriculum Coverage	What I learn	Progression Pathway
• 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	How does music improve our world? This is a question which we will explore in this unit of work – based on Waltham Forest's Charanga Musical School Scheme – which celebrates a wide range of musical styles. The clearly sequenced lessons will support the key areas of the Modal Music Curriculum; Listening, Singing, Playing Composing and Performing. In this unit we will continue to explore standard notation. We will read and respond to minims, crotchets, quavers, dotted quavers and semiquavers; recognising how notes are grouped when notated and identifying the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign. The focus will be on performance and we will rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E $\flat$ major, D minor and F minor. Playing a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).	In previous units, pupils have been introduced to musical notes and their length and how they are structured together to create musical structure. They have also in previous units rehearsed and performed pieces of music played on tuned instruments. In this unit they go on to increase the number of notes they play and participate in a instrumental piece with 4 parts, including making decisions regarding the dynamic range. They will continue to develop this knowledge in KS3, learning more notes and dynamic instructions and improving their performance skills.



Summer Term (9 weeks) Music and Advertising

National Curriculum Coverage	What I learn	Progression Pathway
• Pupils should develop an understanding of musical composition, organising and manipulating ideas within musical structures • • 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. •	In this unit, pupils consider the essential role that music plays in advertising and how advertising has changed over the years. They look at the history of advertising and when music was first used in adverts; looking at early commercials and the differences between music used in UK commercials to music used in USA. They discover the influence of advertising agencies and the clever branding linked with music as they think about how jingles are used and why they are successful. Pupils listen to memorable advertising jingles and learn how creating 'annoying 'ear worms' can aid in the success of a campaign. They explore how classical music has been used successfully in advertising campaigns - with a focus on certain key brands and look at how certain key changes can create different atmospheres in music and how these can be used to manipulate in adverts when companies/brands get it wrong! They learn how brands associate themselves with musical artists to promote a product and how the music from a successful advert can increase sales for the band, how music and adverts can tell a story and how this is often used at Christmas - with the music playing a crucial role.	In previous units, pupils have investigated the relationship we have with music through a variety of mediums and the importance music has in many aspects of our lives, influencing the decisions we make and the way we feel. In this unit pupils consider the use of music in advertising, how it can be used to manipulate and persuade. Music evokes emotion and this is a useful tool in sales. Pupils will go on to consider all aspects of music in KS3. They will consider how music is used creatively and the impact of technology.

 Music Curriculum Map Year Six 		
Summer Term 2 – Drumming		
National Curriculum Coverage	What I learn	Progression Pathway
- 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	The pupils work on creating a 'set' that includes pieces of music that they have learned to play and pieces of music that they have created themselves. The self created music is notated and in different parts and with the concept of a 'talking drum' represents the idea of sending a message. Different pieces represent different messages and pupils investigate different styles of playing and the message that each style conveying. Using the wide range of pitches, namely the bass (low), tone (medium) and slap (high) to support this. Fast playing may send the message danger for example. They create an entire 'set'. THIS IS A FLEXIBLE UNIT THAT MAY BE TAUGHT AT ANY POINT ACROSS THE YEAR	The pupils have had complete and thorough teaching of the African drum from the correct hold of the instrument in year 1, the different playing techniques and the notation that can be used to allow pupils to play together, right to the creation of the pupils own pieces in two parts in year 5. In year 6 they design and create notate music for a complete set. This will be based on the original idea of the djembe drum being a communication device – with the set following a theme. Any further drumming that the children do in KS3 will use and develop the skills they have learned in KS1 and 2