

West Malling CE Primary School and the McGinty Speech and Language Centre

Music Curriculum Map

KS1 National Curriculum Links

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Year 1					
<u>Term 1</u> <i>Ourselves</i>	<u>Term 2</u> <i>Long and Short</i>	<u>Term 3</u> <i>Feel the Beat</i>	<u>Term 4</u> <i>Story Time</i>	<u>Term 5</u> <i>Percussive Animals</i>	<u>Term 6</u> <i>By the sea</i>
- Explore making different pitches and sounds with voices - Understand pitch through the use of voice and movement - Differentiate between lengths and	- Recognise and identify long and short sounds in music - Respond to long and short sounds through my own movements - Explore and experiment with the	- Recognise and develop a sense of steady beat using voices and body percussion - Identify and perform changes in tempo	- Know basic musical terms - Understand how music can tell a story - Perform with concentration - Create music which matches an event or characters in a story	- Use percussion and my body expressively in response to music - Perform songs considering pitch and dynamics - Perform songs with more complex	- Use voices expressively when singing and performing - Listen carefully and compare recorded music and soundscapes

volumes of vocal sounds - Create and respond to vocal sounds - Begin to explore how to change sounds using a variety of dimensions (tempo, dynamics and pitch) - Explore and create vocal and body percussion sounds - Explore descriptive sounds	duration of vocal sounds - Explore and create long and short sounds on simple untuned percussion instruments - Develop children's ability to keep a pulse - Organise sounds within a steady pulse - Represent patterns of long and short sounds pictorially - Perform and record sound sequences in response to symbols - Begin to consider tempo, dynamics and pitch when playing instruments	- Learn to play a wider range of percussion with control - Keep a steady beat and use dynamics to vary the musical effect - Identify and maintain a steady beat using movement, body percussion and instruments - Recognise and respond to changes in tempo in music	- Listen to and repeat short rhythmic patterns - Begin to develop an understanding of the difference between beat and rhythm - Perform simple rhythmic patterns using untuned percussion sound effects	rhythms accompanied by percussion instruments - Follow graphic scores to respond to pitch changes and contrasts - Use instruments to create different sounds - Compose my own sounds for a group performance	- Understand that music can be used to represent an environment - Understand how music can represent changes in an environment - Create and represent own sounds using voice, body and instruments - Improve children's co-ordination and refine physical control - Change sounds for particular purposes - Perform in response to conducting gestures
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Year 2

<u>Term 1</u> <i>Toys</i>	<u>Term 2</u> <i>Our Land</i>	<u>Term 3</u> <i>Animals</i>	<u>Term 4</u> <i>Patterns</i>	<u>Term 5</u> <i>Travel</i>	<u>Term 6</u> <i>Band Jam</i>
-Listen and respond to recorded music in different ways - Develop a sense of steady beat through chants, actions, songs and playing of instruments -Perform steady beats with different tempi -Explore and sequence sounds within a four-beat metre -Respond to graphics when changing tempo on percussion instruments	-Listen to and identify contrasting sections of descriptive music -Explore timbre and texture to understand how sounds can be descriptive -Match descriptive sounds to images and identify different ways of producing particular sounds -Create and perform descriptive instrumental music inspired by British myths and legends -Rehearse and refine compositions for performances -Listen to and evaluate compositions	- Demonstrate how musical elements communicate meaning and emotion by moving to music -Listen and respond to steady beats and musical elements through movement -Identify and respond to changes in pitch, upwards and downwards -Perform changes in pitch using body movements and voice - Increase their awareness of the use of sounds and symbols - Read and understand graphic	- Explore patterns in sound and perform steady beat patterns with a song -Identify different tempi within four beat patterns - Move, sing and clap at different tempi and improve concentration - Understand the difference between beat and rhythm - Perform and create simple rhythms using a simple score -Perform steady beat patterns in groups to accompany a song - Interpret a score to perform different beat patterns	- Explore patterns of physical movement in a game song - Respond to a song with movement -Use simple musical vocabulary to describe music - Combine steady beat and rhythms to accompany a song -Listen and respond to contemporary orchestral music - Play instrumental games to practice steady beat at changing tempi - Prepare and improve a performance using movement, voice and percussion - Use instruments expressively	- Listen carefully to recorded music and respond through the use of art and dance - Explore how music can affect feelings -Explore sounds and discover how bodies can be used to make music - Focus on careful listening and evaluating music - Learn how to respond to music moving in time with our bodies to varied rhythms - Use our voices confidently, creatively and with expression - Develop self-esteem and

		notation to represent pitch -Play pitch symbols on tuned percussion -Combine pitch changes with changes in other elements/dimensions	-Perform beat patterns with voices and percussion -Explore different ways to organise music	- Use and understand ways of notating	teamwork, playing as an ensemble
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