

MUSIC CURRICULUM MAP

SKILLS, KNOWLEDGE AND UNDERSTANDING PROGRESSION

YEAR	Listening & Appraisal	Creating & Composing (inc. musical notation)	Performance & Evaluation	PROGRESSION
6	develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.	use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.	<p>SAMBA</p> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.	<p>SKILLS</p> 
5	listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time	recognise and use a range of musical notations including staff notation	<p>SAMBA</p> create increasingly complicated rhythmic and melodic phrases within given structures.	<p>KNOWLEDGE</p> 
4	listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	understand and begin to use established and invented musical notations to represent music.	develop confidence in performing in a solo and ensemble context To create rhythmical and simple melodic patterns using an increased number of notes.	
3	listen to and begin to respond to music drawn from different traditions and great composers and musicians.	begin to recognise simple notations to represent music, including pitch and volume.	develop confidence in performing in a solo and ensemble context join layers of sound, thinking about musical dynamics of each layer and understanding the effect.	<p>UNDERSTANDING</p> 
2	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 (pitch, duration, tempo, structure, appropriate musical notation).	use their voices expressively and creatively play tuned and untuned instruments musically	

1	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 (pitch, duration, tempo, structure, appropriate musical notation)	sing songs and speak chants and rhymes play tuned and untuned instruments musically	
R	listen with developing concentration to a range of musicals sounds and instruments To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.	experiment with making different sounds (including volume and pitch, high/low sound etc.)	sing songs and speak chants and rhymes experiment with instruments	
N	listen to different musical instruments and making connections	experiment with making different sounds (including volume and pitch, high/low sound etc.)	sing rhymes experiment with instruments	

*Inter-related dimensions of music (dynamics):

PULSE: the steady beat of a piece of a piece of music

PITCH: the melody and the way the notes change from low to high and vice versa.

RHYTHM: or duration is the pattern of long and short sounds in a piece of music

DYNAMICS: Loud and soft

TEMPO: Fast and slow

TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.