

## Music Curriculum Map

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b><u>Hey You</u></b> Genre: Old school hip-hop How pulse, rhythm and pitch work together.</p> <p>I know how to clap short, rhythmic patterns I know how to repeat short rhythmic and melodic patterns</p>	<p><b><u>Rhythm In The Way We Walk and The Banana Rap</u></b> Genre: Reggae Pulse, rhythm and pitch, rapping, dancing and singing</p> <p>I know how to say whether I like or dislike a piece of music I know how to use my voice to speak, sing and chant</p>	<p><b><u>In The Groove</u></b> Genre: Blues, Baroque, Latin, Bhangra, Folk, Funk Understanding different styles of music</p> <p>I know how to respond to different moods in music.</p>	<p><b><u>Round and Round</u></b> Genre: Bossa Nova Pulse, rhythm and pitch in different styles of music</p> <p>I know how to make different sounds with my voice and with instruments I know how to make a sequence of sounds</p>	<p><b><u>Your Imagination</u></b> Genre: Pop Use of instruments, improvisation and composing</p> <p>I know how to choose sounds to represent different things</p>	<p><b><u>Reflect, Rewind and Replay</u></b> Genre: Classical The history of music. Look back and consolidate your learning. Learn the language of music</p> <p>I know how to use instruments to perform</p> <p>I know how to follow instructions about when to play and sing</p>
Cross curricular links	Introducing ourselves to our new class (RSHE)	Banana rap – plants (Science)	Which countries do the genres originate from? (Geography) (opportunities for cultural capital) History of music	Traditional stories (English)	Create drawings/paintings from the song (Art)	Sea shanties (topic links) (opportunities for local context)
<b>Key Vocabulary-</b> which all children must be familiar with.	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform	Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass guitar, percussion, trumpets, saxophone, perform	Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience	Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination	Recap all previous vocabulary
<b>Extended writing opportunities</b>	Complete lyric ideas. Hey you! What you gonna do? I'm gonna	Draw and write a story map for Banana Rap	Research the different genres of music	Create pitch story using Goldilocks and the Three Bears	Graphic score	My music learning this year

Assessment video/audio recording	Video of children clapping rhythmic patterns (copying given patterns and creating own)	Use of correct language to evaluate the song	Move to the music in different ways showing an understanding of rhythm and pulse	Create sounds with different pitch using voice and melodic instruments	Performing own composition individually and in groups	Playing and naming a range of instruments
<b>Model Music Curriculum links</b>	<p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</p> <p>Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat</p>	<p>Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.</p>	<p>Respond to the pulse in recorded/live music through movement and dance, e.g.</p> <ul style="list-style-type: none"> <li>o Stepping (e.g. Mattachins from Capriol Suite by Warlock),</li> <li>o Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky)</li> <li>o Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky)</li> </ul>	<p>Listen to sounds in the local school environment, comparing high and low sounds.</p> <ul style="list-style-type: none"> <li>• Sing familiar songs in both low and high voices and talk about the difference in sound.</li> <li>• Explore percussion sounds to enhance storytelling, e.g. <ul style="list-style-type: none"> <li>o ascending xylophone notes to suggest Jack climbing the beanstalk,</li> <li>o quiet sounds created on a rainstick/shakers to depict a shower,</li> <li>o regular strong beats played on a drum to replicate menacing footsteps.</li> </ul> </li> </ul>	<p>Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</p> <p>Recognise how graphic notation can represent created sounds. Explore and invent own symbols</p>	<p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <ul style="list-style-type: none"> <li>• Use music technology, if available, to capture, change and combine sounds.</li> </ul>