



# DOG KENNEL HILL PRIMARY SCHOOL

## Music Curriculum Map 2020-2021



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<p><b>Watching, listening and participating</b> Children will find their singing voice, explore vocal sounds, sing a response to call, engage in sessions with enjoyment</p>	<p><b>Snowmen and Penguins Performance</b> Children will experience a range of songs that immerse them in different rhythm, meter, structure, varied pitch</p>	<p><b>Puppets &amp; Lycra</b> Children will play games to develop listening skills and respond to music physically, join in with actions, follow instructions, anticipate actions and responses</p>	<p><b>Playing the game</b> Children will explore rhythm &amp; pulse; handle and control small percussion to start and stop; play loud, soft, fast, slow; explore pulse in their body through movement and actions; respond to music through movement</p>	<p><b>What's in the bag? Carnival Theme</b> Children will listen to a range of songs that immerse them in different rhythm, meter, structure, varied pitch, have opportunities to listen to live and recorded music, retell a story through music</p>	<p><b>Road to Rio Carnival Theme</b> Children will develop a steady pulse, find the rhythm of the words, explore pulse in their body through listening, singing and responding to music</p>
<b>Reception</b>	<p><b>Watching, listening participating</b> Children will develop pulse, rhythm &amp; pitch awareness, control voice to sing loud/ soft with increasing control of pitch, focus and engage, join in with confidence</p>	<p><b>Snowmen and Polar Bears Performance</b>  Children will listen to each other singing and begin to describe in words what they can hear; to sing loud, quiet; begin to use head voice</p>	<p><b>The Sound of Music</b> Kodaly songs &amp; games  Children will use hand signs to show pitch; sing solo with increasing confidence and control; repeat 4 beat rhythm patterns; follow signs and symbols to sing loud, quiet; explore vocal range high and low; actively participate in singing games, take turns and follow directions</p>	<p><b>Picture the Scene</b> Songs in stories  Children will use instruments to make sound effects in poems songs, stories; play instruments with increasing control; listen to each other singing and play; explore vocabulary to describe in words what they can hear</p>	<p><b>Come to the Carnival</b> Children will respond to picture instrument cards to follow directions, to tap scrape, shake; describe sounds using onomatopoeia; sing a wider repertoire of songs</p>	<p><b>Around the World in 80 Days</b> Songs from other cultures  Children will maintain pulse in singing and playing with increased accuracy, work at directed tasks in pairs and groups, increased ability to follow directions and able to arrange instrument sounds for songs</p>



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<b>Year 1</b>	<p><b>Rhyme and Rhythm Repertoire</b> Children will clap the rhythm of the words in songs and rhymes; pitch match and respond to direction to improve; sing an increased variety on songs, use hand signs to show the pitches so mi la</p>	<p><b>Show time Performance</b> Children will sing a wide range of songs with increasing control and accuracy, explore dynamics in singing</p>	<p><b>The Beat Goes On</b> Handling &amp; controlling instruments</p> <p>Children will learn rhythmic phrases; play instruments to accompany songs; play instruments with an increased awareness of pulse and rhythm with greater control, play specific rhythms and patterns in a phrase, use beaters, read simplified Rhythm patterns on cards, create rhythm phrases, work at directed tasks in pairs and small groups</p>	<p><b>Sounds we Hear</b> Making sound scapes to poems and stories</p> <p>Children will use graphemes to represent sounds, use graphemes to record musical ideas, create soundscapes; sequence sound; choose and select instruments to make music; explain and describe their music and choices</p>	<p><b>Are You Sitting Comfortably</b> Singing project/play linked to a story</p> <p>Children will actively listen for specific elements in music, describe in terms of dynamics, pitch, timbre, mood, tempo; sing with increasing range and control</p>	<p><b>Around the World in 80 Days</b> Songs from other cultures</p> <p>Children will maintain pulse in singing and playing with increased accuracy, work at directed tasks in pairs and groups, improve ability to follow directions and able to arrange instrument sounds for songs</p>
<b>Year 2</b>	<p><b>Sound of a Story</b> Creating a sound story</p> <p>Children will sing song repertoire and compare rhythm and pulse; explore timbre and mood in listening; secure pitch match and singing a wider range of songs; use hand signs to show pitch (doh pentatone); actively listen to talk about and describe sounds in terms</p>	<p><b>Show time Performance</b></p> <p>Children will sing a wide range of songs with increasing control and accuracy, explore dynamics in singing</p>	<p><b>Metal and Wood</b> Introduction to Tuned Percussion</p> <p>Children will use vocal translation to say rhythm patterns; play on chime bars and sing simple tunes; sing rounds and partners songs, securing pulse</p>	<p><b>How do we do it?</b> Rhythm reading &amp; notation</p> <p>Matching rhythm patterns to songs, exploring structure, stick rhythm notation cards, counters, beads, lolly sticks to represent beats and rhythms,</p>	<p><b>Djembe</b> Introduction to djembe</p> <p>Children will create sound scapes for stories; make graphic scores and play from scores; explore rhythms and pulse in 2 to 3 parts; actively listen and record music; talk about and</p>	<p><b>African Tale</b> Leopards Drum</p> <p>Children will be helped to create a drama/music presentation; sing with good control and confidence; choose and select sounds and explore texture and timbre in compositions ,</p>



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	of the elements of music - dynamics, texture, timbre; compose music to tell a story			reading and recording patterns, children work independently on directed tasks	describe sounds in terms of the elements of music - tempo rhythm	actively listen to talk about and describe sounds in terms of the elements of music – pitch, tempo; work independently at directed tasks involving selecting and organising sounds in response to a stimulus
<b>Year 3</b>	<p><b>Storms</b> Composing unit - Explore</p> <p>Children will sing songs that develop vocal range; begin to read pitch notation; sing repertoire to include rounds and partner songs with confidence; learn about phrase and structure in simple songs; write down and record rhythmic patterns; learn tuned percussion technique; read and create graphic scores; compose in groups using a range of sound effects; talk about music, to notice specific instruments</p>	<p><b>Xylophone</b> Instrumental and reading rhythm Representation and Solfa Songs for performance</p> <p>Children will sing a wide range of children's repertoire world songs, kodaly repertoire, rhymes; develop hand and stick drum technique and beater technique for tuned percussion; awareness of devices in music, ostinato drone alberti, chords, scales, arpeggios ,</p>	<p><b>Zambezi Tales</b> Classical Roadshow</p> <p>Children will prepare for a concert with an orchestra; sing a variety of songs from shows, popular songs with phrasing, dynamics, 2 part rounds and partner songs; refine ability to talk about music; notice specific instruments and to describe with increased musical vocabulary and awareness; begin to recognise tonality – major, minor pentatonic,</p>	<p><b>Picture This</b> Singing games and rhythm reading</p> <p>Children will read and record on grid scores; sing and play to practise; maintain accurate pulse; learn to read stick rhythm notation (quavers, semi quavers , minim, semi breve) , grid notation; use the solfa hand signs and symbols with confidence; show awareness of music devices and structure in music, ostinato ABA ABACA drone alberti, chords, scales, arpeggios</p>	<p><b>Brazilian Percussion Project</b> Children will learn Brazilian rhythms; sing songs in Portuguese, linking with stories and Brazilian music history; create rhythm patterns with increasing complexity, syncopation; play rhythm pieces, that develop hand and stick drum technique; beater technique for tuned percussion; creating pieces using a range of sound effects , rhythm, melodic motifs and pulse</p>	



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<b>Year 4</b>	<p><b>Recorder Instrumental and Singing Unit</b> Orchestra</p> <p>Children will sing all kinds of repertoire with increased tuning and confidence in head voice and chest voice; develop control of dynamics and phrasing; be able to sing 2 parts confidently</p>	<p><b>Show Case Performance unit</b> Children will develop specific instrument playing techniques, learning practise techniques. Reading rhythm and simplified pitch notation demonstrating high and low</p>	<p><b>River Story</b> Composition unit</p> <p>Children will graphic scores that include elements of pitch, rhythm meter; create structured compositions inspired by starting points in relation to texture, pitch, rhythm, structure, timbre</p>	<p><b>Dungeons and dragons</b> Tonality unit</p> <p>Children will appraise and comment on each other's work; begin to identify musical genres and styles in listening and comment on significant features using simple 8 bar song structure to compose tunes</p>	<p><b>Steel Pan</b></p> <p>Children will learn about harmony, bass and tune, secure rhythm notation reading, explore syncopation and off beats, respond to listening with thoughts, feelings and emotions</p>
<b>Year 5</b>	<p><b>African Percussion</b> Instrumental unit</p> <p>Children will learn about rhythm Songs and culture, develop specific instrument playing techniques; learn practise techniques. Creating structured compositions inspired by starting points in relation to texture, pitch, rhythm, structure, timbre; listen, appraise and comment on each other's work; begin to identify musical genres and styles in listening and comment on significant features; respond to listening with thoughts, feelings and emotions; learn complex rhythm blocks of 12 beats, compound time - body percussion focus</p>	<p><b>It's all about the music</b> Ensemble unit</p> <p>Children will comment on each other's work; begin to identify musical genres and styles in listening and comment on significant features, to respond to listening with thoughts of feelings and emotions graphic scores, grid notation, simple pitch levels time signature, simple rhythm notation , structure maps using AB, repeat symbols, bass, tune, harmony, yr. 3 structure and devices secure - using simple 16 bar song structure to compose tunes</p>		<p><b>Southwark Splash Singing Project</b></p> <p>Children will prepare a public performance with SMS; sing a broad repertoire with increased tuning and confidence in head voice and chest voice; work at developing control of dynamics and phrasing; sing in 2 parts confidently; identify musical genres and styles in listening</p>	



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<b>Year 6</b>	<b>Steel Pan</b> Instrumental unit  Children will secure a strong sense of pulse, develop an understanding of the difference between simple and compound; create rhythm patterns in a range of given time signatures, recognising different rhythm patterns (clave, afoxe, reggae, calypso) develop specific instrument playing techniques using sticks and hand drumming; honing practise techniques; composing and arranging, practising and performing	<b>Strike up the Band</b> Ensemble unit  Children will use songs as a starting point to create pieces in parts; understand technicalities of counting in, conducting and leading ensembles to control tempo, dynamics, awareness of balance	<b>Mama don't' low</b> composition unit  Children will appraise and comment on each other's work, begin to identify musical genres, periods and styles in listening and comment on significant features, to respond to listening with thoughts of feelings and emotion; read - graphic scores, grid notation, simple pitch levels time signature, simple rhythm notation , structure maps, repeat symbols, staff notation reading rhythm, pitch notation, treble and bass clef, graphic scores that include elements of pitch, rhythm meter	<b>Year 6 Show Singing</b>  Children will learn all kinds of repertoire with increased tuning and confidence in head voice and chest voice - with developing control of dynamics and phrasing. Able to sing in 2 parts confidently
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