

# MUSIC CURRICULUM MAP

## Matched to National Curriculum



MUSIC COVERAGE: NATIONAL CURRICULUM YEAR 1			
Hey You	Rhythm in the way we walk/Banana rap	In the Groove	Nativity
<ul style="list-style-type: none"> <li><b>MUSIC STYLE: Old School Hip Hop</b></li> <li>How Pulse, Rhythm and Pitch work together.</li> <li>Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</li> <li>Improvise! Take it in turns to improvise using C or C and D</li> <li>Hey You! By Joanna Mangona</li> <li>Me, Myself And I by De La Soul Fresh Prince Of Bel-Air by Will Smith Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC</li> </ul>	<ul style="list-style-type: none"> <li><b>MUSIC STYLE: Reggae</b></li> <li>Pulse, Rhythm and Pitch. Rapping, Dancing and Singing</li> <li>Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>Rhythm In The Way We Walk and The Banana Rap by Joanna Mangona and Jane Sebba</li> <li>The Planets, Mars by Gustav Holst (Classical) Tubular Bells by Mike Oldfield (Pop) The Banana Rap by Jane Sebba (Hip Hop) Happy by Pharrell Williams (Pop) When I'm 64 by The Beatles (Pop)</li> </ul> <p style="color: purple; text-decoration: underline;">CST – Solidarity connected to people and places from all over the world.</p>	<ul style="list-style-type: none"> <li><b>MUSIC STYLE: Blues, Baroque, Latin, Bhangra, Folk, Funk</b></li> <li>How to be in the groove, with different styles of Music.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li><b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li><b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</li> <li><b>Improvise!</b> Take it in turns to improvise using C or C and D</li> <li>In The Groove by Joanna Mangona</li> <li>How Blue Can You Get by B.B. King (Blues) Let The Bright Seraphim by Handel (Baroque) Livin' La Vida Loca by Ricky Martin (Latin/Pop) Jai Ho by J.R. Rahman (Bhangra/Bollywood) Lord Of The Dance by Ronan Hardiman (Irish) Diggin' On James Brown by Tower Of Power (Funk)</li> </ul> <p style="color: purple; text-decoration: underline;">CST – Solidarity connected to people and places from all over the world.</p>	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> </ul>

**MUSIC COVERAGE: NATIONAL CURRICULUM YEAR 2**

Hands Feet Heart	I Wanna Play in a Band	Reflect, Rewind and Replay	Nativity
<ul style="list-style-type: none"> <li>• <b>MUSICAL STYLE: AFROPOP, SOUTH AFRICAN</b></li> <li>• South African Music</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>• Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</li> <li>• Improvise! Take it in turns to improvise using C or C and D.</li> <li>• Hands, Feet, Heart by Joanna Mangona The Click Song sung by Miriam Makeba The Lion Sleeps Tonight sung by Soweto Gospel Choir Bring Him Back by Hugh Masekela You Can Call Me Al by Paul Simon Hlokoloza by Arthur Mafokate</li> </ul> <p><a href="#"><u>CST – Solidarity connected to people and places from all over the world.</u></a></p>	<ul style="list-style-type: none"> <li>• <b>MUSICAL STYLE: ROCK</b></li> <li>• Playing together in a Band</li> <li>• Play tuned and un-tuned instruments musically.</li> <li>• Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>• Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with F moving to G.</li> <li>• Improvise! Take it in turns to improvise using F or F and G.</li> <li>• I Wanna Play in a Band by Joanna Mangona We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B. Goode by Chuck Berry I Saw Her Standing There by The Beatles</li> </ul>	<ul style="list-style-type: none"> <li>• <b>MUSICAL STYLE: CLASSICAL</b></li> <li>• The history of music, look back, consolidate learning. language of Music.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• The history of music, look back, consolidate learning. language of Music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>• Reflect, Rewind and Replay</li> <li>• Peer Gynt Suite: Anitras Dance by Edvard Grieg – Romantic Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque From The Diary Of A Fly by Béla Bartók – 20th Century Fantasia On Greensleeves by Ralph Vaughn Williams – 20th century Dance of The Sugar Plum Fairy by Pytor Tchaikovsky – Romantic The Robots (Die Roboter) by Kraftwerk – Contemporary.</li> </ul>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> </ul>

### MUSIC COVERAGE: NATIONAL CURRICULUM YEAR 3

Three Little Birds	The Dragon Song	Bringing Us Together	Carol concert
<ul style="list-style-type: none"> <li>• <b>MUSICAL STYLE: REGGAE</b></li> <li>• Reggae and Animals</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</li> <li>• Sing and Copy Back Listen and sing back</li> <li>• Play and Improvise Using your instruments, listen and play your own answer using one note: C</li> <li>• Improvise! Take it in turns to improvise using one note: C</li> <li>• Sing, Play and Copy Back Listen and copy back using instruments and one note: C</li> <li>• Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes D</li> <li>• Improvise! Take it in turns to improvise using one or two notes: C and sometimes D</li> <li>• Sing, Play and Copy Back Listen and copy back using two notes: C and D</li> <li>• Play and Improvise Using your instruments, listen and play your own answer using two notes: C and D</li> <li>• Improvise! Take it in turns to improvise using two notes: C and D</li> <li>• Three Little Birds by Bob Marley</li> <li>• Jamming by Bob Marley Small People by Ziggy Marley 54-56 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse</li> </ul>	<ul style="list-style-type: none"> <li>• <b>MUSICAL STYLE: POP</b></li> <li>• Music from around the world. Celebrating our differences and being kind to each other</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Music from around the world. Celebrating our differences and being kind to each other</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</li> <li>• Improvise Challenge 1 Listen and copy back using the notes G, A + B</li> <li>• Improvise Challenge 2 Using your instruments, listen and play your own answer using any of these notes: G, A or B</li> <li>• Improvise Challenge 3 Take it in turns to improvise using all or any of these notes: G, A and B</li> <li>• The Dragon Song by Joanna Mangona and Pete Readman</li> <li>• Birdsong – Chinese Folk Music Vaishnava Java – A Hindu Song A Turkish Traditional Tune Aitutaki Drum Dance from Polynesia Zebaidir Song from Sudan</li> </ul> <p><u><a href="#">CST – Solidarity connected to people and places from all over the world.</a></u></p>	<ul style="list-style-type: none"> <li>• <b>MUSICAL STYLE: DISCO</b></li> <li>• Disco, friendship, hope and unity.</li> <li>• Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>• Sing and Copy Back Listen and sing back</li> <li>• Play and Improvise Using your instruments, listen and play your own answer using one note: C</li> <li>• Improvise! Take it in turns to improvise using one note: C</li> <li>• Sing, Play and Copy Back Listen and copy back using instruments, one note: C</li> <li>• Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes A</li> <li>• Improvise! Take it in turns to improvise using one or two notes: C and sometimes A</li> <li>• Sing, Play and Copy Back Listen and copy back using two notes: C and A</li> <li>• Play and Improvise Using your instruments, listen and play your own answer using two notes: C and A</li> <li>• Improvise! Take it in turns to improvise using two notes: C and A</li> <li>• Bringing Us Together by Joanna Mangona and Pete Readman</li> </ul> <p>Good Times by Nile Rodgers Ain't Nobody by Chaka Khan We Are Family by Sister Sledge Ain't No Stopping Us Now by McFadden and Whitehead Car Wash by Rose Royce</p> <p><u><a href="#">CST – Solidarity – working as a team and discussions around family and friendship.</a></u></p>	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices.</li> </ul>

**MUSIC COVERAGE: NATIONAL CURRICULUM YEAR 4**

**Clarinets**

- **Clarinet lessons on a weekly basis.**
- Play and perform in solo and ensemble contexts, 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.

**Carol concert**

- Play and perform in solo and ensemble contexts, using their voices.

**MUSIC COVERAGE: NATIONAL CURRICULUM YEAR 5**

Living on a Prayer	Pyramid concert	Dancing in The Street	Carol concert
<ul style="list-style-type: none"> <li>▪ <b>MUSICAL STYLE: ROCK</b></li> <li>▪ Rock Anthems</li> <li>▪ Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</li> <li>▪ Develop an understanding of the history of music</li> <li>▪ Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>▪ Play and Copy Back Copy back using instruments. Use 1 note: G</li> <li>▪ Play and Improvise Question and Answer using instruments. Use 1 note in your answer: G</li> <li>▪ Improvise! Take it in turns to improvise using 1 note: G</li> <li>▪ Play and Copy back Copy back using instruments. Use 2 notes: G and A</li> <li>▪ Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: G and A</li> <li>▪ Improvise! Take it in turns to improvise using 2 notes: G and A</li> <li>▪ Play and Copy back Copy back using instruments. Use 3 notes: G, A and B</li> <li>▪ Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: G, A and B</li> <li>▪ Improvise! Take it in turns to improvise using 3 notes: G, A and B</li> <li>▪ Livin' on a Prayer by Bon Jovi</li> <li>▪ We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Music teacher from high school to teach pupils a song around a theme that changes each there.</b></li> <li>▪ <b>Pupils develop skills on performance and knowledge of the genre.</b></li> <li>▪ <b>Pupils to perform song as part of a concert with other schools within the academy.</b></li> <li>▪ Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</li> </ul> <p><u><a href="#">CST – The Common Good working as a team and participating as a group during a performance.</a></u></p>	<ul style="list-style-type: none"> <li>▪ <b>MUSICAL STYLE:MOTOWN</b></li> <li>▪ Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</li> <li>▪ Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>▪ Play tuned and un-tuned instruments musically.</li> <li>▪ Play and Copy back Copy back using instruments. Use 1 note: D</li> <li>▪ Play and Improvise Question and Answer using instruments. Use 1 note in your answer: D</li> <li>▪ Improvise! Take it in turns to improvise using 1 note: D</li> <li>▪ Play and Copy back Copy back using instruments. Use 2 notes: D and E</li> <li>▪ Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: D and E</li> <li>▪ Improvise! Take it in turns to improvise using 2 notes: D and E</li> <li>▪ Play and Copy back Copy back using instruments. Use 3 notes: D, E and F</li> <li>▪ Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: D, E and F</li> <li>▪ Improvise! Take it in turns to improvise using 3 notes: D, E and F</li> <li>▪ Dancing in the Street sung by Martha and The Vandellas</li> <li>▪ I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops I Heard it Through the Grapevine by Marvin Gaye Ain't No</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play and perform in solo and ensemble contexts, using their voices.</li> </ul>

Beatles		Mountain High Enough sung by Marvin Gaye and Tammi Terrell You Are the Sunshine of My Life by Stevie Wonder  <a href="#">CST – Solidarity connected to people and places          from all over the world.</a>	
---------	--	--	--

MUSIC COVERAGE: NATIONAL CURRICULUM YEAR 6			
Happy	Music and Me	Reflect, Rewind and Replay	Carol concert
<ul style="list-style-type: none"> <li>▪ <b>MUSICAL STYLE: POP/NEO SOUL</b></li> <li>▪ Being happy</li> <li>▪ Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>▪ Play and Copy back Copy back using instruments. Use 1 note: A</li> <li>▪ Play and Improvise Question and Answer using instruments. Use 1 note in your answer: A</li> <li>▪ Improvise! Take it in turns to improvise using 1 note: A</li> <li>▪ Play and Copy back Copy back using instruments. Use 2 notes: A and G</li> <li>▪ Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: A and G</li> <li>▪ Improvise! Take it in turns to improvise using 2 notes: A and G</li> <li>▪ Play and Copy back Copy back using instruments. Use 3 notes: A, G and B</li> <li>▪ Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: A, G and B</li> <li>▪ Improvise! Take it in turns to improvise using 3 notes: A, G and B</li> <li>▪ Happy</li> <li>▪ Top Of The World sung by The Carpenters Don't Worry, Be Happy sung by Bobby McFerrin Walking On Sunshine sung by Katrina And The Waves When You're Smiling sung by Frank Sinatra Love Will Save The Day</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>MUSICAL STYLE: INDIVIDUAL STYLES</b></li> <li>▪ Create your own music inspired by your own identity and women in the music industry.</li> <li>▪ Play tuned and un-tuned instruments musically.</li> <li>▪ Create your own music inspired by your own identity and women in the music industry.</li> <li>▪ Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</li> <li>▪ Music and Me</li> <li>▪ Something Helpful by Anna Meredith O by Shiva Feshareki V-A-C Moscow by Shiva Feshareki Heroes &amp; Villains by Eska Shades Of Blue by Eska And! by Afrodeutsche The Middle Middle by Afrodeutsche</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>MUSICAL STYLE: CLASSICAL</b></li> <li>▪ The history of music. Look back and consolidate your learning. Learn some of the language of music.</li> <li>▪ Develop an understanding of the history of music</li> <li>▪ Reflect, Rewind &amp; Replay</li> <li>▪ L'autrier Pastoure Seoit (The Other Day a Shepherdess Was Sitting) – Traditional – Early Music Armide Overture by Jean-Baptiste Lully – Baroque The Marriage of Figaro: Overture by Mozart – Classical Erlkönig, D.328 Op. 1 Wer reitet so spät by Franz Schubert – Romantic Sonata for Horn in F by Paul Hindemith – 20th century Homelands by Nitin Sawhney – Contemporary</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play and perform in solo and ensemble contexts, using their voices.</li> </ul>

sung by Brendan Reilly			
------------------------	--	--	--