

Curriculum Mapping Music Overview

	Autumn Rhythm and Pulse	Spring Pitch	Summer Instrumental
Year 1	<p>What is meant by a PULSE or a steady beat. To keep a pulse Through practical activities such as clapping games with partners. To follow a pulse at varying tempos. Use rhythm symbols Ta and Te-te and relate these to a known chant. To read 4-beat rhythm patterns. To rehearse and perform in groups, Experience rhythm patterns on to percussion instruments patterns. To learn the place of a REST in music and to incorporate this into their knowledge of rhythms.</p>	<p>Experiment with different types of voices. To understand how sounds can be changed from high to low and to begin to pitch-match on one note. Pitch-match and sing solos on the notes So and Mi La. To play tuned instruments to a steady pulse/ accurate rhythm as an accompaniment to singing. To follow a scale as it goes up and down. Play tuned instruments to a steady pulse/ accurate rhythm as an accompaniment to singing. To create musical patterns by writing 4-beat rhythm and pitch phrases.</p>	<p>To explore different instrumental sounds and how they can be played. To learn to play un-tuned instruments, following instructions of gestures, symbol cards and word cues. Play to a steady pulse as an accompaniment to their singing. To recall rhythm patterns on instruments. To respond to different tempos and follow a conductor. To chant and play instruments in two parts. To internalise rhythmic phrases including Ta, Te-te and rests in a chant and to recall them on instruments. To play instruments as part of a group, To play to a steady pulse to accompany their singing.</p>
Year 2	<p>What is meant by a pulse or a steady beat. Keep a pulse through actions while singing a song and to follow a changing tempo. Clarify the difference</p>	<p>To understand the difference between the singing and the speaking voice. To experiment with different timbres of voice. To pitch-match and sing solos</p>	<p>To explore the different ways instruments can produce sounds. Play un-tuned instruments accurately, following the instructions of</p>

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	<p>between rhythm and pulse. To revise the rest and to read and internalise rhythm patterns. To learn about ostinatos. To transfer experience of rhythm and pulse on to percussion instruments. To work in groups. To listen to each other, start and finish at the same time and keep a steady pulse. To perform and appraise. To reinforce experience of rhythm and pulse. To learn to internalise rhythms and phrases with increasing memory. To listen with concentration and internalise and recall sounds with increasing aural memory. To compose and perform rhythm patterns in groups and listen to each other and start and finish at the same time keeping to a steady pulse. To appraise and improve their work.</p>	<p>on the notes So and Mi. Reinforce understanding of high and low notes. To learn to sing the notes So and Mi to accurate pitch. To sing solos on So and Mi. Keep to a steady pulse. Learn to sing the sol fa names of So and Mi and to use the hand signs. Read and sing from notation using Ta, Te-te and So and Mi. Keep a steady pulse and clap an accurate rhythm using the rhythm names Ta and Te-te. To read and sing from rhythm and pitch notation using solfa names with hand signs So and Mi. To sing solos. Recall melodic phrases. Play tuned instruments to a steady pulse as an accompaniment to singing. Improvise instrumental patterns. Learn a new pitch and solfa note and the hand sign – La. To listen with concentration and to internalise and recall sounds with increasing aural memory. Play tuned</p>	<p>gestures, symbol cards and word cues. Count, and play instrumental patterns to a steady pulse. Copy and improvise short rhythm patterns. To continue to play un-tuned instruments accurately, following the instructions of gestures, symbol cards and word cues. To listen, and play more complex rhythm patterns, keeping a steady pulse. Recall and improvise 4-beat rhythm patterns on instruments. Recall longer rhythm patterns and create musical patterns from chosen symbols orders and to practice playing them on instruments with different timbres. Play to a steady pulse to accompany their singing. Internalise word patterns and play instruments in 2 parts. Play tuned and un-tuned instruments to a steady pulse and an accurate rhythm to accompany singing. To play instruments as part of a group,</p>
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		instruments to the rhythm and pulse. Show recognition of changes in pitch.	attaching different rhythm symbols to different instrumental timbres. Perform and appraise. To hold one rhythm pattern while others are playing different patterns. To be part of a class composition. Compose 4-beat rhythm patterns, practise and perform them on instruments and appraise.
Year 3	To keep a steady pulse while chanting. Internalise and recall sounds with increasing aural memory. Create musical patterns. Sing in unison with clear diction and control of pitch. Chant and perform increasingly complex actions to a steady pulse. To internalise and recall melodic and rhythmic phrases. Learn to recognise and read rhythm symbols within phrases using TA, Te-Te- and REST. To relate musical symbols to actions. To internalise and recall rhythm patterns through voice and body percussion. Work in a	Learn the solfa names and hand signs of So, Do RE Mi La . Read simple notated rhythm and pitch patterns using Bb A G rhythm and pitch patterns. Recognise and sing the intervals between Do, RE Mi, So and La . To recognise and sing the intervals between Do, Re, Mi, So and La . (full pentatonic notation). To reinforce pulse, rhythm and pitch intervals using a pentatonic song. Use tuned instruments to play pulse, rhythm and to pick out melodies. To experiment with	To play un-tuned instruments with rhythmic accuracy. To play as an accompaniment to singing. To improvise melodic phrases on xylophones. Play on key words on un-tuned instruments with rhythmic accuracy. To perform and appraise. Play the rhythm on un-tuned instruments with control and accuracy in groups. To appraise. Play pulse and rhythm on tuned instruments with control and accuracy. Internalise the rhythm and melody of a song. To use ostinatos to create layers of sound. Practise and

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	<p>group to create 4-beat rhythm sequences. Rehearse and present performances last week to add instrumental accompaniments. To present performances. To appraise and improve their work. Keep a steady pulse while chanting. . To relate rhythm symbols to actions. To internalise and recall rhythmic phrases with increasing aural memory.</p>	<p>ostinatos and begin to layer sounds. To perform in 2 parts. To play pentatonic melodies on tuned instruments from notation with rhythmic accuracy. To practise and perform as a class and individually. To compose own rhythm and pitch notations for the class to practice and perform.</p>	<p>perform in groups. To appraise. Play un-tuned instruments with rhythmic accuracy. To play as an accompaniment to chanting practise and perform in groups. Play instruments with control and rhythmic accuracy. To practise and perform rhythm compositions in groups. To perform and appraise.</p>
Year 4	BRASS	BRASS	BRASS
Year 5	<p>To recognise and respond to repeated rhythm patterns with instruments. Echo 4-beat rhythm patterns on un-tuned percussion. Play rhythm patterns in unison with control and accuracy. Practise and perform in groups in 2 parts. Play the same rhythm on un-tuned instruments with control. Create layers of sound with</p>	<p>Experiment with different ways the voice can be used. To recognize and sing the intervals between Do, Re, Mi, So and La. To sing from notated rhythm and pitch patterns using B A G and Do, Re, Mi, So and La (full pentatonic scale). Play melodies on tuned instruments and to create accompaniments to a</p>	<p>Compose in groups using duration, timbre and structure. Play musical instruments with increasing accuracy and Control. Perform in ensemble context. Explore duration. Use and understand musical notation. Understand and explore texture and duration. Play musical instruments with increasing accuracy</p>

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	<p>ostinatos. Practise and perform in groups. Play rhythm patterns from notations and by ear. learn a new rhythm value. Compose 8-beat rhythm patterns in groups. To play un-tuned instruments from their own notation. To practise and perform compositions in groups, creating multiple layers of sound. To perform and appraise.</p>	<p>song. Create 3 layers of sound with drones, ostinatos and melodies. To maintain one part with an awareness of how the other parts fit together. Read rhythm and pitch notation and play pentatonic melodies with accuracy. To practise and perform as a class and individually. To compose own rhythm and pitch notations for the class to practice and perform.</p>	<p>and control</p>
Year 6	<p>To keep to a steady pulse while playing chanting games. Create clapping routines to a steady pulse. To sing with clear diction and in 2 parts. Read rhythm notations containing Ta-a, Ta, Te-te and rest (I B A G). To invent actions to go with each symbol. To develop musical memory by recalling a 16-beat rhythm pattern. To compose rhythm rounds in groups, using voices, body percussion and</p>	<p>Experiment with different ways the voice can be used. and to improvise. sing the intervals between Do, Re, Mi, So and La. To sing from notated rhythm and pitch patterns using B A G and Do, Re, Mi, So and La (full pentatonic scale). Play melodies on tuned instruments and to create accompaniments to a song. Create 3 layers of sound with drones, ostinatos and</p>	<p>To play repeated rhythm patterns on un-tuned percussion. To accompany chanting with instrumental patterns. To count internally and play in unison with control and accuracy. Improvise 4-beat rhythm patterns in both class and group performances. Practise and perform to a steady pulse with confidence. Use ostinatos to create melodic</p>

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	<p>instruments. To maintain their own part with an awareness of how they other parts fit together. To compose rhythm/action sequences in groups, building and reducing layers. Play instruments to accompany the movements.</p>	<p>melodies. To maintain one part with an awareness of how the other parts fit together. Read rhythm and pitch notation and play pentatonic melodies with accuracy. To practise and perform as a class and individually. To compose own rhythm and pitch notations for the class to practice and perform.</p>	<p>layers and to practise and perform in groups. Improvise 8-beat patterns as part of a group performance. To learn the new rhythm value Ta-a or I and to learn how to notate and recognise syncopated rhythms. To compose rhythm patterns in groups. To build and reduce multiple layers of sound. To practise, perform and appraise.</p>
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