

# Bede Academy

## Music Curriculum Map



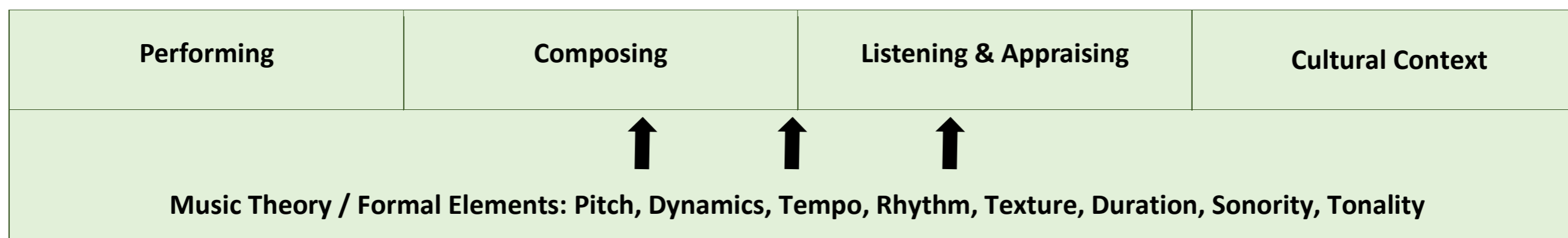
# Music Curriculum Map

*Music enhances our lives and those of others through performance, creativity, and the medium of sound. Our ambition is to engage and inspire students to develop a love of music and their talent as musicians, and so increase their self-esteem, creativity and sense of achievement.*

As we identify the key knowledge students should master in **music**, we think carefully about *how* we want students to think as **musicians**. We want students to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument and to progress to the next level of musical excellence
- understand and explore how music is created and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, sonority, texture, structure and appropriate musical notations

The **music** curriculum is sequenced around the following key concepts:



## Our all-through curriculum is:

**...knowledge-rich** with clearly defined, coherent progression which strengthens schema to enable all students to secure ambitious curriculum goals;

**...enabling** as all students have access to the whole curriculum and students master fundamentals in reading, writing and mathematics;

**...responsive** as assessment identifies security of learning and students are supported to achieve our curriculum goals;

**...inspiring** as it takes students beyond their own experience, offers opportunity for creativity, and enables them to understand their identity in Blyth and beyond;

**...transformative** as by developing character, we build learners who exemplify the Core Virtues and make a positive contribution to their community.

- Key concepts are **revisited** throughout the curriculum in different contexts/styles.
- Challenge **increases** throughout year groups and key phases, particularly instruments.
- The key strands explore **all avenues** of what is required for students to think like a musician.

- Promotion of **tier 3 vocabulary**, found on student knowledge organisers/overviews.
- **Adaptation** of instruments/equipment for SEND students.
- Tasks are **scaffolded** to allow all students to experience success and further challenge.

- Regular **retrieval practice** to check prior learning and build long-term memory.
- **Instant** verbal feedback to maximise progress at pace, often using MWB.
- End of unit **performance assessments/quizzes** to identify gaps and inform teaching.

- Exposure to a **variety of genres/styles** through a carefully sequenced curriculum.
- Visits to **local music venues** (The Sage Gateshead) / from **visiting musicians**.
- Range of **co-curricular** opportunities.

- Students show **courage** through performing to others.
- Students develop **self-control** when using instruments, knowing when to play and when to listen.
- Students show **integrity** as they develop their independent practice, especially on keyboard.



# Music Curriculum Map

Year Group	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
1	Violin 1 – Exploring the Violin		Violin 2 – Using the Bow		Violin 3 – Bowing techniques and open string composition		Violin 4 - Rainbow Stave Composition		Violin 5 - Ensemble Performance		Violin 6 – Performing with musicality	
2	Violin 7 – Exploring the D string		Violin 8 – Exploring first finger tunes		Violin 9 – Exploring two finger tunes		Violin 10 – Developing strings crossing		Violin 11 – Exploring texture		Violin 12 – Performing with musicality	
3	Exploring Descriptive Sounds – Animal Composition		Exploring Vocal Music and pulse		Exploring the Recorder		Exploring the Recorder 2		Exploring the Recorder 3		Exploring Music Theory and Pentatonic Scales	
4	Exploring Descriptive Sounds – Programme music composition		Exploring Vocal Music and expression		Exploring the Cornet		Exploring the Cornet 2		Exploring Modes		Exploring the Ukulele	
5	Exploring Timbre – Film music composition		Exploring Vocal Music in parts		Exploring the Ukulele		Exploring Rhythm		Exploring the Keyboard		Exploring the Keyboard	
6	Exploring Structure		Exploring Vocal Music and harmony		Exploring the Keyboard		Exploring Melody		Exploring the Keyboard 2		Exploring Vocal music and music careers	
7	Building Bricks				Time Keeping				Great Classical Composers			
8	Folk Music				African Drumming				Reggae Music			
9	Music for Special Events				Blues Music				Music For Stage & Screen			
10	Composition - Music Theory		Composition - Section A - Chords and melody		Composition - Section B - Contrasting section		Composition - Section A' - Compose and develop		Composition - Left Hand Accompaniment		Composition - Reviews	
11	Listening and Appraising - Understanding music	Listening and Appraising - AOS3 - Music for Stage and Screen		Listening and Appraising - AOS2 - Vocal Music		Listening and Appraising - AOS1 - Instrumental Music 1700-1820		Listening and Appraising - AOS4 - Fusions		Listening and Appraising - Wider listening		



# Music Curriculum Map

Early Years Links	Nursery	<p><b>Substantive</b> To listen to and begin to join in with small group and class singing – number rhymes, days of the week song, nursery rhymes, harvest songs and Christmas songs etc To dance and move to music as part of gross motor development activities To explore musical instruments</p> <p><b>Disciplinary</b> To listen and begin to enjoy joining in with small group nursery rhymes and songs. To learn simple songs and join in with singing them, e.g. days of the week, weather song. Listening to and attempting to copy the pitch and melodic shape of the songs To copy an adult model of animal sounds/sound effects in play – roaring like a dinosaur, brrmmm as they play with the car etc</p>	<p><b>Substantive</b> To join in with group and class singing – range of nursery rhymes and songs familiar across the nursery routine. To begin to join in with oral retell of T4W stories. To enjoy listening to music and move their body To move in time with music as part of the gross motor development activities To play a range of simple musical instruments as part of their play</p> <p><b>Disciplinary</b> To independently join in with group singing. To begin to sing in their play/as part of their play. To be able to mostly match the pitch and melodic shape of the songs To use their voice and other sound effects as part of their play. To talk about a range of environmental and instrumental sound effects</p>	<p><b>Substantive</b> To join in with group and class singing – range of nursery rhymes and songs familiar across the nursery routine. To begin to join in with oral retell of T4W stories. To enjoy listening to music and move their body To move in time with music as part of the gross motor development activities To play a range of simple musical instruments as part of their play</p> <p><b>Disciplinary</b> To sing an increasing range of songs. Beginning to change words in songs or make up their own songs as part of their play To listen to sounds in words.</p>
	Reception	<p><b>Substantive</b> To sing and perform nursery rhymes and stories To join in with singing songs associated with the daily routine. To join in with whole cohort singing at harvest festival To experiment with different instruments and their sounds To perform songs in the Christmas Play To join in with whole cohort singing assemblies To begin to build up a repertoire of songs To talk about whether they like or dislike a piece of music To create musical patterns using body percussion To pitch match To sing entire songs To move in time to music</p> <p><b>Early disciplinary skills and knowledge</b> Performing Composing</p>	<p><b>Substantive</b> To join in with whole school singing assemblies To join in with songs and story retells as part of their learning and for the family craft sessions To play with instruments as part of their play To begin to perform stories and songs for others, using musical instruments as part of the performance To associate genres of music with characters and stories To experience music from around the world To create musical patterns using untuned instruments</p> <p><b>Early disciplinary skills and knowledge</b> Performing Composing Listening and Appraising</p>	<p><b>Substantive</b> To join in with whole school singing assemblies To act out well know stories To listen to poems and create their own To join in with whole school singing assemblies To follow a musical pattern to play instruments To create own compositions using instruments</p> <p><b>Early disciplinary skills and knowledge</b> Performing Composing Listening and Appraising</p>
Early Learning Goals	<p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>			



# Music Curriculum Map

Year 1	Unit	Violin 1 – Exploring the Violin	Violin 2 – Using the Bow	Violin 3 – Bowing techniques and open string composition	Violin 4 - Rainbow Stave Composition	Violin 5 - Ensemble Performance	Violin 6 – Performing with musicality
	Key Concepts	Performing Music Theory	Performing Music Theory	Performing Composing	Performing Composing	Performing Listening & Appraising	Performing Music Theory
	Prior Learning		<b>Year 1 Autumn 1:</b> To understand/perform ant, spider and snail duration/rhythms	<b>Year 1 Autumn 2</b> To understand/perform Caterpillar duration/rhythms	<b>Year 1: Autumn</b> Recognising known rhythms visually.	<b>Year 1: Spring</b> To Sight-read simple rhythms	<b>Year 1</b> Consolidate key skills learnt, revising and improving core repertoire.
	Key Knowledge	<p><b>Substantive Knowledge</b> To know the parts of the violin To understand <i>beat and pulse</i> in music. Learn violin rest position, feet position, how to hold the violin correctly on their shoulder. To understand crotchet, quaver and minim durations using the words <b>Ant, Spider, Snail</b></p> <p><b>Disciplinary Knowledge</b> Pluck open strings to a steady beat. Explore different ways of using the singing voice. Perform simple crotchet/quaver rhythms using body percussion. Learn how to improvise and compose music on a violin</p>	<p><b>Substantive Knowledge</b> Develop the inner hearing and aural memory (Simon says). Know the parts of the bow and correct bow hold. To understand <i>semiquaver</i> duration using the word <b>Caterpillar</b></p> <p><b>Disciplinary Knowledge</b> Perform simple bow exercises Bow on one string at a time. Perform <i>Caterpillar rhythms</i> whilst revising <b>ants and spiders</b></p>	<p><b>Substantive Knowledge</b> To understand different bowing techniques. To revise <i>Crotchet, quaver, semiquaver and minim</i> duration. Recognising known rhythms visually.</p> <p><b>Disciplinary Knowledge</b> Develop a good sound and bow control using detached stroke on one string. Perform <i>up-bows</i> (Airport) Develop <i>strings crossing</i>. Learn how to do <i>bow retakes</i> (Circles in the Air). To compose an open string melody.</p>	<p><b>Substantive Knowledge</b> Recognise open strings on a musical stave (charanga open string pieces.) To sight read simple rhythms To understand that the top of a stave represents a higher <i>pitch (Rainbow stave)</i></p> <p><b>Disciplinary Knowledge</b> Use note duration knowledge to compose simple rhythms and melodies on the <i>rainbow stave</i>. Perform using chime bars. Build up technique and ability to play all known rhythms using these notes. Further develop a good tone through bow control re-enforcing a curvy, relaxed bow hold.</p>	<p><b>Substantive Knowledge</b> To know and understand key ensemble skills (such as time-keeping, listening, fluency and teamwork). To know the new <i>left-hand position</i> in preparation for finger placement. (Soldier thumb.)</p> <p><b>Disciplinary Knowledge</b> Use body percussion knowledge to perform rhythmical pieces on open strings (<i>Hen Coop Rag/Bobby Shafto</i>).</p>	<p><b>Substantive Knowledge</b> Understand <i>dynamic (forte/piano)</i> and <i>articulation (staccato/legato)</i> terms.</p> <p><b>Disciplinary Knowledge</b> Develop musicality through use of musical elements when playing and singing.</p>
	Next Steps	Year 1: Violin 2 – Using the Bow	Year 1: Violin 3 – Bowing techniques and open string composition	Year 1: Violin 4 - Rainbow Stave Composition	Year 1: Violin 5 - Ensemble Performance	Year 1: Violin 6 – Performing with musicality	Year 2: Violin 7 – Exploring the D string
	Enrichment /Careers	Harvest Festival	Nativity Performance				Violin concert for parents



# Music Curriculum Map

Year 2	Unit	Violin 7 – Exploring the D string	Violin 8 – Exploring first finger tunes	Violin 9 – Exploring two finger tunes	Violin 10 – Developing strings crossing	Violin 11 – Exploring texture	Violin 12 – Performing with musicality
	Key Concepts	Performing Music Theory	Performing Music Theory	Performing Music Theory	Performing Music Theory	Performing Listening & Appraising	Performing Music Theory
	Prior Learning	Continued revision of learnt rhythms. Revise left hand posture.	Year 2 Autumn 1: Grass-hopper/lady-bird rhythms	Year 2 Autumn 2: Reading pitch notation (D, E A, B).	Year 2 Autumn 2: Reading pitch notation using different durations (D, E A, B).	Year 1 Autumn/Year 2 Autumn: Sight-reading of pitch and rhythm	Year 1 Summer 2: Understand <i>dynamic (forte/piano)</i> and <i>articulation (staccato/legato)</i> terms.
	Key Knowledge	<p><b>Substantive Knowledge</b> Learn to recognise new ‘grass-hopper/lady-bird.’ rhythms. (Q-SQ-SQ/SQ-SQ-Q) Learn to recognise notes on the <b>D string</b> on the musical stave.</p> <p><b>Disciplinary Knowledge</b> Perform tunes using the <b>first finger</b>.</p>	<p><b>Substantive Knowledge</b> Recognise and understand rests in notation Recognise pitch on the stave for first finger tunes (D, E A, B).</p> <p><b>Disciplinary Knowledge</b> To sing and play simple Christmas tunes with control. To write a harmony to a melody such as Jingle Bells. Sing in unison to learn Nativity Musical.</p>	<p><b>Substantive Knowledge</b> Recognise pitch on the stave using different note durations. Explore the features of <b>Jazz music</b> Recognise ‘Up’ bows and ‘down’ bows and the symbols that represent them.</p> <p><b>Disciplinary Knowledge</b> Perform repertoire using <b>two fingers</b>.</p>	<p><b>Substantive Knowledge</b> Increase speed and accuracy of pitch recognition.</p> <p><b>Disciplinary Knowledge</b> Use third finger placement: Develop competence in using fingers correctly across different strings. Repertoire to include B’s Bop Blues, Morning Sunshine, Grand Old Duke of York, Hokey Cokey.</p>	<p><b>Substantive Knowledge</b> To explore and learn about different textures in music ensembles (<b>forms and structures, such as playing in canon.</b>) This will develop key ensemble skills (such as time-keeping, listening, fluency and teamwork) which further promotes key Academy principles (<b>in terms of an individual’s character</b>)</p> <p><b>Disciplinary Knowledge</b> To perform using <b>different textures</b> in music</p>	<p>2</p> <p><b>Substantive Knowledge</b> Explore musical elements (particularly <b>dynamics and timbre</b>) and string-specific articulation/techniques, such as <b>slurs and spiccato</b>.</p> <p><b>Disciplinary Knowledge</b> Develop musicality further through use of musical elements when playing and singing with expression. (<b>Slurs and spiccato</b>)</p>
	Next Steps	Year 2: Violin 8 – Exploring first finger tunes	Year 2: Violin 9 – Exploring two finger tunes	Year 2: Violin 10 – Developing strings crossing	Year 2: Violin 11 – Exploring texture	Year 2: Violin 12 – Performing with musicality 2	Year 3: Exploring Vocal Music and pulse
	Enrichment /Careers	Harvest Festival	Nativity Performance				Violin concert for parents



# Music Curriculum Map

Year 3	Unit	Exploring Descriptive Sounds – Animal Composition	Exploring Vocal Music and pulse	Exploring the Recorder	Exploring the Recorder 2	Exploring the Recorder 3	Exploring Music Theory and Pentatonic Scales
	Key Concepts	Composing Music Theory	Performing Listening & Appraising	Performing Music Theory	Performing Listening & Appraising	Performing Listening & Appraising	Composing Music Theory
	Prior Learning	KS1: Ant/Spider/Caterpillar bug notes Recognising note duration – Semibreve, minim, crotchet, quaver.	KS1 performance: Recognising note and rest duration – Semibreve, minim, crotchet, quaver.	KS1: Year 2 Autumn 2 Recognising treble clef pitches – FACE, Every Good Boy Does Fine	Year 3: Spring 1 Recognising treble clef pitches – FACE, Every Good Boy Does Fine The Woodwind Family	Year 3 Autumn 1/Spring 1 Recognising treble clef pitches – FACE, Every Good Boy Does Fine. Recognising Note and rest duration – semibreve, minim, crotchet, quaver.	Year 3 Autumn 1/Spring 1 Recognising treble clef pitches – FACE, Every Good Boy Does Fine. Recognising Note and rest duration – semibreve, minim, crotchet, quaver.
	Key Knowledge	<p><b>Substantive Knowledge</b> Understand the musical terms <i>dynamics</i> and <i>tempo</i>, and how they are used in music. Use simple graphic notation to record a composition. Explore how <i>Camille Saint-Saëns</i> uses the elements of music to represent animals.</p> <p><b>Disciplinary Knowledge</b> Compose/Improvise music aimed at conveying a sense of movement based on three different animals. Perform on chime bars with accuracy and control.</p>	<p><b>Substantive Knowledge</b> Use simple graphic notation to record melodic shapes. Learn and perform Nativity musical. Explore how <i>Camille Saint-Saëns</i> uses the elements of music to represent animals.</p> <p><b>Disciplinary Knowledge</b> Sing with accuracy and expression, maintaining an appropriate pulse. Develop aural memory. Develop ability to recognise different melodic shapes</p>	<p><b>Substantive Knowledge</b> To understand and read simple pitch notation. To know the features, sounds and uses of <i>woodwind instruments</i>. To know the parts of a recorder. To understand why ledger lines are needed</p> <p><b>Disciplinary Knowledge</b> Use correct posture and breath control when playing the recorder. To be able to perform pieces on the recorder, using the notes g-d’ (right-hand notes).</p>	<p><b>Substantive Knowledge</b> To understand and read staff notation, including rests and dotted notes. To recognise the general characteristics of music from the <i>Classical era</i> and know about its composers.</p> <p><b>Disciplinary Knowledge</b> To be able to perform pieces on the recorder, including the notes d, e, f, f# and b flat. (Left-hand notes).</p>	<p><b>Substantive Knowledge</b> To recognise the general characteristics of music from the <i>Classical era</i> and know about its composers and their <i>works</i>. To understand different <i>textures</i> in music.</p> <p><b>Disciplinary Knowledge</b> Perform in parts (<i>parallel melodies, rounds and ostinati</i>). This will develop key ensemble skills (such as time-keeping, listening, fluency and teamwork) which further promotes key Academy principles (in terms of an <i>individual’s character</i>)</p>	<p><b>Substantive Knowledge</b> To understand and be able to use simple <i>time signatures</i>. To understand what the pentatonic scale is. To show understanding of <i>Make it Stick knowledge</i> to date.</p> <p><b>Disciplinary Knowledge</b> Compose music using the pentatonic scale. Perform music using voices, recorders and a range of pitched or unpitched percussion instruments.</p>
	Next Steps	Year 3: Exploring Music Theory and Pentatonic Scales	Year 4: Exploring Vocal Music and expression	Year 3: Exploring the Recorder 2	Year 3: Exploring the Recorder 3	Year 4: Exploring Vocal Music and expression	Year 4: Exploring Descriptive Sounds – Programme music composition
	Enrichment /Careers	Harvest Festival	Nativity performance		SAGE Gateshead visit (Live concert opportunity)	Recorder Concert for parents	



# Music Curriculum Map

Unit	Exploring Descriptive Sounds – Programme music composition	Exploring Vocal Music and expression	Exploring the Cornet	Exploring the Cornet 2	Exploring Modes	Exploring the Ukulele
Key Concepts	Composing Listening & Appraising	Performing Listening & Appraising	Performing Music Theory	Performing Listening & Appraising Music Theory	Listening & Appraising Composing	Performing Music Theory
Prior Learning	Year 3 Spring 2: Recognising note and rest duration including dotted notes/rests.	Year 3 Summer 2: Time signatures and dotted note/rest duration.	Year 3 Spring 2: Recognising treble clef pitches including ledger lines.	Year 4 Spring 1: Recognising treble clef pitches including ledger lines. Exploring the Brass Family	Year 3 Spring 2/Summer 2: Recognising treble pitches including ledger lines. Time signatures including dotted note/rests.	Year 3 Spring/Year 4 Spring 1: The woodwind and brass family.
Key Knowledge	<p><b>Substantive Knowledge</b> Recognise the features of <i>programme music</i> and explore the images it creates. (Benjamin Britten, Ralph Vaughan Williams) Use graphic notation to create a score for an <i>ensemble</i>.</p> <p><b>Disciplinary Knowledge</b> Compose and improvise in a group to convey a sense of mood, action or drama (<i>Programme music</i>). Conduct or follow the lead of a conductor.</p>	<p><b>Substantive Knowledge</b> Recognise the features of <i>programme music</i> and explore the images it creates. (Benjamin Britten, Ralph Vaughan Williams) To understand the dynamic terms <i>piano, forte, pianissimo, fortissimo, mezzo piano and mezzo forte</i>.</p> <p><b>Disciplinary Knowledge</b> Learn and perform Nativity musical. Sing with changes of <i>dynamics</i> reflecting the mood of the lyrics and the shape of the musical phrases.</p>	<p><b>Substantive Knowledge</b> Recognise and name the parts of a cornet. Recognise the features, sounds and uses of the instruments in the <i>brass family</i>. Continue to develop the ability to understand and read staff notation including ties.</p> <p><b>Disciplinary Knowledge</b> Use correct posture, embouchure and breath control when playing the cornet. To perform pieces on the cornet using the notes c-e.</p>	<p><b>Substantive Knowledge</b> Recognise the general characteristics of music from the <i>Romantic era</i> and know about its composers. Continue to develop the ability to understand and read staff notation in more complex <i>time signatures</i>. Continue to learn to recognise the features, sounds and uses of the instruments in the <i>brass family</i>.</p> <p><b>Disciplinary Knowledge</b> To perform pieces on the cornet using the notes f and g (<i>embouchure</i>).</p>	<p><b>Substantive Knowledge</b> Understand the use of instruments and <i>modes</i> in ancient Greece and Rome. (Cross curricular link to Year 4 topic) To understand what a mode is in music</p> <p><b>Disciplinary Knowledge</b> Sing with increased accuracy and expression, being able to control changes in <i>dynamics</i> and tempo. Compose music with a specific character over a <i>drone</i>.</p>	<p><b>Substantive Knowledge</b> Recognise the features, sounds and uses of the <i>violin family</i>. To understand how chords are constructed. To read <i>chord</i> notation.</p> <p><b>Disciplinary Knowledge</b> Use correct posture and techniques to play the ukulele. Play simple chord progressions as a backing to whole-class singing.</p>
Next Steps	Year 4: Exploring Modes	Year 4: Exploring the Cornet 2	Year 4: Exploring the Cornet 2	Year 4: Exploring the Ukulele	Year 5: Exploring Timbre – Film music composition	Year 5: Exploring the Ukulele
Enrichment /Careers	Harvest Festival	Nativity Performance	Brass workshop	Cornet concert for parents		

Year 4



# Music Curriculum Map

Year 5	Unit	Exploring Timbre – Film music composition	Exploring Vocal Music in parts	Exploring the Ukulele	Exploring Rhythm	Exploring the keyboard	Exploring the Keyboard
	Key Concepts	Composition Listening & Appraising	Performing Music Theory	Performing Music Theory	Composing Music Theory	Music Theory Performing	Performing
	Prior Learning	Year 1 Summer 2/Year 4 Autumn 2 Dynamics and tempo in music.	Year 4 Spring 1: Note durations including ties.	Year 4 Summer 2: Recognising treble clef pitches. Playing chordal accompaniments on the ukulele	Year 1 Summer 2/Year 4 Autumn 2 Dynamics, tempo and articulation in music.	Using prior knowledge of treble clef to build Recognising pitches in the bass clef – All cows eat grass, Good Boys Do Fine Always.	Year 5 Summer 1 Sight reading in the treble clef.
	Key Knowledge	<p><b>Substantive Knowledge</b> Recognise the features of music from the 20<sup>th</sup> and 21<sup>st</sup> centuries – in particular <b>film music</b> and its composers. Understand how film music is made. Understand <b>dynamic</b> and <b>tempo</b> terms. Use staff notation to record composition ideas.</p> <p><b>Disciplinary Knowledge</b> Develop listening skills (especially tempo and dynamics) Compose/improvise <b>film music</b> (in pairs) using electronic sounds. (<b>Timbre</b>) Use a clear structure in composition (simple <b>ternary</b>).</p>	<p><b>Substantive Knowledge</b> Recognise more complex melodic shapes and how to represent them using <b>staff notation</b>. Recognise the features of music from the 20<sup>th</sup> and 21<sup>st</sup> centuries – in particular film music, it's <b>composers</b> and their <b>works</b>.</p> <p><b>Disciplinary Knowledge</b> Learn and perform Nativity musical. Maintain an <b>independent part</b> in a small group when singing. Develop aural memory.</p>	<p><b>Substantive Knowledge</b> Understand the difference between <b>major and minor chords</b> Read and understand <b>tab notation</b> Recognise the features, sounds and uses of instruments in the <b>string family</b>.</p> <p><b>Disciplinary Knowledge</b> Sing and play chordal accompaniments on the ukulele. Learn to play melodies reading <b>tab notation</b>.</p>	<p><b>Substantive Knowledge</b> To understand what a rhythmic motif is and how it can be varied. To use staff notation to notate rhythmic motifs using simple time signatures. To recognise and understand what a triplet is in music</p> <p><b>Disciplinary Knowledge</b> Compose and perform a melody based on rhythmic motifs.</p>	<p><b>Substantive Knowledge</b> Sight-read simple rhythms and melodies. Recognise the notes on the keyboard.</p> <p><b>Disciplinary Knowledge</b> Use the correct hand position. Use all fingers on the right hand to play familiar melodies. Extension work to include moving hand position.</p>	<p><b>Substantive Knowledge</b> Sight-read simple rhythms and melodies. Recognise the notes on the keyboard.</p> <p><b>Disciplinary Knowledge</b> Use the correct hand position. Use all fingers on the right hand to play familiar melodies. Extension work to include moving hand position.</p>
	Next Steps	Year 5: Exploring Rhythm	Year 5: Exploring the Ukulele	Year 5: Exploring the Keyboard	Year 6: Exploring Structure	Year 6: Exploring Structure	Year :6 Exploring the Keyboard
	Enrichment /Careers	Harvest Festival	Nativity Performance	Ukulele Concert for Parents			



# Music Curriculum Map

Year 6	Unit	Exploring Structure	Exploring Vocal Music and harmony	Exploring the Keyboard	Exploring Melody	Exploring the Keyboard 2	Exploring Vocal music and music careers
	Key Concepts	Listening & Appraising Composing	Performing Music Theory	Performing	Composing Music Theory	Performing	Performing Music Theory
	Prior Learning	<b>Music Theory key concept:</b> Musical symbols in notation	<b>Year 5 Summer 1:</b> Recognising notes in the bass clef including ledger lines.	<b>Year 5 Summer</b> Sight reading in the treble clef.	<b>Music Theory key concept:</b> Simple dictation using simple note durations – crotchets, minims, semibreves	<b>Year 6 Spring 1:</b> Key signatures and scales	Filling the gaps – Make it Stick activities
	Key Knowledge	<p><b>Substantive Knowledge</b> Understand how structure is used in music (<b>Binary and ternary form</b>) Recognise the features of <b>blues music</b> and know about its origin and composers. To know the 12-bar blues structure. To know the chords of the 4-chord trick.</p> <p><b>Disciplinary Knowledge</b> Compose using binary or ternary form. Use the voice to create a beatboxing composition Play the 12-bar blues on the Ukulele. Improvise using the blues scale. Explore the 4-chord trick using ukuleles.</p>	<p><b>Substantive Knowledge</b> Recognise and write down more complex melodic shapes using <b>staff notation</b>. Develop an understanding of <b>texture</b> in music.</p> <p><b>Disciplinary Knowledge</b> Learn to maintain and <b>independent harmonic part</b> in a small group when singing. Develop aural memory. Learn and perform Nativity musical.</p>	<p><b>Substantive Knowledge</b> Sight-read more complex rhythms and melodies. Recognise the notes on the keyboard, including sharps and flats. (<b>Accidentals</b>)</p> <p><b>Disciplinary Knowledge</b> Use all of all fingers of the right hand to perform more complex melodies. Use a changing hand position. Perform with a backing track. To perform scales using simple key signatures. Extension work to include playing single-finger chords with left hand.</p>	<p><b>Substantive Knowledge</b> To dictate simple rhythms and melodies using graphic and staff notation.</p> <p><b>Disciplinary Knowledge</b> Compose melodies with planned contours Play and sing a variety of melodic shapes <b>from staff notation</b>.</p>	<p><b>Substantive Knowledge</b> Revise keyboard playing with particular emphasis on reading staff notation—especially the ability to sight-read simple melodies. To understand <b>Chordal texture</b> in music. To recognise simple key signatures,</p> <p><b>Disciplinary Knowledge</b> Perform pieces on the keyboard including a <b>single finger chord accompaniment</b> Extension work to include three-finger block chords</p>	<p><b>Substantive Knowledge</b> Sing with increased accuracy and expression, being able to control changes in dynamics and tempo. Develop aural memory. To dictate more complex rhythms and melodies using graphic and staff notation. To explore music careers and future opportunities as a musician.</p> <p><b>Disciplinary Knowledge</b> To Learn and perform <b>Leavers assembly</b>.</p>
	Next Steps	Year 6: Exploring Melody	Year 6: Exploring Vocal music and music careers	Year 6: Exploring the Keyboard 2	Year 6: Exploring Vocal music and music careers		
	Enrichment /Careers	Harvest Festival	Nativity Performance				Leavers Assembly Local musician and ex-student visits



# Music Curriculum Map

Year 7	<b>Unit</b>	<b>Building Bricks</b>	<b>Time Keeping</b>	<b>Great Classical Composers</b>
	<b>Key Concepts</b>	<p>Music Theory            Performing            Composing            Listening &amp; Appraising</p>	<p>Music Theory            Performing            Composing            Listening &amp; Appraising</p>	<p>Music Theory            Performing            Composing            Listening &amp; Appraising</p>
	<b>Prior Learning</b>	<p><b>Year 6: Exploring Melody</b>            Note values/durations table.            Notes in the space / notes on the line (stave notation).            Elements of music definitions.            Instrument orchestral families.            Notes on the piano.</p>	<p><b>Year 7: Building Bricks</b>            Build on note values/durations symbols.            Build on stave notation.            Build on elements of music definitions.            Build on notes on the piano.</p>	<p><b>Year 7: Time Keeping</b>            Build on note values/durations.            Build on stave notation.            Build on elements of music definitions.            Build on notes on the piano.            Develop understanding of new textures (monophonic)</p>
	<b>Key Knowledge</b>	<p><b>Substantive</b>            Name and define each element of music. (Music Theory, Performing and Composing / All formal elements except tonality)            Recognise and understand the different note values symbols.            Identify the notes on the treble clef.            Learn notes C, D, E, F, G on the keyboard.  <b>Disciplinary</b>            Read and perform simple rhythms (clapping).            Read and perform a simple melody line on the keyboards ('Ode to Joy').</p>	<p><b>Substantive</b>            (Music Theory, Performing / All formal elements except tonality)             Understand the definitions of beat, rhythm and duration.            Recognise and understand the different note values symbols.            Identify the notes on the treble clef more confidently.            Learn notes Middle C to high-D on the keyboard.  <b>Disciplinary</b>            Read and perform simple rhythms (clapping). (Performing / Rhythm)            Organise music into correct groupings using barlines. (Composing / Duration, Rhythm)            Identify strong and weak beats aurally. (Performing, Listening &amp; Appraising / Rhythm)            Read and perform a melody line on the keyboards which involves the hand changing position ('The Wellerman'). (Performing, / Rhythm, Pitch)</p>	<p><b>Substantive</b>            Understand the music history timeline. (Cultural Context)            Recognise how music develops during the Common Practice Era. (Cultural Context)            Learn about Bach, Mozart, Beethoven and Tchaikovsky. (Cultural Context)  <b>Disciplinary</b>            Identify key facts regarding each composer by listening to their biographies. (Cultural Context)            Read and perform a melody line on the keyboards for each composer (sight-reading skills). (Performing / rhythm, pitch, notes on the keyboard)</p>
	<b>Next Steps</b>	Year 7: Time Keeping	Year 7: Great Composers of Western Classical Music	Year 8: Folk Music



# Music Curriculum Map

Year 8	<b>Unit</b>	<b>African Drumming</b>	<b>Folk Music</b>	<b>Reggae Music</b>
	<b>Key Concepts</b>	Music Theory Performing Composing Listening & Appraising	Music Theory Performing Composing Listening & Appraising	Music Theory Performing Composing Listening & Appraising
	<b>Prior Learning</b>	<b>Year 8: Folk Music</b> Beat, duration, rhythm Call and response	<b>Year 7: Great Composers of Western Classical Music</b> Reading music notation. Notes on the piano. Time signatures. Elements of music.	<b>Year 8: Folk Music</b> Treble clef notation Bass clef notation Note values Beat, duration, rhythm Call and response Notes on the piano
	<b>Key Knowledge</b>	<b>Substantive</b> Understand the definitions of beat, rhythm and duration. Know the bass, tone and slap techniques for performing. <b>Disciplinary</b> Read and perform more complex syncopated rhythms on the djembe. Perform music within correct beat groupings. Perform strong and weak beats. Perform confidently using the djembe-specific techniques.	<b>Substantive</b> Understand the aural tradition of music and folk music's history. Learn the notes of the Pentatonic Scale on C. Consolidate knowledge of Middle C to high-D on the keyboard. <b>Disciplinary</b> Compose a melody line using the pentatonic Scale. Perform a melody line on the keyboards in the Dorian Mode which involves the hand changing position ('Scarborough Fair'). Add a left hand drone/accompaniment.	<b>Substantive</b> Understand the laid-back, relaxed feel of Reggae music. (Cultural Context / Performing) Understand how to read bass clef notation fluently. (Music Theory / Performing / pitch) Know the bassline, chords and melody lines. (Music Theory / Performing / pitch) <b>Disciplinary</b> Read and perform dotted and syncopated rhythms on the keyboard. (Music Theory / Performing / pitch, rhythm, duration)
	<b>Next Steps</b>	Year 8: Reggae Music/Year 9: Music for Special Occasions	Year 8: Reggae Music/African Drumming	Year 8: African Drumming/Year 9: Music for Special Occasions



# Music Curriculum Map

Year 9	<b>Unit</b>	<b>Music for Special Events</b>	<b>Blues Music</b>	<b>Music For Stage &amp; Screen</b>
	<b>Key Concepts</b>	Music Theory Performing Composing Listening & Appraising	Music Theory Performing Composing Listening & Appraising	Music Theory Performing Composing Listening & Appraising
	<b>Prior Learning</b>	<b>Year 8: Reggae</b> Treble clef notation Bass clef notation Note values Beat, duration, rhythm Notes on the piano	<b>Year 9: Music for Special Occasions</b> Elements of music Note values (dotted rhythms) Notes on the piano	<b>Year 9: Music for Stage &amp; Screen</b> Elements of music Note values Piano skills
	<b>Key Knowledge</b>	<p><b>Substantive</b>            Explore how the elements of music can be altered to create different moods.            Understand what a fanfare is and the difference between bugles and trumpets (valves, the harmonic scale).            Understand the maths behind dotted notes (add 50% to original note value).            Understand the requirements of a commissioned composer.</p> <p><b>Disciplinary</b>            Create music to fit a given brief and occasion.            Use the keyboards to successfully perform music with flattened note and dotted rhythms.</p>	<p><b>Substantive</b>            How elements of music can be altered to create a certain “feel”.            12 Bar Blues structure.            Walking Bass as a new accompaniment pattern.            Reading music notation.            Knowing keyboard notes.</p> <p><b>Disciplinary</b>            Improvise a melody in using notes of the Blues scale.            Play the 12 Bar Blues chords fluently.            Develop left hand proficiency by learning the “Walking Bass”.            Perform Boosey’s Blues with accurate swung rhythms.</p>	<p><b>Substantive</b>            Identifying elements of music. (Music Theory / Listening and Appraising / All elements with a greater focus on tonality)            Reading musical notation. (Music Theory / Performing / pitch)            Leitmotifs and their Classical rooting. (Cultural Context / Composing / Listening and Appraising)            Notes on the keyboard, including flats and sharps. (Music Theory / Performing / pitch)</p> <p><b>Disciplinary</b>            Composing a storyboard and leitmotif. (Composing / rhythm, pitch)            Analysing musical excerpts. (Listening and Appraising / Cultural Context)            Performing with flats/sharps and a more challenging left-hand accompaniment. (Listening and Appraising / Cultural Context)</p>
	<b>Next Steps</b>	Year 9: Blues Music	Year 9: Music For Stage & Screen	Year 10: Listening & Appraising, Understanding Music



# Music Curriculum Map

These units run simultaneously throughout each term, following the Edexcel GCSE Music syllabus.

Year 10	Unit	Composition – Free brief	Performance	Listening & Appraising: AO1-3
	Key Concepts	Music Theory Composing	Music Theory Performing	Music Theory Elements of Music
	Prior Learning	Year 9: Music for Stage & Screen Reading musical notation. Composing a storyboard and leitmotif.	Years 7 – 9: Performing An ability to perform melodies and rhythms with accuracy.	Years 7 – 9: Identifying elements of music Reading musical notation Analysing music excerpts
	Key Knowledge	<p><b>Substantive</b> An understanding of the stylistic conventions and features of Classical compositions. An understanding of basic music theory, especially harmony and chord progressions. An understanding of how the elements of music can be altered to create functional music within order. Understand basic forms of structure, particularly ternary form.</p> <p><b>Disciplinary</b> Develop compositional skills within the Classical style. Compose a diatonic melody to a given chord sequence. Compose a functional, well-balanced chord progression, with cadences. Compose a phrase successfully. Explore how to develop and extend musical ideas. Compose a solo piano piece using the ternary form structure.</p>	<p><b>Substantive</b> An understanding of how to read music notation.</p> <p><b>Disciplinary</b> Prepare one solo and one ensemble piece of Grade 3-5 standard on chosen instrument. Perform with rhythmic and pitch accuracy. Perform with expression, paying attention to dynamics, articulation and expressive markings.</p>	<p><b>Substantive</b> An understanding of the stylistic conventions of each Area of Study. An understanding of basic music theory, especially reading more complex musical notation. An understanding of how the elements of music are utilised within each set work.</p> <p><b>Disciplinary</b> Be able to analyse set works using the elements of music. Be able to discuss in depth each element of music within each set work. Be able to compare how elements of music are used across set works. Be able to identify elements of music within unfamiliar pieces. Be able to notate short melodies by ear. Be able to notate short rhythms by ear.</p>
	Next Steps	Year 11: Composition – Set brief	Year 11: Continuing performance preparation	Year 11: AOS 4 set works.



# Music Curriculum Map

These units run simultaneously throughout each term, following the Edexcel GCSE Music syllabus.

Year 11	Unit	Composition – Set brief	Performance	Listening & Appraising (Set works analysis) AOS 4 and revision
	Key Concepts	Music Theory Composing	Music Theory Performing	Music Theory Elements of Music
	Prior Learning	Year 10: Composition Free brief Reading musical notation. Composing a well-shaped melody. Composing with a functional chord sequence	Years 10: Performing An ability to perform melodies and rhythms with accuracy.	Year 10: Identifying elements of music Reading musical notation Analysing music excerpts
	Key Knowledge	<p><b>Substantive</b> An understanding of the stylistic conventions and features of Classical compositions. An understanding of basic music theory, especially harmony and chord progressions. An understanding of how the elements of music can be altered to create functional music within order. Understand basic forms of structure, particularly ternary form.</p> <p><b>Disciplinary</b> Develop compositional skills following one of the exam briefs. Compose a diatonic melody to a given chord sequence. Compose a functional, well-balanced chord progression, with cadences. Compose a phrase successfully. Explore how to develop and extend musical ideas.</p>	<p><b>Substantive</b> An understanding of how to read music notation.</p> <p><b>Disciplinary</b> Prepare one solo and one ensemble piece of Grade 3-5 standard on chosen instrument. Perform with rhythmic and pitch accuracy. Perform with expression, paying attention to dynamics, articulation and expressive markings.</p>	<p><b>Substantive</b> An understanding of the stylistic conventions of each Area of Study. An understanding of basic music theory, especially reading more complex musical notation. An understanding of how the elements of music are utilised within each set work.</p> <p><b>Disciplinary</b> Be able to analyse set works using the elements of music. Be able to discuss in depth each element of music within each set work. Be able to compare how elements of music are used across set works. Be able to identify elements of music within unfamiliar pieces. Be able to notate short melodies by ear. Be able to notate short rhythms by ear.</p>
	Next Steps	Year 12: Composition – Free brief	Year 12: Preparing A Level recital repertoire	Year 12: Analysing A Level set works



# Music Curriculum Map

These units run simultaneously throughout each term, following the Edexcel A Level Music syllabus.

Year 12	Unit	Composition – Free brief	Performance	Listening & Appraising: Three AOS (order depending on cohort)
	Key Concepts	Music Theory Composing	Music Theory Performing	Music Theory Elements of Music
	Prior Learning	GCSE: Composing two pieces, one free and one set Reading musical notation. Composing a well-shaped melody. Composing with a functional chord sequence. Developing and extending musical ideas.	GCSE: Performing Performing a solo and ensemble piece.	GCSE: Listening & Appraising Identifying elements of music Reading musical notation Analysing music excerpts Melodic and rhythmic dictation
	Key Knowledge	<p><b>Substantive</b> An understanding of the stylistic conventions and features of Classical compositions. An understanding of basic music theory, especially harmony and chord progressions. An understanding of how the elements of music can be altered to create functional music within order. Understand basic forms of structure, particularly ternary form.</p> <p><b>Disciplinary</b> Develop compositional skills within the Classical style. Compose a diatonic melody to a given chord sequence. Compose a functional, well-balanced chord progression, with cadences. Compose a phrase successfully. Explore how to develop and extend musical ideas. Compose a solo piano piece using the ternary form structure.</p>	<p><b>Substantive</b> An understanding of how to read music notation.</p> <p><b>Disciplinary</b> Prepare an 8 minute recital of Grade 7-8 standard on chosen instrument. Perform with rhythmic and pitch accuracy. Perform with expression, paying attention to dynamics, articulation and expressive markings.</p>	<p><b>Substantive</b> An understanding of the stylistic conventions of each Area of Study. An understanding of basic music theory, especially reading more complex musical notation. An understanding of how the elements of music are utilised within each set work.</p> <p><b>Disciplinary</b> Be able to analyse set works using the elements of music. Be able to discuss in depth each element of music within each set work. Be able to compare how elements of music are used across set works. Be able to identify elements of music within unfamiliar pieces. Be able to notate short melodies by ear. Be able to notate short rhythms by ear.</p>
	Next Steps	Year 13: Composition – finish composition, begin Bach Chorales.	Year 13: Continuing performance preparation.	Year 13: Remaining set works.



# Music Curriculum Map

These units run simultaneously throughout each term, following the Edexcel A Level Music syllabus.

Year 13	Unit	Composition – Set brief	Performance	Listening & Appraising: remaining AOS, dictation and revision
	Key Concepts	Music Theory Composing	Music Theory Performing	Music Theory Elements of Music
	Prior Learning	Year 12: Composition Free brief Reading musical notation. Composing a storyboard and leitmotif.	Years 12: Performing An ability to perform melodies and rhythms with accuracy.	Year 12: Listening & Appraising Identifying elements of music Reading musical notation Analysing music excerpts Dictation
	Key Knowledge	<p><b>Substantive</b> An understanding of the stylistic conventions and features of different composition genres. An understanding of music theory, especially harmony and chord progressions. An understanding of how the elements of music can be altered to create functional music within order. Understand basic forms of structure, particularly ternary form.</p> <p><b>Disciplinary</b> Develop compositional skills following one of the exam briefs. Compose a diatonic melody to a given chord sequence. Compose a functional, well-balanced chord progression, with cadences. Compose a phrase successfully. Explore how to develop and extend musical ideas.</p>	<p><b>Substantive</b> An understanding of how to read music notation.</p> <p><b>Disciplinary</b> Prepare 8 minutes of Grade 7-8 standard on chosen instrument. Perform with rhythmic and pitch accuracy. Perform with expression, paying attention to dynamics, articulation and expressive markings.</p>	<p><b>Substantive</b> An understanding of the stylistic conventions of each Area of Study. An understanding of basic music theory, especially reading more complex musical notation. An understanding of how the elements of music are utilised within each set work.</p> <p><b>Disciplinary</b> Be able to analyse set works using the elements of music. Be able to discuss in depth each element of music within each set work. Be able to compare how elements of music are used across set works. Be able to identify elements of music within unfamiliar pieces. Be able to notate short melodies by ear. Be able to notate short rhythms by ear.</p>
	Next Steps			