



Palfrey Junior School Music Curriculum Map

Palfrey Junior school follows the National curriculum Key Stage 2 Programme of Study through the Charanga scheme.

Key stage 2 Programme of Study

Pupils should be taught to sing and play musically with increasing confidence and control.

They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and 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
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Year 3 Unit Overview

Units	Ongoing Learning	Specific focus
Autumn 1: Let Your Spirit Fly	<p>Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music. Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> ● Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol. ● Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. ● Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol. ● Improvisation - option after Step 3 - continue to explore and create your own responses, melodies and rhythms. ● Composition - option after Step 4 - continue to create your own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol. <p>Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p>RnB. Singing in two parts. Mixed styles:</p> <ul style="list-style-type: none"> ● Let Your Spirit Fly by Joanna Mangona (RnB) ● Please choose your own song/piece here ● Colonel Bogey March by Kenneth Alford (Film) ● <p>Consider Yourself from the musical ‘Oliver!’ (Musicals)</p> <ul style="list-style-type: none"> ● Ain’t No Mountain High Enough by Marvin Gaye (Motown) ● You’re The First, The Last, My Everything by Barry White (Soul)
Autumn 2: Glockenspiel Stage 1	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> ● Games ● Singing ● Playing <p>Perform/Share</p>	<p>Playing the glockenspiel. The language of music.</p>

<p>Spring 1: Three Little Birds</p>	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities</p> <ul style="list-style-type: none"> ● Games ● Singing ● Playing ● Improvisation ● Composition <p>Perform/Share</p>	<p>Reggae and Bob Marley.</p> <p>Reggae music:</p> <ul style="list-style-type: none"> ● Three Little Birds by Bob Marley ● 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
<p>Spring 2: The Dragon Song</p>	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities</p> <ul style="list-style-type: none"> ● Games ● Singing ● Playing ● Improvisation ● Composition <p>Perform/Share</p>	<p>Singing in two parts.</p> <p>Music from around the world:</p> <ul style="list-style-type: none"> ● The Dragon Song by Joanna Mangona and Pete Readman ● Birdsong - Chinese Folk Music ● Vaishnava Java - A Hindu Song ● A Turkish Traditional Tune ● Aitutaki Drum Dance from Polynesia ● Zebaidir Song from Sudan
<p>Summer 1: Bringing Us Together</p>	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities</p> <ul style="list-style-type: none"> ● Games ● Singing ● Playing ● Improvisation ● Composition <p>Perform/Share</p>	<p>Disco music:</p> <ul style="list-style-type: none"> ● Bringing Us Together by Joanna Mangona and Pete Readman ● 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 Roy

Summer 2: Reflect, Rewind and Replay	Listen & Appraise (descriptions for all strands & above) Musical Activities: <ul style="list-style-type: none">● Games● Singing● Playing● Improvisation● Composition Perform/Share	Revision and deciding what to perform. Listen to Western Classical Music. The language of music.
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Year 3 Mapping

Strand	NC	Expectations for end of Lower KS2	Learning overview
Listen & Appraise	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	The children will understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussion using more accurate musical language	<p>Encourage the children to have fun and to enjoy listening to different styles of music. They will begin to recognise these basic style indicators.</p> <p>Styles include: RnB, Rock, Reggae, Pop, Film/Classical, Musical, Motown, Soul, Disco, Funk, Hip Hop, Big Band Jazz.</p> <ul style="list-style-type: none"> ● Work with the children using movement to find/feel the pulse together and begin to understand/feel what pulse is/does/means etc. ● Continue to identify musical instruments. ● Talk about the music and how it makes us feel. Continue to encourage discussion and creative response. Try to use accurate musical language during discussion and when describing feelings. ● The purpose of the song and context within history. ● Discuss and understand how other simple dimensions of music fit with each other and in the music. ● Discuss and understand how other simple dimensions of music fit with each other and in the music.
Musical Activities a. Games b. Singing c. Playing d. Improvisation e. Composition	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, use technology appropriately and	Children will be taught to <ul style="list-style-type: none"> ● Use their voices expressively and creatively by singing songs and speaking chants and rhymes. ● Play tuned and un-tuned instruments musically. 	<ol style="list-style-type: none"> a. Games: Continue to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games. b. Singing: Continue to sing songs/raps together in a group/ensemble. c. Playing Instruments: Use glocks, recorders or band instruments if appropriate. Learn to play together in a band or ensemble. d. Improvisation: Continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is

	<p>have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>	<ul style="list-style-type: none"> ● Listen with concentration and understanding to a range of high-quality live and recorded music. ● Experiment with, create, select and combine sounds using the interrelated dimensions of Music. 	<p>not written down or notated. If written down in any way or recorded, it becomes a composition.</p> <p>e. Composition: Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way</p>
Perform and Share	<p>Perform, understand and explore how music is created, produced and communicated.</p>	<p>Children will be taught to:</p> <ul style="list-style-type: none"> ● use their voices expressively and creatively by singing songs and speaking chants and rhymes. ● play tuned and un-tuned instruments musically. 	<p>Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance.</p> <ul style="list-style-type: none"> ● Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence. ● Do all of this in front of an audience with more understanding of their needs. ● Learn about performance and building confidence. ● Understand about practice. ● Record your performance and learn from watching it back if possible.

Year 4 Unit Overview

Unit	Ongoing Learning	Specific focus
Autumn 1: Mamma Mia	<p>other dimensions of music.</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> ● Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol. ● Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. ● Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol. ● Improvisation - option after Step 3 - continue to explore and create your own responses melodies and rhythms. ● Composition - option after Step 4 - continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol. <p>Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together</p>	<p>ABBA's music:</p> <ul style="list-style-type: none"> ● Mamma Mia by ABBA ● Dancing Queen by ABBA ● The Winner Takes It All by ABBA ● Waterloo by ABBA ● Super Trouper by ABBA ● Thank You For The Music by ABBA
Autumn 2: Glockenspiel Stage 2	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> ● Games 	<p>Playing the glockenspiel. The language of music</p>

	<ul style="list-style-type: none"> ● Singing ● Playing Perform/Share	
Spring 1: Stop!	Listen & Appraise (descriptions for all strands as above) Musical Activities: <ul style="list-style-type: none"> ● Games ● Singing ● Playing Perform/Share	Grime, Writing lyrics. Mixed styles: <ul style="list-style-type: none"> ● Stop! By joanna mangona (Grime) ● Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) ● Radetzky March by Strauss (Classical) ● Ho Gaya Sharabi by Panjabi MC (Bhangra and Hip Hop) ● Libertango by Astor Piazzolla (Tango) ● Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)
Spring 2: Lean On Me	Listen & Appraise (descriptions for all strands as above) Musical Activities: <ul style="list-style-type: none"> ● Games ● Singing ● Playing Perform/Share	Gospel/links to Religious music: <ul style="list-style-type: none"> ● Lean On Me by Bill Withers (Soul) ● Lean On Me by The ACM Gospel Choir (Gospel) ● Shackles by Mary Mary (Gospel) ● Amazing Grace by Elvis Presley (Gospel) ● Ode To Joy Symphony No 9 by Beethoven (Romantic - Western Classical) ● He Still Loves Me by Walter Williams and Beyoncé (Gospel)
Summer 1: Blackbird	Listen & Appraise (descriptions for all strands as above) Musical Activities: <ul style="list-style-type: none"> ● Games ● Singing ● Playing Perform/Share	The Beatles and the development of pop music The Civil Rights Movement. The Beatles songs: <ul style="list-style-type: none"> ● Blackbird by The Beatles ● Yellow Submarine by The Beatles ● Hey Jude by The Beatles ● Can't Buy Me Love by The Beatles ● Yesterday by The Beatles ● Let It Be by The Beatles

Summer 2: Reflect, Rewind and Replay	Listen & Appraise (descriptions for all strands & above) Musical Activities: <ul style="list-style-type: none">● Games● Singing● Playing Perform/Share	Revision and deciding what to perform. Listen to Western Classical Music. The language of music.
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Year 4 Mapping

Strand	NC	Expectations for end of Lower KS2	Learning overview
Listen & Appraise	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	The children will understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussion using more accurate musical language	<p>indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</p> <p>Styles include: ABBA, Grime, Beatles, Gospel, Classical Romantic, Tango, Hip Hop, Early Classical Music, 20th Century Contemporary Classical Music.</p> <ul style="list-style-type: none"> ● Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc. ● They will continue to recognise the sound of the musical instruments used and basic musical structure. ● The children will continue to recognise basic style indicators and continue to recognise different

			<p>instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</p> <ul style="list-style-type: none"> ● The purpose of the song and context within history. ● Continue to deepen their understanding of the dimensions of music and how they fit into music. <p>Perhaps the children will give specific reference to musical dimensions: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, timbre, structure.</p>
<p>Musical Activities</p> <p>a. Games</p> <p>b. Singing</p> <p>c. Playing</p> <p>d. Improvisation e. Composition</p>	<p>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, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music</p>	<p>Children will be taught to</p> <ul style="list-style-type: none"> ● Use their voices expressively and creatively by singing songs and speaking chants and rhymes. ● Play tuned and un-tuned instruments musically. ● Listen with concentration and 	<p>Within the context of the song being learnt, the children will continue to embed the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Through fun, repetition and the song they are learning:</p>

	<p>is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>	<p>understanding to a range of high-quality live and recorded music.</p> <ul style="list-style-type: none"> ● Experiment with, create, select and combine sounds using the interrelated dimensions of Music. 	<ul style="list-style-type: none"> ● Pulse - a steady beat. ● Rhythm - copy simple patterns and see how they work with pulse. ● Pitch - what it is, to copy it and to warm up their voices. ● Progress through the differentiated Bronze, Silver and Gold Challenges. ● Rhythm copy back - progress from teacher to pupil-led games. ● Pitch copy back - using voices then instruments; one or two notes dependent on ability and song. ● Build on the understanding that pulse is the foundation of music upon which the other dimensions are built. ● Understand in greater depth how the other dimensions of music are sprinkled through songs and pieces of music.
<p>Perform and Share</p>	<p>Perform, understand and explore how music is created, produced and communicated.</p>	<p>Children will be taught to: ● use their voices expressively and creatively by</p>	<p>Continue to perform together with confidence in an ensemble/band with an</p>

		<p>singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> ● play tuned and un-tuned instruments musically. 	<p>increasing understanding of how to improve your performance.</p> <ul style="list-style-type: none"> ● Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence. <p>Do all of this in front of an audience with more understanding of their needs.</p> <ul style="list-style-type: none"> ● Learn about performance skills and building confidence.
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Year 5 Overview

Units	Ongoing Learning	Specific focus
<p>Autumn 1: Livin' On A Pray</p>	<p>In greater depth and with increasing confidence:</p> <p>Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> ● Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol. ● Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. ● Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. ● Improvisation - option after Step 3 - explore and create your own responses, melodies and rhythms. ● Composition - option after Step 4 - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. 	<p>Rock anthems:</p> <ul style="list-style-type: none"> ● 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

	<p>Perform/Share - work together in a group/band/ensemble and perform to each other and an audience.</p> <p>Discuss/respect/improve your work together.</p>	
<p>Autumn 2: Classroom Jazz 1</p>	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> ● Playing ● Improvisation <p>Perform/Share</p>	<p>Jazz and improvisation.</p>
<p>Spring 1: Make You Feel My Love</p>	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities</p> <ul style="list-style-type: none"> ● Games ● Singing ● Playing ● Improvisation ● Composition <p>Perform/Share</p>	<p>Pop ballads:</p> <ul style="list-style-type: none"> ● Make You Feel My Love by Bob Dylan - Adele version ● Make You Feel My Love - Bob Dylan version ● So Amazing by Luther Vandross ● Hello by Lionel Richie ● The Way You Look Tonight by Jerome Kern ● Love Me Tender by Elvis Presley
<p>Spring 2: Fresh Prince of Bel-Air</p>	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities</p> <ul style="list-style-type: none"> ● Games ● Singing ● Playing ● Improvisation ● Composition <p>Perform/Share</p>	<p>Old School Hip Hop:</p> <ul style="list-style-type: none"> ● Fresh Prince Of Bel-Air by Will Smith ● Me, Myself And I by De La Soul ● Ready Or Not by The Fugees ● Rapper's Delight by The Sugarhill Gang ● U Can't Touch This by MC Hammer ● It's Like That by Run DMC
<p>Summer 1: Dancing In The Street</p>	<p>Listen & Appraise (descriptions for all strands as above)</p>	<p>Motown:</p> <ul style="list-style-type: none"> ● Dancing In The Street by Martha And The Vandellas

	<p>Musical Activities</p> <ul style="list-style-type: none"> ● Games ● Singing ● Playing ● Improvisation ● Composition <p>Perform/Share</p>	<ul style="list-style-type: none"> ● 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 Mountain High Enough by Marvin Gaye and Tammi Terrell ● You Are The Sunshine Of My Life by Stevie Wonder ● The Tracks Of My Tears by Smokey Robinson And The Miracles
<p>Summer 2: Reflect, Rewind and Replay</p>	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> ● Games ● Singing ● Playing ● Improvisation ● Composition <p>Perform/Share</p>	<p>Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>

Year 5 Mapping

Strand	NC	Expectations for end of Upper KS2	Learning overview
Listen & Appraise	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.	The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.	<p>The children will continue to recognise features of key musical styles and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</p> <p>Styles include: Pop, Motown, Country, A Capella Music, 80s Rock, Funk, The Beatles, Latin, Early Classical Music, 20th Century Classical Music, Contemporary Classical Music.</p> <ul style="list-style-type: none"> ● When listening to the music, find and internalise the pulse using movement. ● Listen with security and confidently recognise/identify different style indicators and

			<p>different instruments and their sounds.</p> <ul style="list-style-type: none"> ● Use correct musical language consistently to describe the music you are listening to and your feelings towards it. ● Listen, comment on and discuss with confidence, ideas together as a group. ● Discuss other dimensions of music and how they fit into the music you are listening to.
<p>Musical Activities</p> <p>a. Games</p> <p>b. Singing</p> <p>c. Playing</p> <p>d. Improvisation</p> <p>e. Composition</p>	<p>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, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p>Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture,</p>	<p>Children will be taught to:</p> <ul style="list-style-type: none"> ● Improvise and compose music for a range of purposes using the interrelated dimensions of music. ● Listen with attention to detail and recall sounds with increasing aural memory. ● Use and understand staff and other musical notations. ● Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	<p>a. Games: Games and Flexible Games. The children will have an understanding of how pulse, rhythm and pitch work together to create music through Warm-up Games.</p> <p>b. Singing: Understand more about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.</p> <p>c. Playing Instruments: Use glocks, recorders or band instruments. Play together with confidence and understanding in a band or ensemble.</p>

	structure and appropriate musical notations.		<p>d. Improvisation: Know and understand that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.</p> <p>e. Composition: Know and understand that composition is creating your own melody within given boundaries. It can be notated or recorded in some way</p>
Perform/Share	<p>Perform, understand and explore how music is created, produced and communicated.</p> <p>Have the opportunity to progress to the next level of musical excellence.</p>	<p>Children will be taught to:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	<ul style="list-style-type: none"> • Work together as part of an ensemble / band, adding some direction and ideas. Demonstrate musical quality eg clear starts, ends of pieces / phrases, technical accuracy etc. • Play tuned and/or un-tuned instruments with further control and rhythmic accuracy and with realised progression. Improvise and play back compositions using more

			<p>complex patterns condently as part of a Performance</p> <ul style="list-style-type: none"> • Practise, rehearse and present performances with more understanding and awareness of an audience <p>and their needs. Understand that performance can influence how music is presented. Communicate ideas, thoughts and feelings through musical demonstration, language and movement, and other art forms, giving simple justifications of reasons for responses.</p> <ul style="list-style-type: none"> • Watch a recording and/or discuss the performance. Offer constructive comments about own and others' • work and ways to improve; accept feedback and suggestions from others
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Year 6 Overview

Units	Ongoing Learning	Specific focus
<p>Autumn 1: Happy</p>	<p>In greater depth and with confidence: Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss all dimensions of music. Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> ● Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol. ● Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. ● Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. ● Improvisation - create your own responses, melodies and rhythms. ● Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. 	<p>Music that makes you happy!</p> <ul style="list-style-type: none"> ● Happy by Pharrell Williams ● Top Of The World by The Carpenters ● Don't Worry, Be Happy by Bobby McFerrin ● Walking On Sunshine by Katrina And The Waves ● When You're Smiling by Frank Sinatra ● Love Will Save The Day by Brendan Reilly

	<p>Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience.</p> <p>Discuss/respect/improve your work together.</p>	
<p>Autumn 2: Classroom Jazz 2</p>	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> ● Playing ● Improvisation ● Composition <p>Perform/Share</p>	<p>Jazz and improvisation.</p>
<p>Spring 1: A New Year Carol</p>	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> ● Games ● Singing <p>Perform/Share</p>	<p>Benjamin Britten's music.</p>
<p>Summer 1: You've Got A Friend</p>	<p>Listen & Appraise (descriptions for all strands as above).</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> ● Games ● Singing ● Playing ● Improvisation ● Composition <p>Perform/Share</p>	<p>Carole King's music - her life as a composer.</p> <p>Friendship:</p> <ul style="list-style-type: none"> ● You've Got A Friend by Carole King ● The Loco-Motion sung by Little Eva, written by Carole King ● One Fine Day sung by The Chiffons, written by Carole King ● Up On The Roof sung by The Drifters, written by Carole King ● Will You Still Love Me Tomorrow by Carole King

		<ul style="list-style-type: none"> ● (You Make Me Feel Like) A Natural Woman) by Carole King
<p>Summer 2: Reflect, Rewind and Replay</p>	<p>Listen & Appraise (descriptions as above). Musical Activities:</p> <ul style="list-style-type: none"> ● Games ● Singing ● Playing ● Improvisation ● Composition <p>Perform/Share</p>	<p>Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>

Year 6 mapping

Strand	NC	Expectations for end of Upper KS2	Learning overview
Listen & Appraise	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.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. <ul style="list-style-type: none"> ● Develop an understanding of the history of music 	21st Century Classical Music, Electronic Music, Turntables, Jazz, the music of Benjamin Britten, Rock music, the music of Carole King, Early Classical Music, 20th Century Contemporary Classical Music. <ul style="list-style-type: none"> ● When listening to the music, find and internalise the pulse using movement confidently and independently. Understand the pulse and its role as the foundation of music. ● Listen with security/confidently recognise/identify different style indicators and different instruments and their sounds. ● Use correct musical language to confidently describe the music you are listening to and your feelings towards it. ● Listen, comment on and discuss with confidence, ideas

			<p>together as a group.</p> <ul style="list-style-type: none"> ● Appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to.
<p>Musical Activities:</p> <p>a. Games</p> <p>b. Singing</p> <p>c. Playing</p> <p>d. Improvisation</p> <p>e. Composition</p>	<p>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, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p>Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>	<ul style="list-style-type: none"> ● Improvise and compose music for a range of purposes using the interrelated dimensions of music. ● Listen with attention to detail and recall sounds with increasing aural memory. ● Use and understand staff and other musical notations. ● Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<p>Games: Games and Flexible Games. A deeper understanding of how pulse, rhythm and pitch work together to create music through Warm-up Games.</p> <p>b. Singing: Understand with greater depth about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.</p> <p>c. Playing Instruments: Use glocks, recorders or band instruments. Play together with more confidence and deeper understanding in a band or ensemble.</p> <p>d. Improvisation: Understand with greater depth that when you make up your own tune or</p>

			<p>rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated.</p> <p>If written down in any way or recorded, it becomes composition.</p> <p>e. Composition: Understand with greater depth that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.</p>
Perform and Share	<p>Perform, understand and explore how music is created, produced and communicated.</p> <p>Have the opportunity to progress to the next level of musical excellence.</p>	<p>Children will be taught to:</p> <ul style="list-style-type: none"> ● Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	<p>With a greater depth of understanding:</p> <ul style="list-style-type: none"> ● Continue to perform together in an ensemble/band with an increasing understanding of how to improve your performance musically. ● Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy. ● Do all of this in front of an audience with more understanding of their needs.

			<ul style="list-style-type: none">● Communicate ideas, thoughts and feelings through the performance.● Understand about practice related to performance outcomes.● Record your performance and learn from watching it back. Respond to feedback and offer positive comment
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