



Music Unit Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R Consistent learning over the year	<p>Cohort specific so throughout the year: Explore and engage in music making. Plays a given instrument to a given beat. To listen attentively, move to and talk about music, expressing feelings and responses. Understand emotion through music and identify if music is 'happy', 'scary' or 'sad'. Sing in groups or independently, increasingly matching the pitch and following the melody. Begin to write own compositions using symbols, pictures or patters. Selects on instruments and plays them in time to music. Knows how to use a wide variety of instruments. Beginning to write own compositions using symbols, pictures or patters. Selects own instruments and plays them in time to music. Start to enjoy and have fun performing. Choose a song/songs to perform. Perform solo or in groups. Copies basic actions. To watch and talk about performance art, expressing feelings and responses.</p>					
R Consistent learning over the year	<p>Explore and engage in music making. To listen attentively, move to and talk about music, expressing feelings and responses. Sing in groups or independently, increasingly matching the pitch and following the melody Begin to write own symbols for notation Selects on instruments and plays them in time to music. Can change the tempo and dynamics while playing. Beginning to write own compositions using symbols, pictures or patters. Start to enjoy preforming.</p>					
1	Introducing beat	Adding Rhythm and pitch	Introducing Tempo and dynamics	Combing pulse, rhythm and pitch	Having fun with improvisation	Explore sound and create a story
1 Consistent learning over the year	<p>Find and keep a steady beat together. Begin to understand about different styles of music. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. Begin to understand where the music fits in the world. Begin to understand about different styles of music. In groups, sing, rap, rhyme, chant and use spoken word. Sing songs from memory.</p>					

	<p>Explore ways of representing high and low and long and short sounds using symbols</p> <p>Learning to play the recorder</p> <p>Improvisation with a group</p> <p>Teacher led: Create musical sound effects and short sequences of sounds in response to music and video stimulus.</p> <p>Enjoy performing to a well know audience</p>					
2	Exploring Simple Patterns	Focus on Dynamics and Tempo	Exploring Feelings Through Music	Inventing a Musical Story	Music that makes you dance	Exploring improvisation
2 Consistent learning over the year	<p>Independently, Find and keep a steady beat.</p> <p>Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.</p> <p>Start to talk about where music might fit into the world.</p> <p>Sing as part of a choir. Sing songs from memory and/or from notation. Sing in unison and sometimes in parts, and with more pitching accuracy. Understand and follow the leader or conductor</p> <p>Explore ways of representing high and low and long and short sounds using symbols</p> <p>Learning to play the recorder</p> <p>Improvisation with a partner</p> <p>Teacher led/in groups: Create musical sound effects and short sequences of sounds in response to music and video stimulus.</p> <p>Student led: Create a story, choosing and playing classroom instruments.</p> <p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p>					
3	Developing notation skills	Enjoying improvisation	Composing using your imagination	Sharing musical experiences	Learning more about musical styles	Recognising different sounds
3 Consistent learning over the year	<p>With support, In the time signatures of: 2/4, 3/4 and 4/4.</p> <p>Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers, and their rests, by ear or from notation.</p> <p>Identify if it's a male or female voice singing the song. Talk about the style of the music.</p> <p>Sing as part of a choir and sing a widening range of unison songs, of varying styles and structures</p> <p>Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations (teacher led)</p> <p>Learning to play the glockenspiel</p> <p>Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in wholeclass/group/ individual /instrumental teaching), inventing short 'on-the-spot' responses</p> <p>: Create music and/or sound effects in response to music and video stimulus.</p> <p>Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</p> <p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p>					

4	Interesting time signatures	Combining elements to make music	Developing pile and groove through improvisation	Creating simple melodies together	Connecting notes and feelings	Purpose, identify and expression in music
4 Consistent learning over the year	<p>With support, In the time signatures of: 2/4, 3/4 and 4/4.</p> <p>Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. Know and understand what a musical introduction is and its purpose. Recognise different styles and their features.</p> <p>Rehearse and learn songs from memory and/or with notation. Sing in different time signatures: 2/4, 3/4 and 4/4. Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture. Demonstrate vowel sounds, blended sounds and consonants</p> <p>Independently, explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:</p> <p>C, D, E, F, G, A, B F, G, A, B \flat, C G, A, B, C, D, E, F\sharp D, E, F\sharp, G, A, B, C</p> <p>Learning to play the ukuleles</p> <p>Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p>Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.</p> <p>Perform, with confidence, a song from memory or using notation</p>					
5	Getting started with music tech	Emotions and musical styles	Exploring key and time signatures	Introducing cords	Words, meaning and expression	Identifying important musical elements
5 Consistent learning over the year	<p>Independently, In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Recognise different styles and their features. Explain the role of a main theme in musical structure. Know and understand what a musical introduction is and its purpose.</p> <p>Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing in unison and parts, and as part of a smaller group. Sing 'on pitch' and 'in time'. Sing a second part in a song and develop confidence as a soloist. Self-correct if lost or out of time.</p>					

	<p>Independently, explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B \flat, C, D, E G, A, B, C, D, E, F\sharp C, G, A \flat, B \flat G, G\sharp, A, B \flat, C D, E, F, G, A, B, C E \flat, F, G, A \flat, B \flat, C, D \flat</p> <p>Learning to play the glockenspiel</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>Independently, Create music in response to music and video stimulus.</p> <p>Independently, start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience.</p>					
6	Developing melodic phrases	Understanding structure and form	Gaining confidence through performance.	Exploring notation further	Using chords and structure	Respecting each other through composition
6 Consistent learning over the year	<p>Independently, In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Explain the role of a main theme in musical structure. Know and understand what a musical introduction and recognise different styles and their features.</p> <p>Rehearse and learn songs from memory and/or with notation. Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance.</p> <p>Independently, explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B \flat, C, D, E F, G, A \flat, B \flat, C, D, E \flat G, A, B \flat, C, D, E, F G, A, B, C, D, E, F\sharp D, E, F, G, A D, E, F\sharp, A, B, C\sharp E, F\sharp, G, G\sharp, A, B, C, C\sharp E \flat, F, G, A \flat, B \flat, C, D</p> <p>Learning to play the glockenspiel</p> <p>Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.</p>					

	<p>Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest</p> <p>Student led: Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts. Perform from memory or with notation.</p>
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