St Margaret's Music Curriculum Map and Vocabulary

As part of weekly singing assemblies, singing in termly Eucharists and rehearsing and performing in annual nativity plays and KS2 Christmas concerts, children:

- listen attentively, move to and talk about music, expressing their feelings and responses (EYFS)
- sing in a group or on their own, increasingly matching the pitch and following the melody (EYFS)
- listen with concentration and understanding to a range of high-quality live and recorded music (KS1)
- use their voices expressively and creatively by singing songs and speaking chants and rhymes (KS1)
- perform in ensemble contexts, using their voices with increasing accuracy, fluency, control and expression (KS2)
- listen with attention to detail and recall sounds with increasing aural memory (KS2)
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (KS2)
- develop an understanding of the history of music (KS2)

During weekly singing assemblies, the Music lead will:

- play a range of songs, live or pre-recorded, from a variety of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- refer to the 7 inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture and structure
- explain each song in the context of the history of music, referring to cultural influences and other relevant aspects of the music/genre

Year 1

	Aut 1	Spr 1	Spr 1	Spr 2	Sum 1	Sum 2
	Pulse and Rhythm **Theme: All About Me**		**Timbre and rhythmic patterns** **Theme: Fairytales**		**Pitch and tempo (Superheroes)**	

End of term objectives	Pupils who are secure will be able to: • Clap the rhythm of their name • Clap in time to music • Sing the overall shape of a melody • Play in time to music • Copy and create rhythms based on word patterns • Play on the pulse		Pupils who are secure will be able to: • Chant the well-known phrase, "I'll huff…" • Make changes to their voices to represent a character. • Choose a suitable sound to represent a specific point in a story. • Play a rhythmic pattern along with their spoken words. • Identify and hold up the correct sign to correspond to some music. • Play/chant along with the elements of a story with prompting from the teacher.		Pupils who are secure will be able to: • Explain what pitch means. • Identify whether a note is higher or lower. • Create a pattern using two pitches, then play or sing it. • Explain what tempo means. • Identify simple tempo changes in music. • Perform a pattern that gradually gets faster (accelerando). • Contribute to a group composition and performance by creating, selecting, combining and performing sounds. • Suggest improvements to their work.	

Vocabulary	• rhythm • pulse		• timbre • pulse • rhythm • syllables • strings • timpani • oboe • clarinet • bassoon • french horn • flute		• accelerando • high pitched • low pitch • perform • performance • pitch • pitch pattern • tempo	

Year 2

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Orchestral Instruments Theme: Traditional Western Stories		**Dynamics, timbre, tempo and motif – Theme Space Rockets**			**On the Island – British Songs and Sounds**
End of term objectives	Pupils who are **secure** will be able to: • Make plausible descriptions of the music. • Identify a few instruments and the sounds of different	•	Pupils who are **secure** will be able to: • Use their voice to create a variety of sounds. • Use dynamics to			Pupils who are secure will be able to: • Sing, play and follow instructions to perform as a group. • Describe music using

	sections of the orchestra. • Explain what is happening in the music using language relating to emotion. • Create a piece of music with some appropriate tempo, dynamic and timbre changes. • Suggest appropriate musical timbres for each of the characters and tempo changes for the actions. • Perform confidently using appropriate instrumental sounds. •		create atmosphere. • Correctly identify some instruments and changes in dynamics in a piece. • Explain how the same instrument can have many different sounds. • Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre. • Successfully create and play a motif. • Notate and write down their motif in some form.			simple musical vocabulary. • Explore multiple ways of making the same sound. • Represent the same sound in different ways. • Describe how they have adapted a sound using musical vocabulary. • Contribute musically to a final performance. • Create a piece that clearly represents a particular environment. • Extend a piece of music so that it represents three distinct environments
Vocabulary	• orchestra • instruments • strings		• soundscape • timbre			• composition • duration • dynamics

	• woodwind • brass • percussion • vocals • sound effect • timbre • dynamics • tempo		• dynamics • tempo • motif			• inspiration • pitch • structure • tempo • texture • timbre

Year 3

	Aut 1	Aut 2	Spr 1 or Spr 2	Spr 2	Sum 1	Sum 2
		Creating compositions in response to an animation (Theme: Mountains)	**Traditional instruments and improvisation (Theme: India)**		**Adapting and transposing – Romans (Year 4)**	
End of term objectives		Pupils who are secure will be able to: • Verbalise how the music makes them feel. • Create actions or movements appropriate to each section of a piece of music. • Play in time and with an awareness of other pupils' parts, giving	Pupils who are **secure** will be able to: • Verbalise feelings about music and identify likes and dislikes. • Read musical notation and play the correct notes of the rag. • Improvise along to a drone and tal.		Pupils who are **secure** will be able to: • Learn a new song, singing in time and in tune while following the lyrics. • Identify motifs aurally and play a repeated pattern on a tuned instrument. • Create and	

			some thought to dynamics. • Play melodies and rhythms which represent the section of animation they are accompanying.	• Play a rag and a tal accurately alongside a drone. • Sing accurately from musical notation and lyrics. • Sing and play in time with others with some degree of accuracy and awareness of each other's parts.		performing a motif, notating it with reasonable accuracy. • Transpose their motif, using sharp or flat notes where necessary and change the rhythm. • Combine different versions of a musical motif and perform as a group using musical notation	
National Curriculum Music objectives			• influence • listen • dynamics • timbre • pitch • repeated rhythm • pattern • notation • ensemble	• Bollywood • drone • dynamics • notation • rag • sitar • tabla • tanpura • tala • tempo		• backing track • bass line • beat • call and response • compose • crotchet • dotted minim	

		• compose			• flats • graphic notation • in-time • in-tune • key • key signature • loop • lyrics • minim • motif • notation • ostinato • pitch • quavers • repeating patterns • repetition • rhythm • rhythmic notation • riff • semibreve • sharps • tempo • transpose • tuned instrument • vocal warm-ups	

Year 4

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
		Changes in pitch, tempo and dynamics: Theme: Rivers	**Haiku, music and performance (Theme: Hanami festival) – linked to Spring flowers in Britain link**			**Samba and Carnival sounds and instruments (Theme: South America) – comparing locations**
End of term objectives		Pupils who are **secure** will be able to: • Sing in tune and in harmony with others, with developing breath control. • Explain how a piece of music makes them feel with some use of musical terminology. • Perform a vocal ostinato in time. • Listen to other members of their group as they perform. • Create an ostinato and represent it on paper so that they can remember it.	Pupils who are **secure** will be able to: • Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. • Recognise, name and describe the effect of the interrelated dimensions of music. • Select instruments and sounds which match their vocabulary. • Work as a group to create a piece of music. • Perform a piece of music as part of a group.			Pupils who are **secure** will be able to: • Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. • Clap on the off-beat (the and of each beat) and be able to play a syncopated rhythm. • Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time

						with the rest of the class). • Play their break in time with the rest of their group and play in the correct place in the piece.
National Curriculum Music objectives		• a cappella • breathing • dynamics • harmony • listen • texture • tempo • ostinato • percussion • layer	• Hanami • cherry blossom • pitch • sound • glissando • pizzicato • composer • composition • col legno • haiku • syllables • melody • dynamics • tempo			• agogo • bateria • caixa • carnival • chocalho • composition • crescendo • cowbell • dynamics • ensemble • features • ganza • influenced • metronome • off-beat • percussion • pulse • repique • rhythm • rhythmic break • samba

						• samba breaks • structure • surdo • syncopated rhythms • tamborim • texture • unison • untuned percussion

Year 5

	Aut 1	Aut 2	Spr 1 or Spr 2	Spr 2	Sum 1	Sum 2
		Looping and remixing (making their own song about flying/hot air balloon)	**Composition to represent the festival of colour Theme: Holi festival**		**Musical theatre (linked to performing at Tudor Banquet)**	Whole-school Creative Day - TBC
End of term objectives		Pupils who are secure will be able to: • Perform a looped body percussion rhythm; keeping in time with their group. • Use loops to create a whole piece of music, ensuring that	Pupils who are secure will be able to: Suggest a colour to match a piece of music. • Create a graphic score and describe how this matches the general structure of a piece of music. • Create a vocal composition in		Pupils who are **secure** will be able to: • Explain what musical theatre is and be able to recall at least three features of this kind of music. • Categorise songs as action	

		the different aspects of music work together. • Play the first section of 'Somewhere Over the Rainbow' with accuracy. • Choose a suitable fragment of music and be able to play it along to the backbeat. • Perform a piece with some structure and two different loops.	response to a picture and justify their choices using musical terms. • Create a vocal composition in response to a colour. • Record their compositions in written form. • Work as a group to perform a piece of music.		songs or character songs. • Select appropriate existing music for their scene to tell the story of a journey. • Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.	
National Curriculum Music objectives		• accuracy • backbeat • body percussion • fragment • layers • loop • looped rhythm • melody • melody line	• dynamics • graphic score • inspiration • layering • mood • pitch • represent • soundtrack • synesthesia • tempo		• action song • backdrop • book musical • character song • choreographer • composer • comic opera • costumes • designer • dialogue	

		• notation • ostinato • remix • rhythm • riff • structure	• texture • timbre • visual representation • vocal sounds		• director • duet • ensemble • hip-hop musical • jukebox musical • librettist • libretto • lyricist • musical director • musical theatre • opera • operetta • performers • props • rock musical • scene • solo • tempo • timbre • transitions	

Year 6

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Songs of World War 2			**Theme and variations (Theme: Pop Art) (making their voices heard theme**		**Composing and performing a leaver's song** Whole-school Creative Day - TBC
End of term objectives	Pupils who are **secure** will be able to: Pupils who are **secure** will be able to: • Use musical and comparative language in discussion. • Follow the melody line. • Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. • Sing the correct words at the correct time. • Recall the counter-melody line.			Pupils who are **secure** will be able to: • Performing rhythms confidently either on their own or in a group. • Identify the sounds of different instruments and discuss what they sound like. • Make reasonable suggestions for which instruments can be matched to which art pieces. • Recall the names of several instruments according to		Pupils who are **secure** will be able to: • Identify and evaluate the musical features of a song. • Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. • Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. • Fit an existing melody over a four-chord backing track. • Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned

				their orchestra sections. • Keep the pulse using body percussion. • Sing with control and confidence. • Name rhythms correctly. • Copy rhythms accurately with a good sense of pulse. • Draw rhythms accurately. • Show a difference between • musical variations. • Show creativity in a finished musical product.		percussion instruments. • Record melodies using letter notation. • Perform the leavers' song with confidence.
National Curriculum Music objectives	• accuracy • backing track • compare • contrast			• 3/4 time • 4/4 time • accidentals • body percussion		• allegro • arrangement • backing track • chorus

	• complement • control • counter-melody • diaphragm • dynamics • era • expression • features • graphic score • harmony • harmonise • lyrics • melody • melody line • morale • notate • octave • parts • performance techniques • phrase • phrasing • pitch • purpose • score • Solfa • Solfa ladder • tempo			• diaphragm • legato • motif • orchestra • percussion • phrases • pitch • pizzicato • pulse • quaver • rhythm • rhythmic elements • section • semi-quaver • staccato • tempo • theme • TIKI-TIKI, TI-TIKI, TIKI-TI • translate • variations • vocal line • woodwind		• chord progression • compose • crescendo • diminuendo • dynamics • evaluate • forte • largo • lyrics • melody • mood • musical features • notation • piano • poetic • structure • repetitive • rhyme • ritardando • tempo • sequence • stave notation • structure • upbeat • verse