



Whole School Curriculum Map

National Curriculum Statement:

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as *[active]*musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The national curriculum for music aims to ensure that all pupils:

- 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, use technology appropriately and 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Non Negotiables for Music (Throughout every academic year in music, children at Scott Wilkie should:)

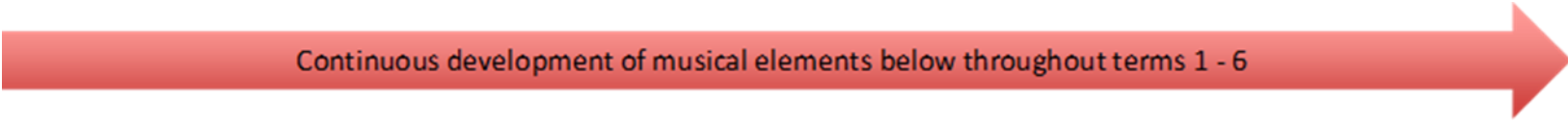
- children have opportunities to develop their aural skills through listening to, responding to and appraising pieces of music
- children have opportunities to respond to and understand pieces of music from different periods of time and different cultures
- the skills of listening to and evaluating pieces of music, responding to and planning, performing and evaluating pieces of music are intertwined and development of these skills is deepened throughout each year
- develop rhythmic fluency and understanding of pitch through singing a learning to play a target instrument
- that children learn to play tuned and untuned percussion and one tuned instrument throughout KS1 and two further tuned instruments throughout KS2
- every music lesson throughout KS1 & KS2 is embedded in practical music making and supported through the reading of appropriate notation



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- every child in every year group has the opportunity to perform through singing or playing instruments to a wider audience than their class during the school year.
 - all children learn to read stave music notation and their experience of this begins in Y1 and is developed with increasing confidence and complexity throughout KS1 & KS2
- Each child will access approximately 6 hours of music teaching/term.

- Where year groups learn an instrument, the planning is split to reflect the ongoing skills which are developed continuously throughout the year, and also any termly areas of focus (e.g. rounds, or ostinatos)

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| EYFS |  | | | |
| | <p>Ongoing Skills</p> <p>Throughout the year children will develop vocal control and musical responsivity through a repertoire of songs, gradually building their pitch range and fluency of performance.</p> | <p>Musical elements</p> <ol style="list-style-type: none"> 1. To develop accurate singing of pitch patterns 2. To develop rhythmic response and sense of pulse and rhythm | <p>Technical</p> <ol style="list-style-type: none"> 1. To develop vocal control including dynamics, pitch control and fluency of response 2. To control and use percussion effectively including dynamics and rhythmic fluency. | <p>Summer Term</p> <p>During summer term reception children will continue developing ongoing skills through singing, and will begin to use <i>Kodaly</i> terminology in pitch and rhythm to begin to identify initial musical components of a song / composition</p> |



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| <h1 style="font-size: 2em;">Yr 1</h1> <p style="margin-top: 20px;">Suggested repertoire re: music for study</p> | Singing: Exploring rhythm and pulse | Singing: Exploring pitch and notation Xmas prep. | Singing + untuned and tuned percussion -Hansel & Gretel: Exploring pitch and rhythm parts | Singing + untuned and tuned percussion -Rapunzel: Exploring pitch and rhythm parts | Singing: Exploring Ostinatos | Singing: Exploring rounds |
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| | Ongoing Skills Throughout the year children will continually develop core musical skills of listening, performing, composing and appraising. | | Musical elements <ol style="list-style-type: none"> 1. Respond with increasing confidence and fluency to rhythm patterns including reading appropriate notation 2. Will sing and perform with increasing fluency pitch patterns of up to an octave including reading appropriate notation 3. Develop increasing fluency in performance | | Technical <ol style="list-style-type: none"> 1. Develop increasing vocal control over pitch and rhythm 2. Develop their control using pitched percussion 3. Compose / improvise short melodic / rhythmic phrases | |
| <h1 style="font-size: 2em;">Yr 2</h1> | Singing + untuned and tuned percussion: | Singing + untuned and tuned percussion: | Intro to Recorders Children learn the techniques and initial notes on the recorder, including tone production | | Recorders: Exploring ostinatos | Recorders: Exploring rounds |



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| | Exploring pitch and notation | Exploring rhythm and pulse | | | |
| | | Xmas prep. | | | |
| | | | Ongoing skills: Throughout the year children will develop core musical skills of listening, performing, composing and appraising. | Musical elements 1. Respond with increasing confidence to pulse and rhythm 2. Reading stave notation 3. Increasing fluency in performance | Technical 1. Develop a clear and controlled tone 2. To hold their part in a musical performance 3. Compose short phrases |
| Suggested repertoire re: music for study | <ul style="list-style-type: none"> • Red Hot Recorder Tutor 1, Sarah Watts, published by Kevin Mayhew • Recorder Razzamajazz, Sarah Watts, published by Kevin Mayhew • Christmas Razzamajazz Recorder, Sarah Watts, published by Kevin Mayhew • Recorder Wizard, Emma Coultard, published by Chester Music • Recorder Boppers, David Moses, published by Tinderbox Music • Recorder from the Beginning book 1, John Pitts, published EJA Publications | | | | |
| Yr 3 | Year 3 access music provision through after school music clubs. <ul style="list-style-type: none"> • Recorder club • Ks 2 Choir | | | | |



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| Yr 4 | Intro to Ukulele Children will learn how to hold and perform the basic techniques of playing the Ukulele | Exploring and performing ostinatos | Exploring scales and melodies | Exploring chords | Exploring the Blues |
| | Continuous development of musical elements below throughout terms 1 - 6 | | | | |
| | Ongoing skills: Throughout the year children will be developing their core musical skills of listening, performing, composing and appraising. In addition all lessons will include one if not more of the following elements | Musical elements: 1. Respond with increasing fluency and confidence to tempo and dynamic range 2. Performing in parts including rounds and ostinatos 3. composing | Technical: 1. Plucking and strumming 2. Holding and posture 3. Performing with increasing fluency and confidence with good playing technique 4. Reading stave and tab notation | | |
| | Suggested repertoire re: music for study <ul style="list-style-type: none"> • Ukulele from the Beginning book 1, Tim Fulston, published EJA Publications • Ukulele from the Beginning book 2, Tim Fulston, published EJA Publications • Ukulele Basics, Lorraine Bow & Alex Davis, published by Faber Music • Ukulele Magic, Ian Lawrence, published Collins music • 10 Acoustic Guitar & Ukulele Songs, Theo Lawrence, published TL music lessons | | | | |
| Yr 5 | Continuous development of musical elements below throughout terms 1 - 6 | | | | |
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| <p>Violin (first year)</p> <p>Suggested repertoire re: music for study</p> | <p>Musical skills Develop rhythmic fluency and confidence including a wider range of rhythmic patterns Develop aural skills, improving pitch and rhythmic memory Respond with increasing musicality and fluency to a written score – sight singing, sight reading To hold their part in a musical performance using multiple parts Compose using rhythms / ostinatos/ pitch patterns / scale s / chords</p> | <p>Technical skills Develop a secure posture and bow hold that will enable effective learning on the violin Use appropriate language in discussing aspects of playing and about the score, including the use of accurate terminology Develop stave notation reading Begin to apply different pressures on the bow to create timbral change, and alter the length of bow used to respond musically to the pulse / rhythm</p> | <p>End of year expectations Hold violin with correct posture Talk with confidence and accuracy about aspects of violin playing / performing Correct bow hold with fluent bowing movement To be able to perform music that uses all open strings and 1st, 2nd and 3rd fingers covering a single octave scale in the keys of G, D and A major. To be able to read stave notation using the above note range To begin to manipulate the tone on their violin to reflect timbral and dynamic changes</p> |
| | <ul style="list-style-type: none"> • Violin Razzamajazz, Sarah Watts, published by Kevin Mayhew • Razzamajazz Violin Repertoire, Sarah Watts, published by Kevin Mayhew • Fiddle Time Starters, Kathy and David Blackwell, published OUP • String Time Joggers, Kathy and David Blackwell, published OUP • Going for Gold, Kathy and David Blackwell, published OUP | | |
| <p>Yr 6</p> | | | |



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Continuous development of musical elements below throughout terms 1 - 6

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| <p>Suggested repertoire re: music for study</p> | <p>End of terms 1 & 2 expectations To continue to develop up to grade 1 (ABRSM) standard To continue to develop ensemble skills – playing in parts, maintaining accomp. Patterns</p> | | <p>Music technology – using soundation Composing and structuring songs Using tech to create music</p> |
| | <p>Musical skills Continuing development of rhythmic fluency and confidence – performing with flow Continuing development of aural skills. Children to use their aural skill as a key learning tool Respond with increasing musicality to a written score - children to use more strategies to aid independent learning e.g. sight singing / aural cues Developing composing over larger forms e.g. longer melodies / contrasting sections</p> | <p>Technical skills Further development of posture and hold to accommodate new pitches / fingers to be learnt, as well a new bowing patterns e.g. retakes / slurs / spiccato Developing stave notation reading Create a dynamic range from approx. p – f Children to use structure and phrase structure to analyse and break down pieces they learn e.g. binary, ternary and rondo forms / repetitions / phrase modification</p> | <p>End of year expectations To play using a full octave scale – D, A, and G major. To read stave notation using the above note range Perform confidently as part of an ensemble including rounds / accompaniment / polyphony To perform accurately a full dynamic range To be able to independently analyse a piece of music</p> |
| | <ul style="list-style-type: none"> • Violin Razzamajazz, Sarah Watts, published by Kevin Mayhew • Razzamajazz Violin Repertoire, Sarah Watts, published by Kevin Mayhew • Fiddle Time Starters, Kathy and David Blackwell, published OUP • String Time Joggers, Kathy and David Blackwell, published OUP <p>Plus additional examination materials relevant to any exams taken, e.g. ABRSM publications, Trinity etc.</p> <ul style="list-style-type: none"> • Going for Gold, Kathy and David Blackwell, published OUP | | |



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Coverage of style and different cultural music

There is no separate unit that deals exclusively with a particular culture or style of music (yr 6 samba and music technology excluded), but a wide range of music is covered throughout the year from children's / playground songs of different cultures, calypso and samba, folk songs of different cultures and western art songs, up to a wide range of popular music from blues to urban music. Different styles and cultures are also covered during:

Cultural week

Black history month

Weekly assemblies include music by the great western composers (Bach, Beethoven, etc.)