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|  | **Castle Academy**  **Music Curriculum Map – Knowledge Overview (1)** |  |
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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Listen and Appraise | * To know 5 songs off by heart. * To know what the songs are about. * To know and recognise the sound and names of some of the * instruments they use. | * To know five songs off by heart. * To know some songs have a chorus or a response/answer part. * To know that songs have a musical style. | * To know five songs from memory and who sang them or wrote them. * To know the style of the five songs. * To choose one song and be able to talk about: * Its lyrics: what the song is about * Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) * Identify the main sections of the song (introduction, verse, chorus etc.) * Name some of the instruments they heard in the song | * To know five songs from memory and who sang them or wrote them. * To know the style of the five songs. * To choose one song and be able to talk about: * Some of the style indicators of that song (musical characteristics that give the song its style). * The lyrics: what the song is about. * Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). * Identify the main sections of the song (introduction, verse, chorus etc). * Name some of the instruments they heard in the song. | * To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? * To know the style of the five songs and to name other songs from the Units in those styles. * To choose two or three other songs and be able to talk about: * Some of the style indicators of the songs (musical characteristics that give the songs their style) * The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) * Identify the main sections of the songs (intro, verse, chorus etc.) * Name some of the instruments they heard in the songs * The historical context of the songs. What else was going on at this time? | * To know five songs from memory, who sang or wrote them, when they were written and why? * To know the style of the songs and to name other songs from the Units in those styles. * To choose three or four other songs and be able to talk about: * The style indicators of the songs (musical characteristics that give the songs their style) * The lyrics: what the songs are about * Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) * Identify the structure of the songs (intro, verse, chorus etc.) * Name some of the instruments used in the songs * The historical context of the songs. What else was going on at this time, musically and historically? * Know and talk about that fact that we each have a musical identity |
| Games | * To know that music has a steady pulse, like a heartbeat. * To know that we can create rhythms from words, our names, favourite food, colours and animals. | * To know that music has a steady pulse, like a heartbeat. * To know that we can create rhythms from words, our names, favourite food, colours and animals. * Rhythms are different from the steady pulse * We add high and low sounds, pitch, when we sing and play our instruments. | * Know how to find and demonstrate the pulse. * Know the difference between pulse and rhythm. * Know how pulse, rhythm and pitch work together to create a song. * Know that every piece of music has a pulse/steady beat. * Know the difference between a musical question and an answer. | Know and be able to talk about:   * How pulse, rhythm and pitch work together * Pulse: Finding the pulse – the heartbeat of the music * Rhythm: the long and short patterns over the pulse * Know the difference between pulse and rhythm * Pitch: High and low sounds that create melodies * How to keep the internal pulse * Musical Leadership: creating musical ideas for the group to copy or respond to | Know and be able to talk about:   * How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song * How to keep the internal pulse * Musical Leadership: creating musical ideas for the group to copy or respond to | Know and be able to talk about:   * How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music * How to keep the internal pulse * Musical Leadership: creating musical ideas for the group to copy or respond to |
| Singing | * To confidently sing or rap five songs from memory and sing them in unison. | * + - * To confidently know and sing five songs from memory.       * To know that unison is everyone singing at the same time.       * Songs include other ways of using the voice e.g. rapping (spoken word).       * To know why we need to warm up our voices. | To know and be able to talk about:   * Singing in a group can be called a choir * Leader or conductor: A person who the choir or group follow * Songs can make you feel different things e.g. happy, energetic or sad * Singing as part of an ensemble or large group is fun, but that you must listen to each other * To know why you must warm up your voice | To know and be able to talk about:   * Singing in a group can be called a choir * Leader or conductor: A person who the choir or group follow * Songs can make you feel different things e.g. happy, energetic or sad * Singing as part of an ensemble or large group is fun, but that you must listen to each other * Texture: How a solo singer makes a thinner texture than a large group * To know why you must warm up your voice | * To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. * To choose a song and be able to talk about: * Its main features * Singing in unison, the solo, lead vocal, backing vocals or rapping * To know what the song is about and the meaning of the lyrics * To know and explain the importance of warming up your voice | * To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. * To know about the style of the songs so you can represent the feeling and context to your audience * To choose a song and be able to talk about: * Its main features * Singing in unison, the solo, lead vocal, backing vocals or rapping * To know what the song is about and the meaning of the lyrics * To know and explain the importance of warming up your voice |
| Playing | * Learn the names of the notes in their instrumental part from memory or when written down. * Learn the names of the instruments they are playing. | * Learn the names of the notes in their instrumental part from memory or when written down. * Know the names of untuned percussion instruments played in class. | To know and be able to talk about:   * The instruments used in class (a glockenspiel, a recorder) | To know and be able to talk about:   * The instruments used in class (a glockenspiel, recorder or xylophone). * Other instruments they might play or be played in a band or orchestra or by their friends. | To know and be able to talk about:   * Different ways of writing music down – e.g. staff notation, symbols * The notes C, D, E, F, G, A, B + C on the treble stave * The instruments they might play or be played in a band or orchestra or by their friends | To know and be able to talk about:   * Different ways of writing music down – e.g. staff notation, symbols * The notes C, D, E, F, G, A, B + C on the treble stave * The instruments they might play or be played in a band or orchestra or by their friends |

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| Every child deserves to be the best that they can be |

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|  | | **Castle Academy**  **Music Curriculum Map – Knowledge Overview (2)** | | | | | |  | |
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|  | | **Year 1** | | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | |
| Improvisation | | * Improvisation is about making up your own tunes on the spot. * When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. * Everyone can improvise! | | * Improvisation is making up your own tunes on the spot. * When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. * Everyone can improvise, and you can use one or two notes. | To know and be able to talk about improvisation:   * Improvisation is making up your own tunes on the spot * When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them * To know that using one or two notes confidently is better than using five * To know that if you improvise using the notes you are given, you cannot make a mistake | To know and be able to talk about improvisation:   * Improvisation is making up your own tunes on the spot * When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. * To know that using one or two notes confidently is better than using five * To know that if you improvise using the notes you are given, you cannot make a mistake * To know that you can use some of the riffs you have heard in the Challenges in your improvisations | To know and be able to talk about improvisation:   * Improvisation is making up your own tunes on the spot * When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. * To know that using one or two notes confidently is better than using five * To know that if you improvise using the notes you are given, you cannot make a mistake * To know that you can use some of the riffs you have heard in the Challenges in your improvisations * To know three well-known improvising musicians | To know and be able to talk about improvisation:   * Improvisation is making up your own tunes on the spot * When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. * To know that using one, two or three notes confidently is better than using five * To know that if you improvise using the notes you are given, you cannot make a mistake * To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations * To know three well-known improvising musicians | |
| Composition | | * Composing is like writing a story with music. * Everyone can compose. | | * Composing is like writing a story with music. * Everyone can compose. | To know and be able to talk about:   * A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends. * Different ways of recording compositions (letter names, symbols, audio etc.) | To know and be able to talk about:   * A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends. * Different ways of recording compositions (letter names, symbols, audio etc.) | To know and be able to talk about:   * A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends. * A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure * Notation: recognise the connection between sound and symbol | To know and be able to talk about:   * A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends. * A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure * Notation: recognise the connection between sound and symbol | |
| Performance | | * A performance is sharing music with other people, called an audience. | | * A performance is sharing music with an audience. * A performance can be a special occasion and involve a class, a year group or a whole school. * An audience can include your parents and friends. | To know and be able to talk about:   * Performing is sharing music with other people, an audience * A performance doesn’t have to be a drama! It can be to one person or to each other * You need to know and have planned everything that will be performed * You must sing or rap the words clearly and play with confidence * A performance can be a special occasion and involve an audience including of people you don’t know * It is planned and different for each occasion * It involves communicating feelings, thoughts and ideas about the song/music | To know and be able to talk about:   * Performing is sharing music with other people, an audience * A performance doesn’t have to be a drama! It can be to one person or to each other * You need to know and have planned everything that will be performed * You must sing or rap the words clearly and play with confidence * A performance can be a special occasion and involve an audience including of people you don’t know * It is planned and different for each occasion * It involves communicating feelings, thoughts and ideas about the song/music | To know and be able to talk about:   * Performing is sharing music with other people, an audience * A performance doesn’t have to be a drama! It can be to one person or to each other * Everything that will be performed must be planned and learned * You must sing or rap the words clearly and play with confidence * A performance can be a special occasion and involve an audience including of people you don’t know * It is planned and different for each occasion * A performance involves communicating ideas, thoughts and feelings about the song/music | To know and be able to talk about:   * Performing is sharing music with an audience with belief * A performance doesn’t have to be a drama! It can be to one person or to each other * Everything that will be performed must be planned and learned * You must sing or rap the words clearly and play with confidence * A performance can be a special occasion and involve an audience including of people you don’t know * It is planned and different for each occasion * A performance involves communicating ideas, thoughts and feelings about the song/music | |

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