



Hale CE Primary School 2021-2022

Music Curriculum Map

| | Autumn | Spring | Summer | | | |
|--------|--|---|--|---|---|--|
| Year R | <p>Me! Learn to sing nursery rhymes and action songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers</p> | <p>My Stories Learn to sing nursery rhymes and action songs: I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song Cross-curricular and topic-based focus Explore: ☑ Using your imagination ☑ Christmas ☑ Festivals ☑ Fairies ☑ Pirates ☑ Treasure ☑ Superheroes ☑ Let's Pretend ☑ Once Upon A Time Musical learning focus: Listening and responding to different styles of music</p> | <p>Everyone Learn to sing nursery rhymes and action songs: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes</p> | <p>Our World Learn to sing nursery rhymes and action songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> | <p>Big Bear Funk Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1. The children will listen and appraise Funk music. They will embed foundations of the interrelated dimensions of music using voices and instruments. They will learn to sing Big Bear Funk and revisit other nursery rhymes and action songs. They will play instruments within the song. They will improvise using voices and instruments.</p> | <p>Reflect, Rewind and Replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p> |

| | | | | | | |
|---------------|---|--|--|---|---|--|
| | | <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p> <p>December – Nativity</p> | | | | |
| Year 1 | <p>Hey You! by Joanna Mangona - an Old-School Hip Hop tune written for children.</p> <p>In this unit the children will Listen & Appraise, enjoy new progressive Warm-up Games, Flexible Games, new progressive improvisation resources, and a new compose tool.</p> | <p>Rhythm in the Way We Walk and Banana Rap</p> <p>This Unit of Work builds on previous learning.. All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and The Banana Rap (Hip Hop style). You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.</p> <p>December: Nativity.</p> | <p>In The Groove</p> <p>In The Groove is a song that was specially written to teach children about different styles of music. This song has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of In The Groove. In the Listen and Appraise section of this unit you will also listen to a well-known song in that weeks' style</p> | <p>Round and Round</p> <p>This is a six-week Unit of Work that builds on previous learning.. All the learning is focused around one song: Round and Round, a Bossa Nova Latin style.</p> | <p>Your Imagination.</p> <p>by Joanna Mangona and Pete Readman</p> <p>This is a song about using your imagination.</p> <p>This unit contains a wide range of teaching resources. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. The unit encourages children to engage with more performance options, too.</p> | <p>Reflect Rewind and Replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> |
| Year 2 | <p>Hands, Feet, Heart</p> <p>Hands, Feet, Heart is a song written for children to celebrate and learn about South African Music.. All the learning is focused around one song: Hands, Feet, Heart. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.</p> | <p>Ho Ho Ho All the learning is focused around one song: Ho Ho Ho - a Christmas song. You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.</p> <p>December - Nativity</p> | <p>I Wanna Play In A Band</p> <p>I Wanna Play In A Band is a rock song written especially for children. In this song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic rock songs.</p> | <p>Zootime: A Reggae Song for Children by Joanna Mangona</p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> | <p>Friendship Song</p> <p>All the learning is focused around one song: Friendship Song. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> | <p>Reflect Rewind and Replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> |

| | Autumn | | Spring | | Summer | |
|--------|--|---|---|--|--|--|
| Year 3 | | | | | | |
| | <p>Let Your Spirit Fly R&B All the learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> | <p>Glockenspiel The project builds upon previous work on traditional notation and instrumental playing with the recorder. Sessions include a series of short pieces, understanding and creation of chords alongside creative music making activities. Pupils will learn to play both melodic and accompanying chordal patterns on the glockenspiels as well as use the instruments to invent and refine patterns of their own in groups. They will create arrangements and organise a short performance at the end of the unit. Musical knowledge developed over the course will include pulse, rhythm, pitch, harmony, phrase, tempo and structure. Key musical concepts will be rhythmic and pitch notation used on traditional stave notation chords, structure, accompaniment, melody.</p> | <p>Three Little Birds All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other reggae songs</p> | <p>The Dragon Song All the learning in this unit is focused around one song: The Dragon Song. This is a song about kindness, respect, by Joanna Mangona and Pete Readman</p> | <p>Bringing us Together: This is a Disco song about friendship, peace, hope and unity. friendship, acceptance and happiness. Using your imagination and working together as a class, create your own performance of this song.</p> | <p>Reflect Rewind and Replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> |

| | | | | | | |
|--------|---|---|---|--|--|--|
| Year 4 | <p>Mama Mia All the learning in this unit is focused around one song: Mamma Mia. As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits.</p> | <p>Glockenspiel The project builds upon previous work on traditional notation and instrumental playing with the recorder. Sessions include a series of short pieces, understanding and creation of chords alongside creative music making activities. Pupils will learn to play both melodic and accompanying chordal patterns on the glockenspiels as well as use the instruments to invent and refine patterns of their own in groups. They will create arrangements and organise a short performance at the end of the unit. Musical knowledge developed over the course will include pulse, rhythm, pitch, harmony, phrase, tempo and structure. Key musical concepts will be rhythmic and pitch notation used on traditional stave notation chords, structure, accompaniment, melody.</p> | <p>Stop! Song/ rap All the learning is focused around one song: Stop! - a rap/song about bullying. You will learn about the interrelated dimensions of music through games, singing and composing</p> | <p>Lean On Me All the learning is focused around one song: Lean On Me. Throughout the unit you will be encouraged to keep focused on musical learning; the integration of musical learning/practice is key when delivering your music lesson.</p> | <p>Blackbird. All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> | <p>Reflect Rewind and Replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> |
| | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

| | | | | | |
|---------------|--|---|--|---|--|
| Year 5 | <p>Drums (Samba) Pupils will investigate and learn how to play a Samba in the Batucada street style found in the music of carnival and forming the backbone of Brazil's national music. They will discover how this percussive driven mix of musical traditions from Europe, Africa and South America interwoven through the story of slavery and religious belief has come into existence alongside learning to play the different instrumental parts. Students will then layer these rhythms to form the syncopated, polyrhythmic patterns typical of samba before creating an arrangement of a whole piece by combining different sections including an introduction, ending, solos and breaks.</p> <p>Musical knowledge developed over the course will include pulse, rhythm, dynamics, tempo and structure. Key musical concepts will be polyrhythms, maintaining an independent part, structure and rhythmic improvisation.</p> | <p>Make You Feel My Love by Bob Dylan – a Pop Ballad sung by Adele . This is a six-week Unit of Work. All the learning is focused around one song: Make You Feel My Love. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads.</p> | <p>Classroom Jazz 1 This is a six-week Unit of Work. All the learning is focused around two tunes and improvising: Three Note Bossa and Five Note Swing</p> | <p>The Fresh Prince of Bell Air Old school hip-hop All the learning is focused around one song: The Fresh Prince of Bel Air.</p> | <p>Dancing in the Streets. All the learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas.</p> |
| | Autumn | Spring | | Summer | |

Year 6

Happy

This is a six-week Unit of Work. All the learning in this unit is focused around one song: Happy by Pharrell Williams. A **Pop** song with a **Soul** influence about being happy. What makes you happy?

Violins.

With the help of an experienced outside provider, the children will continue the violin tuition that began in years 4 and 5.

Violins.

With the help of an experienced outside provider, the children will continue the violin tuition that began in years 4 and 5.

Classroom Jazz 2

All the learning is focused around two tunes and improvising: Bacharach Anorak and Meet The Blues.

You've got a friend.

All the learning in this unit is focused around one song: You've Got A Friend by Carole King

Music and Identity

This Unit of Work aims to embed the **role of women in music** into the thinking of children and young people of all genders. It includes contextual listening of the artists' work, video interviews and an option for pupils to create their own music based on their learning.

Reflect Rewind and Replay

This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the **History of Music** and the beginnings of the **Language of Music**.