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| **Skegby Junior Academy** |
| **Curriculum Map** |
| **Subject** | **Music** |
| **Ongoing** | **Singing and Musician of the Term** |
| **Year 3/4** | * sing a tune with expression (Y3)
* sing songs from memory with accurate pitch (Y4)
* combine different sounds to create a specific mood or feeling (Y3)
* use musical words to describe a piece of music and compositions (Y3)
* use musical words to describe what I like and what I do not like about a piece of music (Y3)
* explain why silence is often needed in music and explain what effect it has (Y4)
* identify and describe the different purposes of music (Y4)
* recognise the work of at least one famous composer (Y3)
* begin to identify the style of work of Beethoven, Mozart and Elgar (Y4)
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| **Year 5/6** | * breathe in the correct place when singing (Y5)
* sing in harmony confidently and accurately (Y6)
* maintain my part whilst others are performing their part (Y5)
* explain why I think music is successful or unsuccessful (Y5)
* analyse features within different pieces of music (Y6)
* evaluate how the venue, occasion and purpose affects the way a piece of music is created (Y6)
* contrast the work of a famous composer and explain my preferences (Y5)
* compare and contrast the impact that different composers from different times have had on people of that time (Y6)
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|  | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Y3/4 Cycle A/1** | * sing a tune with expression
* sing songs from memory with accurate pitch
* perform a simple part rhythmically
* use different elements in my composition
* create repeated patterns with different instruments
* improvise using repeated patterns
* use notation to record compositions in a small group or on my own
* use musical words to describe a piece of music and compositions
* use musical words to describe what I like and what I do not like about a piece of music
 | * sing a tune with expression
* sing songs from memory with accurate pitch
 |  |  | * compose melodies and songs
* combine different sounds to create a specific mood or feeling
* use notation to record and interpret sequences of pitches.
* use notation to record compositions in a small group or on my own
* use musical words to describe a piece of music and compositions
* use musical words to describe what I like and what I do not like about a piece of music
* explain why silence is often needed in music and explain what effect it has
* identify and describe the character in a piece of music
* identify and describe the different purposes of music
 | * can play clear notes on an instrument
* perform a simple part rhythmically
* use different elements in my composition
* create repeated patterns with different instruments
* improvise using repeated patterns
* compose melodies and songs and create accompaniments for melodies and songs
* can combine different sounds to create a specific mood or feeling
* use notation to record and interpret sequences of pitches
* use notation to record compositions in a small group or on my own
* use musical words to describe a piece of music and compositions
* use musical words to describe what I like and what I do not like about a piece of music
* explain why silence is often needed in music and explain what effect it has
* improve work; explaining how it has been improved
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| **Y3/4 Cycle B/2** | * use different elements in my composition
* use notation to record and interpret sequences of pitches
* use notation to record compositions in a small group or on my own
* use musical words to describe a piece of music and compositions
* use musical words to describe what I like and what I do not like about a piece of music
* identify and describe the character in a piece of music
 | * perform a simple part rhythmically
* identify and describe the different purposes of music
* sing a tune with expression
* sing songs from memory with accurate pitch
 | * create accompaniments for tunes
* combine different sounds to create a specific mood or feeling
 |  | * play clear notes on an instrument
* perform a simple part rhythmically
* use different elements in my composition
* create repeated patterns with different instruments
* improvise using repeated patterns
* compose melodies and songs
* combine different sounds to create a specific mood or feeling
* use notation to record and interpret sequences of pitches
* use notation to record compositions in a small group or on my own
* use musical words to describe a piece of music and compositions
* use musical words to describe what I like and what I do not like about a piece of music
* explain why silence is often needed in music and explain what effect it has
* improve my work; explaining how it has been improved
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| **Y5/6 Cycle A/1** |  | * maintain my part whilst others are performing their part
* perform parts from memory
* take the lead in a performance
* choose the most appropriate tempo for a piece of music when playing
* can change sounds or organise them differently to change the effect
* compose music which meets specific criteria
* use my music diary to record aspects of the composition process
* choose the most appropriate tempo for a piece of music when composing
* describe, compare and evaluate music using musical vocabulary
* explain why I think music is successful or unsuccessful
* analyse features within different pieces of music
* contrast the work of a famous composer and explain my preferences
* compare and contrast the impact that different composers from different times have had on people of that time
* suggest improvements to my own work and that of others
 |  |  | * breathe in the correct place when singing
* sing in harmony confidently and accurately
* maintain my part whilst others are performing their part
* perform parts from memory
* take the lead in a performance
* improvise within a group using melodic and rhythmic phrases
* choose the most appropriate tempo for a piece of music when playing
* change sounds or organise them differently to change the effect
* compose music which meets specific criteria
* record aspects of the composition process
* choose the most appropriate tempo for a piece of music when composing
* use a variety of different musical devices in my composition (including melody, rhythms and chords)
* describe, compare and evaluate music using musical vocabulary
* explain why I think music is successful or unsuccessful
* analyse features within different pieces of music
* suggest improvements to my own work and that of others
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| **Y5/6 Cycle B/2** | * improvise within a group using melodic and rhythmic phrases
* choose the most appropriate tempo for a piece of music when playing
* compose music which meets specific criteria
* record aspects of the composition process
* choose the most appropriate tempo for a piece of music when composing
* describe, compare and evaluate music using musical vocabulary
* explain why I think music is successful or unsuccessful
* analyse features within different pieces of music
* evaluate how the venue, occasion and purpose affects the way a piece of music is created
* suggest improvements to my own work and that of others
 |  |  | * maintain my part whilst others are performing their part
* perform parts from memory
* take the lead in a performance
* improvise within a group using melodic and rhythmic phrases
* choose the most appropriate tempo for a piece of music when playing
* change sounds or organise them differently to change the effect
* compose music which meets specific criteria
* use notation to record groups of pitches (chords)
* record aspects of the composition process
* choose the most appropriate tempo for a piece of music when composing
* use a variety of different musical devices in my composition (including melody, rhythms and chords)
* describe, compare and evaluate music using musical vocabulary
* explain why I think music is successful or unsuccessful
* analyse features within different pieces of music
 | * breathe in the correct place when singing
* I can sing in harmony confidently and accurately
* I can maintain my part whilst others are performing their part
* I can perform parts from memory
* I can take the lead in a performance
 | * breathe in the correct place when singing
* I can sing in harmony confidently and accurately
* I can maintain my part whilst others are performing their part
* I can perform parts from memory
* I can take the lead in a performance
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