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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) | | | | | |
| **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) | | | | | |
|  | **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 |
| **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 |  |
| **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 |  |
| **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 |