Music Curriculum Map—Falcon Junior School

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing

Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music | listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand a wide range of high -quality live and recorded music drawn from different traditions and from great composers and musicians \(\subseteq \text{develop} \) develop an understanding of the history of music.

				•			
Play and perform		Create and compose		Listen and appraise		Application of knowledge and understanding	
Use voices	To sing in	Create	To create	Explore and	To explore and	To listen with concentration	To listen with attention and
expressively	unison, becom-	musical	simple	express feel-	comment on	and recall sounds within	begin to recall sounds.
	ing aware of	patterns	rhythmical	ings about	the ways	increasing aural memory.	_
	pitch.		patterns	music	sounds can be	·	
			that use a		used expres-	To know how the combined	To begin to understand how
Play tuned	To perform	Explore,	small range		sively.	musical elements of pitch,	different musical elements are
and un-	simple rhythmic	choose	of notes.			duration, dynamics, tempo,	combined and used to create
tuned instru-	and musical	and organ-		To improve	To comment	timbre, texture and silence	an effect.
ments	parts, begin-	ise musical	To begin to	work	on the effec-	can be organised and used	
	ning to vary the	ideas	join simple		tiveness of own	expressively within simple	
	pitch with a		layers of		work, identify-		
	small range of		sound, e.g.		ing and making	To understand that sounds	To begin to recognise simple
	notes		a back-		improvements.	can be made in different	notations to represent music,
			ground			ways and described using	including pitch and volume.
Rehearse	To think about		rhythm and			given and invented signs	

for particular purposes.

Use voices

Play tuned

tuned instru-

Rehearse

and perform

with others

To sing in

unison main-

taining the cor-

rect pitch and

using increas-

ing expression

To play and

with an increase

perform parts

ing number of

notes, begin-

ning to show

sion by chang-

ing dynamics.

To think about

others while

musical expres-

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory

quality live and recorded music drawn from different traditions and from great composers and musicians \(\square\$ develop an understanding of the history of music.

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To comment

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on the effec-

Use voices

Play tuned

and un-

tuned in-

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Rehearse

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express feel-

To improve

complicated ings about

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Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression playing musical instruments with increasing accuracy, fluency, control and expression playing musical instruments with increasing accuracy, fluency, control and expression playing musical instruments with increasing accuracy, fluency, control and expression playing musical instruments with increasing accuracy, fluency, control and expression playing musical instruments with increasing accuracy, fluency, control and expression playing musical instruments with increasing accuracy, fluency, control and expression playing musical instruments with increasing accuracy, fluency, control and expression playing musical instruments with increasing accuracy, fluency, control and expression playing musical instruments with increasing accuracy, fluency, control and expression playing musical instruments with increasing accuracy, fluency, control and expression playing musical instruments with increasing accuracy, fluency, control and expression playing musical instruments with increasing accuracy, fluency, control and expression playing musical instruments with increasing accuracy, fluency, control and expression playing musical instruments with increasing accuracy, fluency, control and expression playing musical instruments with increasing accuracy, fluency, control and expression playing musical instruments with increasing accuracy, fluency, control and expression playing musical instruments with increasing accuracy, fluency, control and expression playing musical instruments with increasing accuracy, fluency, control and expression playing musical instruments with increasing accuracy, fluency, control and expression playing musical instruments with increasing accuracy. purposes using the inter-related dimensions of music | listen with attention to detail and recall sounds with increasing aural memory | use and understand staff and other musical notations | appreciate and understand a wide ra -quality live and recorded music drawn from different traditions and from great composers and musicians \(\square\) develop an understanding of the history of music.

compare and

evaluate diffe

ent types of

music begin

ning to use

musical words.

To comment

of own and

others work

improvemen

based on in-

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suggesting

on the success

and recall sounds within

increasing aural memory.

o know how the combined

imbre, texture and silence I meanings

musical elements of pitch.

can be organised and used

o understand that sounds

can be made in different

ways and described using

given and invented signs

for particular purposes.

ind symbols.

expressively within simple

	Play and pe
a range of range of high	sounds from aural memory. Pupils should be taught to: purposes using the inter-relat -quality live and recorded mu
-	

o listen with concentration | To listen to and recall a range of sounds and patterns of sounds confidently. To begin to identify the relationship between sounds and duration, dynamics, tempo, how music can reflect different

o recognise and use a range of musical notations including

To listen to a range of high quality, live and recorded mu sic from different traditions. o know how music is used | composers and musicians and

begin to discuss their differ-

ences and how music may have changed over time.

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of

Application of knowledge and understanding

ted dimensions of music 🗆 listen with attention to detail and recall sounds with increasing aural memory 🗆 use and understand staff and other musical notations 🗆 appreciate and understand a wide range of high nusic drawn from different traditions and from great composers and musicians \(\square\$ develop an understanding of the history of music.

Liston and annraise

	Play and perform		Create and compose		Listen and appraise		Application of knowledge and understanding	
	Use voices	To sing in solo,	Create	To create	Explore and	To describe, com-	To listen with concentration	To listen to, internalise and recall
	expressively	unison and in	musical	and impro-	express	pare and evaluate	and recall sounds within	sounds and patterns of sounds
		parts with clear	patterns	vise melod-	feelings	different types of	increasing aural memory.	with accuracy and confidence.
		diction, con-		ic and	about music	music using a		
		trolled pitch		rhythmic		range of musical	To know how the combined	To identify and explore the rela-
	Play tuned	and with sense	Explore,	phrases as		vocabulary in-	musical elements of pitch,	tionship between sounds and how
	and un-	of phrase	choose	part of a		cluding the inter-	duration, dynamics, tempo,	music can reflect different mean-
	tuned instru-		and organ-	group per-		related dimen-	timbre, texture and silence	ings.
	ments	To play and	ise musical	formance		sions of music*.	can be organised and used	
		perform with	ideas	and com-	To improve		expressively within simple	To use and apply a range of musi-
		accuracy, flu-		pose by	work	To evaluate the		cal notations including staff nota-
		ency, control		developing		success of own	To understand that sounds	tion, to plan, revise and refine mu-
		and expression		ideas within		and others work,	can be made in different	sical material.
				a range of		suggesting spe-	ways and described using	
	Rehearse	To think about		given musi-		cific improve-	given and invented signs	To develop an understanding of
	and perform	the audience		cal struc-		ments based on	and symbols.	the history of music from different,
	with others	when perform-		tures.		intended out-		cultures, traditions, composers and
		ing and how to				comes and com-	To know how music is used	musicians evaluating how venue,
		create a specif-				ment on how this	for particular purposes.	occasion and purpose effects the
		ic effect.				could be		way that music is created and per-
						achieved.		formed.

with others

I can sing in unison, becoming aware of pitch.

I can perform simple **rhythm**ic and musical parts, beginning to vary the pitch with a small range of **notes**

I think about others while performing.

I can create simple **rhythmical patterns** that use a small range of **notes**. I can begin to join simple layers of sound, e.g. a background rhythm and a solo melody.

I can explore and comment on the ways sounds can be used expressively.

I can comment on the effectiveness of own work, identifying and making improvements.

I can listen with attention and begin to **recall sounds**.

I can begin to understand how different musical elements are combined and used to create an effect.

I can begin to recognise simple **notations** to represent music, including **pitch** and **volume**.

I can listen to and begin to respond to music drawn from different traditions and great composers and musicians.

Vocabulary

Pitch, rhythm, musical note, tune, melody, dynamics, tempo, timbre, texture, pulse, beat, silence, composer, musician, solo, ensemble, perform, chorus, verse, lyrics, style, R&B, reggae, freestyle, disco, glockenspiel, recorder, semibreves, minim, rest, minim rest, crotchet.

different traditions and great

composers and musicians.

I can sing in unison maintaining the correct pitch and using increasing expression.

hvthmical

Γο join lay-

cal dynam

ics of each

layer and

ing the ef-

and simpl

oatterns

xplore.

I can play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.

Explore and

express feel-

ings about

o improve

I can think about others while performing. I can create rhythmical and simple melodic patterns using an increased number of notes.

ise musical I thinking

I can join layers of sound, thinking about musical dynamics of each layer and understanding the effect.

I can recognise and explore the ways sounds can be combined and used expressively and comment on this effect.

I can comment on the effectiveness of won work, identifying and making improvements based on its intended outcome.

I can listen to and recall patterns of sounds with increasing accuracy.

I can understand how different musical elements are combined and used expressively.

I can understand and begin to use established and invented musical notations to represent music.

I can listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.

Vocabulary

Expression, changing dynamics, melodic pattern, layers of sound, sound pattern, notation, crochet, structure, improvisation, balance, rhythmical, pop, rap, soul, gospel, rock, keyboard, dotted minims.



Application of knowledge and understanding

To listen to and recall patterns

of sounds with increasing ac-

o understand how different

musical elements are com-

bined and used expressively.

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musical notations to represent

o listen to, understand a wide

range of high quality live and

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different traditions, great com

o listen with concentration

and recall sounds within

ncreasing aural memory.

o know how the combined

usical elements of pitch,

uration, dynamics, tempo,

imbre, texture and silence

an be organised and used

expressively within simple

o understand that sounds

an be made in different

ways and described using

liven and invented signs

o know how music is use

r particular purposes.

nd symbols.

can sing in unison with clear diction, controlled pitch and sense of phrase

musical

patterns

hoose

and organ-

se musical

unison with clear

trolled pitch and

sense of phrase

diction, con-

To play and

perform parts in

a range of solo

and ensemble

contexts with

increasing accu

racy and expres-

To maintain my

aware how the

different parts fit

I can play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. I can maintain my own part and be aware how the different parts fit together.

I can create increasingly complicated rhythmic and melodic phrases within given structures.

I can describe, compare and evaluate different types of music beginning to use musical words

I can comment on the success of own and others work, suggesting improvements based on intended outcomes.

I can listen to and recall a range of sounds and patterns of sounds confidently

I can begin to identify the relationship between sounds and how music can reflect different meanings.

I can recognise and use a range of musical notations including staff notation.

may have changed over time

I can sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase

Create and compose

I can play and perform with accuracy, fluency, control and expression

I cathink about the audience when performing and how to create a specific effect. I can create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.

I can describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*. I can evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.

I can listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.

I can identify and explore the relationship between sounds and how music can reflect different meanings.

I can use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.

I can listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose ef-

fects the way that music is created and performed.

Fluency, accuracy, internalise (sounds), plan, revise, refine, aural memory, quaver

Diction, controlled pitch, sense of phrase, rhythmic phrases, melodic phrases, staff notation, ballad, hip hop.

