

## Music Long Term Curriculum Map

Yr	Autumn 1 Sounds	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Performance
1	identify different ways sounds can be made and changed use and choose sounds confidently in response to a stimulus	Carefully choose sounds and instruments, and suggest how they should be used and played Make and control long & short sounds using the voice and body	Identify pulse in music Can sing simple songs from memory with enjoyment, expression and a sense of the shape of the melody Use their voice confidently in a variety of ways	Recall short rhythmic and melodic patterns	Make and control short sounds using instruments Work in partnership with another child to create a sequence of long and short sounds	Repeat and create short rhythmic phrases confidently
2	Recognise and use changes in tempo and pitch	Recognise and use changes in timbre and dynamics	Use changes in pitch expressively in response to a stimulus	Recall short rhythmic and melodic patterns with enjoyment, some expression and a sense	Create short rhythmic pat terns	Carefully and confidently choose and order sounds to achieve an effect/image

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				of the shape of the melody Use their voices confidently in a variety of ways	Make and control long and short sounds using voices and <i>instruments</i>	Identify and control changes in pitch and use them expressively
3	Use musical words to describe what I like and do not like about a piece of music Use musical words to describe a piece of music and compositions Recognise the work of at least one famous composer - Historical	Use musical words to describe what I like and do not like about a piece of music Use musical words to describe a piece of music and compositions Recognise the work of at least one famous composer - Historical	Combine different sounds to create a specific mood or feeling  Sing a tune with expression	Create accompaniments for tunes / remixing Recognise the work of at least one famous composer – modern	Create repeated patterns with different instruments Improve their work, explaining how it has been improved	Compose melodies and songs  Use different elements in their composition
4	I can begin to identify the style of work of Beethoven, Mozart and Elgar  I can begin to identify of work of Ska, Hip Hop, Rock,	I can explain why silence is often needed in music and explain what effect it has  I can make visual representation of	I can identify the character in a piece of music  I can identify and describe the different purpose of music	I can sing songs from memory with accurate pitch  I can use notation to record and interpret sequences of pitches	I can use notation to record composition in a small group or on my own	I can improvise using repeated patterns

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	techno, Drum and Bass	music which may take the form of abstract art				
5	<p>Understand the tempo for a piece of music</p> <p>Compare the BPM in different genres</p> <p>I can choose the most appropriate tempo for a piece of music</p> <p>I can consider the use of music for film, TV and theatre, its use to create mood. E.g dynamic for action, slow for romantic, and writing for a client brief</p>	<p>I can describe, compare and evaluate music using musical vocabulary</p> <p>I can explain why I think music is successful or unsuccessful</p> <p>I can contrast the work of a famous composer and explain my preferences</p>	<p>I can change sounds or organise them differently to change the effect</p> <p>I can breathe in the correct place when singing</p>	<p>I can maintain my part whilst others are performing their part</p> <p>I can improvise within a group using melodic and rhythmic phrases</p>	<p>I can compose music which meets specific criteria</p> <p>I can use notation to record groups of pitches (chords)</p>	<p>I can use my music diary to record aspects of the composition process</p> <p>I can suggest improvements to my own work and that of others</p>

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6	<p>I can analyse features within different pieces of music.</p> <p>I can compare and contrast the impact that different composers from different times have had on people of that time.</p>	<p>I can perform parts from memory.</p>	<p>I can take the lead in a performance.</p>	<p>I can use a variety of different musical devices in my composition (including melody, rhythms and chords).</p>	<p>I can sing in harmony confidently and accurately.</p>	<p>I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p>