









The Magdalen Church of England / Methodist School : Music Curriculum Map 2022 – 2023

|  | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
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| EYFS  | LMS Infant Music Programme – Pulse is a Steady Beat – book 1 This introductory unit enables children to develop an awareness of recognising and playing a steady beat. | LMS Infant Music Programme –Cobbler, Cobbler – book 2 Plenty of activities are included to help develop pitch & rhythm skills. There are a number of other songs included with games that build further on the skills learned. | LMS Infant Music Programme – There’s a hole in my bucket – book 3 A well-known story song. It’s one of a small number of children’s songs that is designed for children to sing accurately and in tune. It’s good for developing pitch range, and the other songs and activities in the booklet move within the same pitch range (though with different pentatonic tone sets.) | Music Express – A Tale From Long Ago This unit is based upon the Traditional Tale – The Elves & the Shoemaker. It revises steady beat, and pitch. It introduces echo singing for performance. <i>Cross-curricular link to English</i> | Music Express – Amazing African Animals This unit introduces songs from a different culture and encourages children to play along with untuned percussion. <i>Cross-curricular link to Understanding of the World</i> | Music Express – Our Growing World This unit is a culmination of the skills taught so far this year – pitch, pulse, performance and structure. <i>Cross-curricular link to Art and Understanding of the World.</i> |
| | Why this? Why now? | Why this? Why now? | Why this? Why now? | Why this? Why now? | Why this? Why now? | Why this? Why now? |
| | There is no pitch involved in this unit – enabling children to focus on purely beat. | This song has only 2 notes, so is great for developing pitching skills. It is active, fun and kinaesthetic. It has the same rhythm for all 4 lines. | This song uses 5 different pitches within a range of 6 notes. It is pentatonic, so perfect for learning to pitch. | Builds upon the Cobbler, Cobbler work from Autumn B but extends the number of notes involved. | This unit extends opportunities for the children to use percussion to accompany a song – the beginnings of composition. | Builds upon the echo work from the previous unit. Introduces structure. Uses ‘next door’ notes and so extends learning about pitch from Autumn B. |
| | Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary |
| | Pulse, beat, claves | Pitch, notes, rhythm | Pitch, notes, rhythm | Echo, Pulse, beat, | Instrument names, compose | Echo, Pulse, beat, |
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| Year 1  | Number – Children develop of steady beat through using movement, body percussion and instruments. | Animals – Children develop an understanding of pitch through using voices, movement and instruments. They identify contrasts between high and low pitch and create animal chant sounds and sequences | Story Time – Children are taught how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance. | Machines – Beat Children explore beat through using movement, body percussion and instruments. They combine a steady beat with word rhythms and explore changes in tempo. | Our Bodies - Children develop a sense of steady beat using their own bodies. They respond to music and play rhythm patterns on body percussion. | Seasons – Children develop further vocabulary and understanding of pitch movements. They explore pitch through singing, pitched percussion and listening games |

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| | Why this? Why now? | Why this? Why now? | Why this? Why now? | Why this? Why now? | Why this? Why now? | Why this? Why now? |
| | Beat is our foundation – so we revisit this at the beginning of Y1 in order to build upon it in subsequent units. | In reception, children worked on pitch, gradually increasing the number of notes. In this unit they are encouraged to create their own patterns. | Introduction to structure. Children are encouraged to combine elements previously taught to create a simple performance. | Tempo is the main element in this unit for the first time. | A consolidation unit. | This unit brings together the skills of the previous units for an end of year assessment unit. |
| | Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary |
| | Beat, tempo, dynamics | Pitch | Tempo, dynamics, rehearse, perform | Beat, tempo, sequence | Beat, Tempo, rhythm | Pitch, symbol, orchestra |
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| | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
| Year 2  | Our Land – Children explore timbre and texture as they listen to and explore descriptive sounds and perform music inspired by myths. | Our Bodies – Children further develop a sense of steady beat using their own bodies. They respond to music with a steady beat and play rhythm patterns on body percussion and instruments. | Storytime Introduces children to famous pieces to stimulate composition. Children interpret a story board with sound effects, and develop their own ideas using voices and percussion. | Toys – Children move and play to a steady beat and sequences of sounds and learn to control changing tempo as they take a scooter ride. | Pattern Using simple notations, children play, create and combine mini beat rhythms using body percussion and instruments | Animals Animal movements is linked with pitch to help children develop an understanding and recognition of changing pitch. Children interpret and create pitch line notation using both voices and tuned instruments. |
| | Why this? Why now? | Why this? Why now? | Why this? Why now? | Why this? Why now? | Why this? Why now? | Why this? Why now? |
| | Practising the listening skills from the final Y1 unit. Children are taught to 'tune in'. | This unit builds upon the unit of the same name in Year 1. The playing element is extended to include instruments. | This unit builds upon the unit of the same name in Year 1. Children move from identifying to composing. | Beat is revisited. | Notation is introduced as a precursor to the Animals unit next term. | An opportunity to further practise and enhance notation work. |
| | Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary |
| | Timbre, texture, chant | Beat, rhythm, ostinato, pattern, tempo | Musical effects | Beat, four beat metre, tempi | Score, rhythm, beat, | Beat, pitch, pitch line notation, tempo, dynamics |
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| Year 3  | Sounds – Explores how instruments can be classified according to the sounds they produce. Music from around the world introduces children to different timbres and structures as they create musical conversations. | Human Body – Skeleton dances and songs teach children about the human body. Percussion instruments are used to improvise, create word rhythms and build a final skeleton dance. | China – Explores the pentatonic scale through traditional Chinese music. Children explore different ways of notating pitch as they sing, read and compose music, ending in a musical celebration of Chinese New year. | Poetry – Children explore 3 contrasting poems using body percussion, voices, instruments and movement to create their own expressive performances. | Building – The sights and sounds of a building site provide the inspiration for exploring and creating rhythms. Children play games, sing and compose music to build a performance. | LMS Instrument Tuition Whole class Samba tuition |

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| | Why this? Why now? New learning, naming and classification of a wider range of instruments. | Why this? Why now? A unit that encourages improvisation – enabling children to revisit and apply skills introduced previously. | Why this? Why now? Combines previous learning on music from around the world with notation. | Why this? Why now? An opportunity to compose and perform which will pave the way for composition in the following term. | Why this? Why now? This unit allows children to step up their compositions and apply their previous learning. | Why this? Why now? |
| | Key Vocabulary Classify, aerophones, structure, idiophones, call and response, chordophones | Key Vocabulary Structure, binary form, call and response | Key Vocabulary Pentatonic scale, graphic notation, | Key Vocabulary Vocal patterns, rhythmic patterns, | Key Vocabulary Rhythm, layers, structure | Key Vocabulary |
| | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
| Year 4  | Time – Music featuring clocks helps children to understand rhythm and syncopation in this unit. They learn to sing and play bell patterns, listen to an orchestral clock piece, and create their own descriptive music. | Poetry – Children develop performances of contrasting poems. They use their voices to speak expressively and rhythmically, and discover ways to create ostinati and accompaniments to enhance their performances. | Food and Drink – Children cook up a musical feast enjoying a varied diet of healthy beans, exotic Tudor banquets and DIY pizzas before celebrating in a song performance | Around the World – Children further explore pentatonic melodies and syncopated rhythms and learn that the fundamental dimensions of music are the same the whole world over. | Environment Seasons and the environment provide the stimuli for compositions in this unit. Children make descriptive accompaniments and discover how the environment has inspired composers throughout history. | Recycling – This unit provides an opportunity for children to be creative and make their own instruments from junk. They use instruments to improvise, compose and play junk jazz music in a variety of different musical structures |
| | Why this? Why now? After a sequence of Y3 lessons developing composition skills, this unit brings in vocal elements which will be developed in subsequent units in Y4. | Why this? Why now? Builds upon the unit of the same name in Year 3. In this unit, children add accompaniments to their performance. | Why this? Why now? A vocal unit culminating in a performance. | Why this? Why now? Builds upon two Year 3 units – ‘Sounds’ & ‘China’. | Why this? Why now? The first of a sequence of 2 units based upon composition. | Why this? Why now? The second of a sequence of units based upon composition. |
| | Key Vocabulary Metre, syncopation, improvisation, ostinato | Key Vocabulary Metre, canon, ostinato, accent, beatbox | Key Vocabulary Call & response chant, rondo structure, | Key Vocabulary Pentatonic scale, graphic notation, leaps | Key Vocabulary Timbre, drone, ostinato, | Key Vocabulary Verse, chorus, improvisation, ABA structure |

| | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
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| Year 5  | The Planets Embarking on a musical journey through the solar system, exploring how the universe inspired composers including Debussy, Holst and George Crumb. Children learn a song and compose pieces linked to space. | Life Cycles Children explore the human life cycle with music from Brahms, Berio, Litszt, and Monteverdi. The wide range of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures. | Keeping Healthy From body popping to gospel singing skeletons to swimming and cycling. Children are taken through their paces and put together a performance using new musical techniques. | Our Community The song 'Jerusalem' is the basis for looking at changes through time. | At the Movies Children explore movie music from 1920s animated films to present day movies. They learn techniques for soundtracks and scores and compose their own movie music. | Celebration Includes lively pieces that can be developed into a performance at a school celebration: a class assembly, a school concert or fete. It's celebratory, upbeat feel will soon have an audience joining in! |
| | Why this? Why now? | Why this? Why now? | Why this? Why now? | Why this? Why now? | Why this? Why now? | Why this? Why now? |
| | Builds upon the 'Environment' unit in Year 4 with more specificity regarding composers. | Building upon knowledge gained last term, the children sing and compose to demonstrate mood within music. | New learning, bringing things right up to date! | After 3 units demonstrating the difference between music from the past and the present, this unit consolidates this learning. | Getting back to composition. The link between mood (covered in Autumn B) and movie scores will be exploited. | A good way to wrap up the year. This unit enables children to draw upon and perform the skills that they have learned this year. |
| | Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary |
| | Melodic ostinato, staff notation, dynamics, texture, rhythm | Staff notation, melody, opera | Syncopated melodies, chromatic melodies, drone, | Metre, conducting, | Sound effects, narrative structure, musical cliché, | Unison, three-part harmony, ensemble |
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| Year 6  | Journeys This unit focusses on songs that can be sung in different combinations. The theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song-cycle performance. | World Unite Get into the groove by exploring rhythm and melody in singing, movement and dance. Children learn about beat and syncopation, pitch and harmony and take a trip around the world to celebrate the universal language of music. | Growth 'The Street' is the setting for this unit of buskers and flash mobs. Children explore Ravel's Bolero through rhythmical mime, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance. | Roots Provides a complete musical performance about the effects of the slave trade on a West African Village. The integrated music features traditional Ghanaian songs and percussion rhythms, and the infamous Anansi who comes to save the day! | Class awards This unit provides an ideal opportunity to celebrate children's achievements at the end of Primary School with a musical awards show customised for your class. Awards are presented with fanfare, rap, song and famous music in a final grand ceremony. | Moving On Two songs – one looking back and the other looking forward and a musical device for linking them provide a moving celebration of children's happy memories and their hopes for the future. |
| | Why this? Why now? | Why this? Why now? | Why this? Why now? | Why this? Why now? | Why this? Why now? | Why this? Why now? |
| | Builds upon the singing unit from Year 5 Summer B. | Building upon previous learning from Year 4 – but adding harmony into the mix! | Revisiting Bolero by Ravel in a thoroughly modern context. | A further unit on music from around the world. | A good way to wrap up the year, and the children's time in Primary school. This unit enables children to draw upon and perform the skills that they have learned this year. | |

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| | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
| | Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary |
| | Three-part harmony, structure, major, minor, structure | Beat, syncopation, | Three beat pulse, improvising, harmony, chords, | Rhythm cycles, finale | Verse, chorus, rap, | Expression, chordal accompaniment, sustained notes, modulation, musical bridge. |