

**Music Curriculum – Provision Map.** *Children to develop a love and appreciation of music through experiencing a diverse range of rich musical styles and through taking up opportunities to learn how to play instrument so as to discover their own strengths and ‘soar on wings like eagles’.*

Key Stage 1 – Following Music Express							
	Autumn Term			Spring Term		Summer Term	
Year 1 Book 1	<b>Sounds Interesting - Exploring Sounds</b>	<b>The long and short of it - Exploring Duration</b>	Christmas Nativity Production	<b>Feel the Pulse - Exploring pulse and rhythm</b>	<b>Taking Off - Exploring Pitch</b>	<b>What’s the score - Exploring instruments and symbols</b>	<b>Rain, rain go away - Exploring timbre, tempo and dynamics</b>
	Unusual sounds and sounds in the city (Jazz, Gershwin)	Fireworks and big freezes.  (Handel)		Drums and Dragons  (African)	Highs and Lows	Coconuts and Treasure  (Caribbean)	Gardens and showers
Year 2 Book 2	<b>Sounds Interesting - Exploring Sounds</b>	<b>The long and short of it - Exploring Duration</b>		<b>Feel the Pulse - Exploring pulse and rhythm</b>	<b>Taking Off - Exploring Pitch</b>	<b>What’s the score - Exploring instruments and symbols</b>	<b>Rain, rain go away - Exploring timbre, tempo and dynamics</b>
	Fun in the sun	Four legged friends		Dinner Time	Fossil Feet  (Jurassic Park and film scores)	Musical Cartoons  (Fantasia and cartoon film scores)	Building up to Noah

Terms are suggested but teachers have the freedom to move these around the year to fit into the topics that are being covered.

Music is expected to be explored, listened to and understood as part of other lessons and should be used on occasions to inspire artwork, RE, PSHE and writing.

High quality music is also used within assemblies.

Singing is developed through Sung Worship, as part of the units above and as part of the productions that every child in the school are involved with. KS1 children experience live music on a weekly basis through the school orchestra to inspire a desire to play an instrument themselves.

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	Autumn Term		Spring Term			Summer Term	
<b>Year 3 Book 3</b>	<b>Animal Magic -</b> <i>Exploring descriptive sounds</i>	<b>Play it again -</b> <i>Exploring Rhythmic Patterns</i>	<b>The Class Orchestra</b> <i>- Exploring Arrangements</i>	<b>Dragon Scales -</b> <i>Exploring Pentatonic Scales</i>	<b>Easter Production</b>	<b>Painting with Sound</b> <i>- Exploring sound colours</i>	<b>Salt, Pepper, Vinegar and Mustard -</b> <i>Exploring singing games</i>
	Animal Stories	Raps and cats	Radio Jingles	Chinese Dragon Songs		Contrasting Scenes (Bach – Toccata and Fugue)	Games
<b>Learning as indicated in green is through the teaching of Brass instruments each week with a focus on the making sounds, reading of music, following of rhythm and exploring arrangements.</b>						<b>Brass lessons are taught to the whole class for the whole year.</b>	
<b>Year 4 Book 4</b>	<b>Animal Magic -</b> <i>Exploring descriptive sounds</i>	<b>The Class Orchestra</b> <i>- Exploring Arrangements</i>	<b>Play it again -</b> <i>Exploring Rhythmic Patterns</i>	<b>Dragon Scales -</b> <i>Exploring Pentatonic Scales</i>	<b>Easter Production</b>	<b>Painting with Sound</b> <i>- Exploring sound colours</i>	<b>Salt, Pepper, Vinegar and Mustard -</b> <i>Exploring singing games</i>
	Animal Pictures  ( )	Christmas Calypso  (African)	Lullabys and Hip Hoppy Raps.	Skye Boats and Do-re-mi.  (Rogers & Hammerstein)		More contrasting scenes.  (Mendelssohn)	Inspector Morse  ( )
<b>Learning as indicated in purple is taught through whole Class Harp lessons.</b>							

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High quality music is also used within assemblies.

Singing is developed through Sung Worship and through the school choir, as part of the units above and as part of the productions that every child in the school are involved with. From Yr3 (unless exceptional talent is exhibited), children who play an instrument (and are approaching Grade 1 or above) are invited to join the school orchestra.

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	Autumn Term		Spring Term		Summer Term		
<b>Year 5 Book 5</b>	<b>Cyclical Patterns</b> <i>- Exploring rhythm and pulse</i>	<b>Roundabouts -</b> <i>Exploring Rounds</i>	<b>Journey into Space -</b> <i>Exploring Sound Sources</i>	<b>Song writer -</b> <i>Exploring Pentatonic Scales</i>	<b>Stars, hide your fires – Performing together</b>	<b>Who knows -</b> <i>Exploring music processes</i>	<b>End Of Year Production</b>
	African dance  (Africa)	Calypso Rounds  ( )	Space  (Holst And Sci-fi film scores)	Yourvision Song Contest  (Pop Songs that have melody)	Contrasting Scenes  (Choral)	Different Sketches  ( )	
<b>Year 6 Book 6</b>	<b>Cyclical Patterns</b> <i>- Exploring rhythm and pulse</i>	<b>Roundabouts -</b> <i>Exploring Rounds</i>	<b>Journey into Space -</b> <i>Exploring Sound Sources</i>	<b>Song writer -</b> <i>Exploring Pentatonic Scales</i>	<b>Stars, hide your fires – Performing together</b>	<b>Who knows -</b> <i>Exploring music processes</i>	<b>End Of Year Production</b>
	Gamelan Melodies  ( )	Contrasting rounds from the UK and around the world.  ( )	Exploring electronic music Space  (PPKetc)	The Blues  ( )	Friendly together  (Bach – Toccata and Fugue)	Music for the movies  ( )	

Terms are suggested but teachers have the freedom to move these around the year to fit into the topics that are being covered.

Music is expected to be explored, listened to and understood as part of other lessons and should be used on occasions to inspire artwork, RE, PSHE and writing.

High quality music to reflect the liturgical theme of the day is also used within assemblies.

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Music is an important element of other curriculum areas including Art, English, PE (esp. Dance and Gymnastics), History and Geography. Musical choices to study and inspire should cover a breadth of styles through history.

Suggested music (genre and composers) for KS1 include:

Year A (starting 2018)	Year B (starting 2019)
<ul style="list-style-type: none"> <li>• Jazz and American Classics including Gershwin.</li> <li>• Handel and music for fireworks.</li> <li>• African drumming.</li> <li>• Caribbean Calypso.</li> <li>• British Sea Shanties</li> </ul>	<ul style="list-style-type: none"> <li>• Music of London including ‘Cries of London’ and Nursery Rhymes and children’s classics (London’s Burning).</li> <li>• Film Scores including Jurassic Park.</li> <li>• Cartoon Music including Fantasia.</li> <li>• Music from the 60’s, 70’s and 80’s.</li> <li>• Music from the Indian Subcontinent.</li> </ul>

Suggested music (genre and composers) not covered specifically in the music curriculum for KS2 include:

Year A (starting 2018)	Year B (starting 2019)	Year C (starting 2020)	Year D (starting 2021)
<ul style="list-style-type: none"> <li>• Music and Songs of WW1.</li> <li>• Holst (Venus and Mars from the Planet Suite).</li> <li>• European Music – modern and historical relating to the country of study.</li> <li>• Music from Greece.</li> </ul>	<ul style="list-style-type: none"> <li>• Debussy: La Mer.</li> <li>• Mendelsohn</li> <li>• Ennio Morricone - theme from ‘The Mission’. Music from the film ‘1492’</li> <li>• Music from Egypt.’</li> <li>• Local Folk Music, music for traditional dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Music of the Tudors.</li> <li>• Dramatic Music: music that tells a story or paints a picture.</li> <li>• Beethoven.</li> <li>• Smetana: Vltava</li> </ul>	<ul style="list-style-type: none"> <li>• Music from South America, South American Dance Music: Salsa, Samba, Merengue etc.</li> <li>• Traditional Music from the areas of Britain.</li> <li>• British Composers including Elgar.</li> </ul>