

Music curriculum provision map

	Advent 1 Pulse	Advent 2 voice	Lent1 Rhythm	Lent 2 Pitch	Pentecost 1 Music technology and structure	Pentecost 2 20 th Century music
EYFS	<p>I know how to</p> <ul style="list-style-type: none"> • Keep a steady pulse • Imitate movements in response to music • Identify long and short sounds 	<p>I know how to</p> <ul style="list-style-type: none"> • Sing songs containing a small range of notes • Take turns when singing and be a good listener • Perform actions to accompany songs 	<p>I know how to</p> <ul style="list-style-type: none"> • Explore rhythm through play • Create rhythms and suggest symbols to represent rhythms • Keep a steady pulse • Recognise and control changes in tempo 	<p>I know how to</p> <ul style="list-style-type: none"> • Recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments • Sing broadly in tune within limited pitch range • Create music and suggest symbols for sounds • Comment on recordings of sounds 	<p>I know how to</p> <ul style="list-style-type: none"> • Explore and change sounds through play • Begin to demonstrate an understanding of musical structure 	<p>I know how to listen to and use the features of</p> <ul style="list-style-type: none"> • Country • Big Band
1	<p>I know how to</p> <ul style="list-style-type: none"> • Keep a steady pulse 	<p>I know how to</p> <ul style="list-style-type: none"> • Sing and follow performance 	<p>I know how to</p> <ul style="list-style-type: none"> • Play and copy rhythm patterns 	<p>I know how to</p> <ul style="list-style-type: none"> • Sing and perform songs 	<p>I know how to</p> <ul style="list-style-type: none"> • Use technology to create and 	<p>I know how to listen to and use the features of</p> <ul style="list-style-type: none"> • Folk music

	<ul style="list-style-type: none"> Follow and create simple musical directions Recognise long and short sounds 	<p>instructions to start and stop</p> <ul style="list-style-type: none"> Recognise high and low sounds 	<ul style="list-style-type: none"> Use simple graphic notation 	<ul style="list-style-type: none"> Recognise changes in timbre, tempo, pitch and dynamics 	<p>change sounds</p>	<ul style="list-style-type: none"> Experimental music disco
2	<p>I know how to</p> <ul style="list-style-type: none"> Sing/play with a good sense of pulse Demonstrate an understanding of the difference between pulse and rhythm Recognise rhythms found in speech Respond to visual and aural cues 	<p>Recorders</p> <p>I know how to</p> <ul style="list-style-type: none"> Play tuned instruments musically. To know how to hold a recorder. To know the notes B, A and G. To recognise crotchets, quavers and minims. To recognise bar lines and time signature. <p><i>Voice covered in singing for the Nativity performance</i></p> <p>I know how to</p> <ul style="list-style-type: none"> Sing, with accuracy, within a range of notes. 	<p>I know how to</p> <ul style="list-style-type: none"> Recognise rhythmic patterns found in speech Demonstrate the difference between rhythm and pulse through physical movement, singing and playing 	<p>Recorders</p> <p>I know how to</p> <ul style="list-style-type: none"> Play tuned instruments musically. To recognise a crochet rest. To perform for the class. <p><i>Pitch covered in all recorder units recorder</i></p> <ul style="list-style-type: none"> <i>I know how to Recognise and demonstrate the link between pitch and shape using graphic notation.</i> <i>Demonstrate increased understanding and use of basic musical features</i> 	<p>I know how to</p> <ul style="list-style-type: none"> Experiment with changing and combining sounds Comment and respond to a variety of live and recorded music Demonstrate and understanding of musical structure 	<p>Recorders</p> <p>I know how to</p> <ul style="list-style-type: none"> Play tuned instruments musically. To recognise 3 beats in a bar. To know when to take a breath. To know the note E. <p>20th Century music covered in year 3</p>

		<ul style="list-style-type: none"> Follow and use performance instructions, including, starting, stopping, dynamics and tempo 				
3	<p>I know how to play a recorder using</p> <ul style="list-style-type: none"> Stave and treble clef Crochet, quaver and repeat sign Notes B A G 	<p>Pulse</p> <p>I know how to</p> <ul style="list-style-type: none"> Keep a steady pulse as a group Recognise a range of sounds Play and create own rhythm <p>To include objectives from voice across all recorder units</p> <p>I know how to</p> <ul style="list-style-type: none"> Create, use and lead a group with performance instructions. Hear a melody and create a graphic score represent it. 	<p>I know how to play a recorder recognising</p> <ul style="list-style-type: none"> Bar lines Double lines Minim Time signature Dotted notes Ostinato Note E 	<p>Rhythm</p> <p>I know how to</p> <ul style="list-style-type: none"> Recognise the difference between rhythm and pulse Internalise words Compose and notate rhythms <p>Pitch covered in all recorder units</p> <p>I know how to</p> <ul style="list-style-type: none"> Begin to create simple rhythmic patterns, melodies and accompaniments 	<p>I know how to play a recorder recognising</p> <ul style="list-style-type: none"> Tied notes Semibreve Slurred notes Duet Note D <p>To include objectives from music technology in this recorder unit.</p> <p>I know how to</p> <ul style="list-style-type: none"> Use technology to create, change and combine sounds. Recognise and use basic musical structure. 	<ul style="list-style-type: none"> recognise and describe some features of film music listen to and use features of recorded music from different traditions, genres, styles and times

4	<p>LSMS Ukulele Whole class tuition.</p> <p>I know how to</p> <ul style="list-style-type: none"> • Assemble and demonstrate care of the instrument • Develop an awareness of the key elements of music • Demonstrate good posture and hand movement in playing 	<p>LSMS Ukulele Whole class tuition.</p> <p>I know how to</p> <ul style="list-style-type: none"> • Understand and improve quality of tone • Play at least 3 chords in sequence • Maintain a part in a group piece 	<p>LSMS Ukulele Whole class tuition.</p> <p>I know how to</p> <ul style="list-style-type: none"> • Play at least 3 chords in sequence • Show technical ability • Read and play musical notation 	<p>LSMS Ukulele Whole class tuition.</p> <p>I know how to</p> <ul style="list-style-type: none"> • Play as a group • Understand and improve quality of tone 	<p>LSMS Ukulele Whole class tuition.</p> <p>I know how to</p> <ul style="list-style-type: none"> • Compose • Improvise rhythmic and melodic phrases 	<p>LSMS Ukulele Whole class tuition.</p> <p>I know how to</p> <ul style="list-style-type: none"> • Play at least 3 chords in sequence • Read and play musical notation • Maintain a part in a group piece • Perform
<p>The year 4 objectives from the Leicestershire Music Curriculum are covered throughout the year within the Ukelele lessons.</p>						
5	<p>I know how to</p> <ul style="list-style-type: none"> • Maintain a strong sense of pulse • Create simple rhythmic pieces to show rhythm, melody and accompaniment 	<p>I know how to</p> <ul style="list-style-type: none"> • Maintain an independent part • Experiment with and perform sounds made by voice • Follow and perform vocal pieces using 	<p>I know how to</p> <ul style="list-style-type: none"> • Use a variety of timbres and techniques when creating and playing music • Maintain an independent part when playing music in a group 	<p>I know how to</p> <ul style="list-style-type: none"> • Show confidence, expression, skill and level of musicality through taking different roles in rehearsal and performance 	<p>I know how to</p> <ul style="list-style-type: none"> • Use voice, sounds, technology and instruments in creative ways • Use and identify key features of musical structure 	<p>I know how to listen to and use the features of</p> <ul style="list-style-type: none"> • Jazz • Expressionism • Film music

		graphic notation	<ul style="list-style-type: none"> Use musically basic symbols including Western notation 			
6	<p>I know how to</p> <ul style="list-style-type: none"> Maintain a strong sense of pulse and recognise when going out of time Maintain an independent part in a group when singing or playing with an awareness of other parts or performers 	<p>Young voices rehearsals and performance post Christmas</p> <p>I know how to</p> <ul style="list-style-type: none"> Experiment with and refine the sounds of my voice Maintain a part in a performance with my voice Create and perform a vocal piece by following a graphic/notated score 	<p>I know how to</p> <ul style="list-style-type: none"> Follow bars of music accurately Start and finish with the group accurately Accurately follow a tempo change Respond accordingly to changes in dynamics and demonstrate control of instrument accordingly 	<p>I know how to</p> <ul style="list-style-type: none"> Demonstrate increasing confidence through taking different roles in performance Use a variety of musical devices, timbres textures and techniques when creating and making music 	<p>I know how to</p> <ul style="list-style-type: none"> Use a variety of musical devices, timbres textures and techniques when creating and making music Create music which demonstrates an understanding of structure and discuss choices made 	<p>I know how to listen to and use the features of</p> <ul style="list-style-type: none"> Hip hop Minimalism Wartime music