

Michael Faraday Music Curriculum Map



| | Key Skills | | Autumn Term | Spring Term | Summer Term |
|---------------|--|---|--|---|--|
| EYFS | <p>Nursery Communication and Language: sing a large repertoire of songs. Physical development: use large-muscle movements to wave flags and streamers, paint and make marks. Expressive Arts and Design</p> <ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. <p>Play instruments with increasing control to express their feelings and ideas</p> | <p>Reception Physical Development</p> <ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills | <p>Charanga: Me! My Stories</p> | <p>Charanga: Everyone! Our World</p> | <p>Charanga: Big Bear Funk Reflect, Rewind and Replay</p> |
| Year 1 | <ul style="list-style-type: none"> • use my voice to speak, sing and chant. • use instruments to perform. • clap short rhythmic patterns. • make different sounds with my voice and with instruments. • repeat short rhythmic and melodic patterns. • make a sequence of sounds. • respond to different moods in music. • say whether I like or dislike a piece of music. • choose sounds to represent different things. • follow instructions about when to play and sing. | | <p>Charanga: Hey You Rhythm in The Way We Walk and The Banana Rap</p> | <p>Charanga: In the Groove Round and Round</p> | <p>Charanga: Your Imagination Reflect, Rewind & Replay</p> |
| Year 2 | <ul style="list-style-type: none"> • sing and follow a melody. • perform simple patterns and accompaniments keeping a steady pulse. • play simple rhythmic patterns on an instrument. • sing or clap increasing and decreasing tempo. • order sounds to create a beginning, middle and an end. • create music in response to different starting points. • choose sounds which create an effect. • use symbols to represent sounds. • make connections between notations and musical sounds. • listen out for particular things when listening to music. • improve my own work. | | <p>Charanga: Hands, Feet, Heart Ho, Ho, Ho</p> | <p>Charanga: I Wanna Play in a Band Zoo Time</p> | <p>Charanga: Friendship Song Reflect, Rewind & Replay</p> |
| Year 3 | <ul style="list-style-type: none"> • sing a tune with expression. • play clear notes on instruments. • use different elements in my composition. • create repeated patterns with different instruments. • compose melodies and songs. • create accompaniments for tunes. • combine different sounds to create a specific mood or feeling. • use musical words to describe a piece of music and compositions. • use musical words to describe what I like and do not like about a piece of music. • recognise the work of at least one famous composer. • improve my work; explaining how it has been improved. | | <p>Charanga: Let Your Spirit Fly Glockenspiel Stage 1</p> <p>Southwark Music Service: Ukulele Club</p> | <p>Charanga: Three Little Birds The Dragon Song</p> <p>Southwark Music Service: Ukulele Club</p> | <p>Charanga: Bringing Us Together Reflect, Rewind, Replay</p> <p>Southwark Music Service: Ukulele Club</p> |
| Year 4 | <ul style="list-style-type: none"> • perform a simple part rhythmically. • sing songs from memory with accurate pitch. • improvise using repeated patterns. • use notation to record and interpret sequences of pitches. • use notation to record compositions in a small group or on my own. • explain why silence is often needed in music and explain what effect it has. • identify the character in a piece of music. • identify and describe the different purposes of music. • begin to identify the style of work of Beethoven, Mozart and Elgar. | | <p>Southwark Music Service: Descant Recorder Brass Band (group)</p> | <p>Southwark Music Service: Descant Recorder Brass Band (group)</p> | <p>Southwark Music Service: Descant Recorder Brass Band (group)</p> |
| Year 5 | <ul style="list-style-type: none"> • breathe in the correct place when singing. • maintain my part whilst others are performing their part. • improvise within a group using melodic and rhythmic phrases. • change sounds or organise them differently to change the effect. • compose music which meets specific criteria. • use notation to record groups of pitches (chords). • use my music diary to record aspects of the composition process. • choose the most appropriate tempo for a piece of music. • describe, compare and evaluate music using musical vocabulary. • explain why I think music is successful or unsuccessful. • suggest improvement to my own work and that of others. • contrast the work of a famous composer with another, and explain my preferences. | | <p>Southwark Music Service: Treble Recorder Brass Band (group) Ukulele Club</p> <p>Choir</p> | <p>Southwark Music Service: Treble Recorder Brass Band (group) Ukulele Club</p> <p>(Southwark Splash) Choir</p> | <p>Southwark Music Service: Treble Recorder Brass Band (group) Ukulele Club</p> <p>Choir</p> |
| Year 6 | <ul style="list-style-type: none"> • sing in harmony confidently and accurately. • perform parts from memory. • take the lead in a performance. • use a variety of different musical devices in my composition (including melody, rhythms and chords). • evaluate how the venue, occasion and purpose affects the way a piece of music is created. • analyse features within different pieces of music. • compare and contrast the impact that different composers from different times have had on people of that time. | | <p>Southwark Music Service: Samba drumming Choir</p> | <p>Southwark Music Service: Samba drumming Choir</p> | <p>Southwark Music Service: Samba drumming Choir</p> |