

Michael Faraday Music & Performing Arts Curriculum Map

Performing Arts	Key Skills	Instruments taught	Autumn Term	Spring Term	Summer Term
Year 1	<p>Performing</p> <ul style="list-style-type: none"> I am beginning to play/copy with some awareness of the beat. I know how to make a sound on several un-tuned instruments (drum, triangle) I can sing with a developing sense of pitch (high/low), dynamics (loud/quiet), duration (long/short notes) <p>Composing</p> <ul style="list-style-type: none"> I can explore sounds on instruments and found objects. I can make changes to sounds (e.g. playing a drum with different beaters); I can experiment with my voice (chant etc.) <p>Listening</p> <ul style="list-style-type: none"> I can make a response to different moods in music (e.g. move in a particular way) I am beginning to follow simple musical instructions (e.g. teacher's hand sign) I am beginning to recognise repetition when listening to music of others. 	<p>Noura – Singing and Percussion</p>	<ul style="list-style-type: none"> I am beginning to play/copy with some awareness of the beat. I know how to make a sound on several un-tuned instruments (drum, triangle) I can explore sounds on instruments and found objects. I can experiment with my voice (chant etc.) I can make a response to different moods in music (e.g. move in a particular way) 	<ul style="list-style-type: none"> I can make changes to sounds (e.g. playing a drum with different beaters); I am beginning to follow simple musical instructions (e.g. teacher's hand sign) 	<ul style="list-style-type: none"> I can sing with a developing sense of pitch (high/low), dynamics (loud/quiet), duration (long/short notes) I am beginning to recognise repetition when listening to music of others.
Year 2	<p>Performing</p> <ul style="list-style-type: none"> I am beginning to use various notations to support the rhythm (e.g. graphic notations or grid notations) When I am performing with others, I am aware that we need to play to the same beat and the same speed. <p>Composing</p> <ul style="list-style-type: none"> I am experimenting with pitch (high/low), dynamics (loud/quiet), duration (long/short) and timbre (different types of sound) which different instruments make; I can use a simple structure which has a beginning, a middle and an end. <p>Listening</p> <ul style="list-style-type: none"> When listening I can identify the impact of elements in carefully selected music. I can make suggestions to improve my work. 	<p>Noura – Singing and Percussion</p>	<ul style="list-style-type: none"> When I am performing with others, I am aware that we need to play to the same beat and the same speed. I can use a simple structure which has a beginning, a middle and an end. 	<ul style="list-style-type: none"> I am beginning to use various notations to support the rhythm (e.g. graphic notations or grid notations) I am experimenting with pitch (high/low), dynamics (loud/quiet), duration (long/short) and timbre (different types of sound) which different instruments make; I can make suggestions to improve my work. 	<ul style="list-style-type: none"> When listening I can identify the impact of elements in carefully selected music.
Year 3	<p>Performing</p> <ul style="list-style-type: none"> I am beginning to use various notations to support the rhythm (e.g. graphic notations or grid notations.) I can recognise hand signals to show pitch. I can play my own part when performing on instruments with others <p>Composing</p> <ul style="list-style-type: none"> When composing, I can choose resources to suit the task. I can use a simple structure which has a beginning, a middle and an end. I can use dynamics (loud/quiet), pitch (high/low), duration (long/short) in more than one strand in a deliberate way. <p>Listening</p> <ul style="list-style-type: none"> When listening I can identify the impact of elements in carefully selected music. 	<p>Danny – Descant Recorder</p>	<ul style="list-style-type: none"> I am beginning to use various notations to support the rhythm (e.g. graphic notations or grid notations.) When listening I can identify the impact of elements in carefully selected music. 	<ul style="list-style-type: none"> I can recognise hand signals to show pitch. I can use a simple structure which has a beginning, a middle and an end. 	<ul style="list-style-type: none"> I can play my own part when performing on instruments with others When composing, I can choose resources to suit the task. I can use dynamics (loud/quiet), pitch (high/low), duration (long/short) in more than one strand in a deliberate way.
Year 4	<p>Performing</p> <ul style="list-style-type: none"> I can link together notes to form musical phrases. I can play in such a way that the whole class are aware of the common beat. I can sing, largely in tune, as a whole class <p>Composing</p> <ul style="list-style-type: none"> I can work with others to link different instruments in pieces in more than one part (strand of texture) I can deliberately use silence in my work. <p>Listening</p> <ul style="list-style-type: none"> I can make suggestions to improve my work. When listening to carefully selected music, I have a wider range of knowledge and experience of music from various times and places. 	<p>Duncan – Ukuleles</p>	<ul style="list-style-type: none"> I can play in such a way that the whole class are aware of the common beat. I can sing, largely in tune, as a whole class I can deliberately use silence in my work. 	<ul style="list-style-type: none"> I can link together notes to form musical phrases. I can make suggestions to improve my work. 	<ul style="list-style-type: none"> I can work with others to link different instruments in pieces in more than one part (strand of texture) When listening to carefully selected music, I have a wider range of knowledge and experience of music from various times and places.
Year 5	<p>Performing</p> <ul style="list-style-type: none"> I can sing using dynamics (loud and quiet) to express the mood of the phrase. I am aware of other players as I perform. <p>Composing</p> <ul style="list-style-type: none"> I can work in teams or as a whole class to produce compositions I can notate some of my work using graphic scores <p>Listening</p> <ul style="list-style-type: none"> I can identify musical features which seem to suggest a mood or atmosphere. When listening to music which intends to create an effect or atmosphere, I can identify how and why the elements are used in a particular way. 	<p>Danny – Treble Recorder</p>	<ul style="list-style-type: none"> I am aware of other players as I perform. I can identify musical features which seem to suggest a mood or atmosphere. 	<ul style="list-style-type: none"> I can sing using dynamics (loud and quiet) to express the mood of the phrase. I can notate some of my work using graphic scores 	<ul style="list-style-type: none"> I can work in teams or as a whole class to produce compositions When listening to music which intends to create an effect or atmosphere, I can identify how and why the elements are used in a particular way.
Year 6	<p>Performing</p> <ul style="list-style-type: none"> I can link together notes to form musical phrases. I can sing in a way that reflects the lyrics <p>Composing</p> <ul style="list-style-type: none"> I can create music in first draft form and later revise, edit and develop it. My work will use repetition – short phrases or even short patterns will be repeated to form the basis of a new work <p>Listening</p> <ul style="list-style-type: none"> I can use relevant musical vocabulary (pitch, dynamics, duration, timbre tempo), when talking about the elements of music. When listening to carefully selected music, I am beginning to make comparisons between music of different cultures through the elements of music 	<p>Sandra and Pauline – Djembe drums</p> <p>Pablo – Samba drumming</p>	<p>Ongoing throughout the year:</p> <ul style="list-style-type: none"> I can link together notes to form musical phrases. I can sing in a way that reflects the lyrics I can create music in first draft form and later revise, edit and develop it. My work will use repetition – short phrases or even short patterns will be repeated to form the basis of a new work; I can use relevant musical vocabulary (pitch, dynamics, duration, timbre tempo), when talking about the elements of music. When listening to carefully selected music, I am beginning to make comparisons between music of different cultures through the elements of music 		