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|  | **Castle Academy****Music Curriculum Map – Knowledge Overview (1)** |  |
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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Listen and Appraise | * To know 5 songs off by heart.
* To know what the songs are about.
* To know and recognise the sound and names of some of the
* instruments they use.
 | * To know five songs off by heart.
* To know some songs have a chorus or a response/answer part.
* To know that songs have a musical style.
 | * To know five songs from memory and who sang them or wrote them.
* To know the style of the five songs.
* To choose one song and be able to talk about:
* Its lyrics: what the song is about
* Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)
* Identify the main sections of the song (introduction, verse, chorus etc.)
* Name some of the instruments they heard in the song
 | * To know five songs from memory and who sang them or wrote them.
* To know the style of the five songs.
* To choose one song and be able to talk about:
* Some of the style indicators of that song (musical characteristics that give the song its style).
* The lyrics: what the song is about.
* Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).
* Identify the main sections of the song (introduction, verse, chorus etc).
* Name some of the instruments they heard in the song.
 | * To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?
* To know the style of the five songs and to name other songs from the Units in those styles.
* To choose two or three other songs and be able to talk about:
* Some of the style indicators of the songs (musical characteristics that give the songs their style)
* The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)
* Identify the main sections of the songs (intro, verse, chorus etc.)
* Name some of the instruments they heard in the songs
* The historical context of the songs. What else was going on at this time?
 | * To know five songs from memory, who sang or wrote them, when they were written and why?
* To know the style of the songs and to name other songs from the Units in those styles.
* To choose three or four other songs and be able to talk about:
* The style indicators of the songs (musical characteristics that give the songs their style)
* The lyrics: what the songs are about
* Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)
* Identify the structure of the songs (intro, verse, chorus etc.)
* Name some of the instruments used in the songs
* The historical context of the songs. What else was going on at this time, musically and historically?
* Know and talk about that fact that we each have a musical identity
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| Games | * To know that music has a steady pulse, like a heartbeat.
* To know that we can create rhythms from words, our names, favourite food, colours and animals.
 | * To know that music has a steady pulse, like a heartbeat.
* To know that we can create rhythms from words, our names, favourite food, colours and animals.
* Rhythms are different from the steady pulse
* We add high and low sounds, pitch, when we sing and play our instruments.
 | * Know how to find and demonstrate the pulse.
* Know the difference between pulse and rhythm.
* Know how pulse, rhythm and pitch work together to create a song.
* Know that every piece of music has a pulse/steady beat.
* Know the difference between a musical question and an answer.
 | Know and be able to talk about: * How pulse, rhythm and pitch work together
* Pulse: Finding the pulse – the heartbeat of the music
* Rhythm: the long and short patterns over the pulse
* Know the difference between pulse and rhythm
* Pitch: High and low sounds that create melodies
* How to keep the internal pulse
* Musical Leadership: creating musical ideas for the group to copy or respond to
 | Know and be able to talk about: * How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song
* How to keep the internal pulse
* Musical Leadership: creating musical ideas for the group to copy or respond to
 | Know and be able to talk about: * How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music
* How to keep the internal pulse
* Musical Leadership: creating musical ideas for the group to copy or respond to
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| Singing | * To confidently sing or rap five songs from memory and sing them in unison.
 | * + - * To confidently know and sing five songs from memory.
			* To know that unison is everyone singing at the same time.
			* Songs include other ways of using the voice e.g. rapping (spoken word).
			* To know why we need to warm up our voices.
 | To know and be able to talk about: * Singing in a group can be called a choir
* Leader or conductor: A person who the choir or group follow
* Songs can make you feel different things e.g. happy, energetic or sad
* Singing as part of an ensemble or large group is fun, but that you must listen to each other
* To know why you must warm up your voice
 | To know and be able to talk about: * Singing in a group can be called a choir
* Leader or conductor: A person who the choir or group follow
* Songs can make you feel different things e.g. happy, energetic or sad
* Singing as part of an ensemble or large group is fun, but that you must listen to each other
* Texture: How a solo singer makes a thinner texture than a large group
* To know why you must warm up your voice
 | * To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.
* To choose a song and be able to talk about:
* Its main features
* Singing in unison, the solo, lead vocal, backing vocals or rapping
* To know what the song is about and the meaning of the lyrics
* To know and explain the importance of warming up your voice
 | * To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.
* To know about the style of the songs so you can represent the feeling and context to your audience
* To choose a song and be able to talk about:
* Its main features
* Singing in unison, the solo, lead vocal, backing vocals or rapping
* To know what the song is about and the meaning of the lyrics
* To know and explain the importance of warming up your voice
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| Playing | * Learn the names of the notes in their instrumental part from memory or when written down.
* Learn the names of the instruments they are playing.
 | * Learn the names of the notes in their instrumental part from memory or when written down.
* Know the names of untuned percussion instruments played in class.
 | To know and be able to talk about: * The instruments used in class (a glockenspiel, a recorder)
 | To know and be able to talk about: * The instruments used in class (a glockenspiel, recorder or xylophone).
* Other instruments they might play or be played in a band or orchestra or by their friends.
 | To know and be able to talk about: * Different ways of writing music down – e.g. staff notation, symbols
* The notes C, D, E, F, G, A, B + C on the treble stave
* The instruments they might play or be played in a band or orchestra or by their friends
 | To know and be able to talk about: * Different ways of writing music down – e.g. staff notation, symbols
* The notes C, D, E, F, G, A, B + C on the treble stave
* The instruments they might play or be played in a band or orchestra or by their friends
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| Every child deserves to be the best that they can be |

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|  | **Castle Academy****Music Curriculum Map – Knowledge Overview (2)** |  |
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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Improvisation | * Improvisation is about making up your own tunes on the spot.
* When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
* Everyone can improvise!
 | * Improvisation is making up your own tunes on the spot.
* When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
* Everyone can improvise, and you can use one or two notes.
 | To know and be able to talk about improvisation: * Improvisation is making up your own tunes on the spot
* When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them
* To know that using one or two notes confidently is better than using five
* To know that if you improvise using the notes you are given, you cannot make a mistake
 | To know and be able to talk about improvisation: * Improvisation is making up your own tunes on the spot
* When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
* To know that using one or two notes confidently is better than using five
* To know that if you improvise using the notes you are given, you cannot make a mistake
* To know that you can use some of the riffs you have heard in the Challenges in your improvisations
 | To know and be able to talk about improvisation: * Improvisation is making up your own tunes on the spot
* When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
* To know that using one or two notes confidently is better than using five
* To know that if you improvise using the notes you are given, you cannot make a mistake
* To know that you can use some of the riffs you have heard in the Challenges in your improvisations
* To know three well-known improvising musicians
 | To know and be able to talk about improvisation: * Improvisation is making up your own tunes on the spot
* When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
* To know that using one, two or three notes confidently is better than using five
* To know that if you improvise using the notes you are given, you cannot make a mistake
* To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations
* To know three well-known improvising musicians
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| Composition | * Composing is like writing a story with music.
* Everyone can compose.
 | * Composing is like writing a story with music.
* Everyone can compose.
 | To know and be able to talk about: * A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends.
* Different ways of recording compositions (letter names, symbols, audio etc.)
 | To know and be able to talk about: * A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends.
* Different ways of recording compositions (letter names, symbols, audio etc.)
 | To know and be able to talk about: * A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends.
* A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
* Notation: recognise the connection between sound and symbol
 | To know and be able to talk about: * A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends.
* A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
* Notation: recognise the connection between sound and symbol
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| Performance | * A performance is sharing music with other people, called an audience.
 | * A performance is sharing music with an audience.
* A performance can be a special occasion and involve a class, a year group or a whole school.
* An audience can include your parents and friends.
 | To know and be able to talk about: * Performing is sharing music with other people, an audience
* A performance doesn’t have to be a drama! It can be to one person or to each other
* You need to know and have planned everything that will be performed
* You must sing or rap the words clearly and play with confidence
* A performance can be a special occasion and involve an audience including of people you don’t know
* It is planned and different for each occasion
* It involves communicating feelings, thoughts and ideas about the song/music
 | To know and be able to talk about: * Performing is sharing music with other people, an audience
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 | To know and be able to talk about: * Performing is sharing music with other people, an audience
* A performance doesn’t have to be a drama! It can be to one person or to each other
* Everything that will be performed must be planned and learned
* You must sing or rap the words clearly and play with confidence
* A performance can be a special occasion and involve an audience including of people you don’t know
* It is planned and different for each occasion
* A performance involves communicating ideas, thoughts and feelings about the song/music
 | To know and be able to talk about: * Performing is sharing music with an audience with belief
* A performance doesn’t have to be a drama! It can be to one person or to each other
* Everything that will be performed must be planned and learned
* You must sing or rap the words clearly and play with confidence
* A performance can be a special occasion and involve an audience including of people you don’t know
* It is planned and different for each occasion
* A performance involves communicating ideas, thoughts and feelings about the song/music
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