

BPS Curriculum Map – Music 	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Skills:</p> <p>To perform</p> <p>To compose</p> <p>To transcribe</p> <p>To describe music</p>	<p>Early Years</p> <ul style="list-style-type: none"> • Begin to build a repertoire of songs. • Explore the different sounds of musical instruments. • Create simple representations of events, people and objects. <p>Refer to P scales on Essentials.uk.com (in support and challenge section)</p>	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. • Use symbols to represent a composition and use them to help with a performance. • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 		<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 		<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument). • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures. • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre 	

						<ul style="list-style-type: none"> • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. <p>• Describe how lyrics often reflect the cultural context of music and have social meaning.</p> <p>Refer to Year 7, 8 & 9 skills on essentials.uk.com (in support and challenge section)</p>	
Suggested activities							
Cross curricular links		Science: explore sounds e.g high and low; loud and quiet using musical terminology.					History: look at a song from the period of history you are studying. What do the lyrics tell you about life at the time?
Visits/trips/enrichment							
Ongoing opportunities	<p>Get children's attention by clapping a rhythm that they have to repeat back to you.</p> <p>In early work, play music from different periods or cultures. At the end of the week, discuss: which was your favourite piece and why?</p>						

