

Benington Primary School Curriculum Map Music

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Acorn Class	<u>Being Imaginative and Expressive:</u> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music Sing songs during worship (weekly), perform songs during Harvest celebrations, the Nativity production and Easter 					
Acorn Reception	<i>I've got a grumpy face</i> (3wks) Timbre, beat, pitch contour. <i>The Sorcerer's apprentice</i> (3wks) Musical storytelling, louder/quieter, faster/slower, higher/ lower, timbre.	<i>Witch, witch</i> (3wks) Call-and-response, pitch (la-so-mi-do), timbre. <i>Row, row, row your boat</i> (3wks) Beat, pitch (step/leap), timbre	Bird Spotting: Cuckoo Polka (3wks) Active listening, beat, pitch (so-mi), vocal play <i>Shake my sillies out</i> (3wks) Timbre, pitch (higher/lower), tempo (faster/slower), beat	<i>Up and down</i> (3wks) Pitch contour rising and falling, classical music <i>Five fine bumble bees</i> (3wks) Timbre, tempo, structure (call-and-response), active listening	<i>Down there under the sea</i> (3wks) Timbre, structure, active listening, tune moving in step (stepping notes), soundscape <i>It's oh so quiet</i> (3wks) Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments	<i>Slap clap clap</i> (3wks) Music in 3-time, beat, composing and playing <i>Bow, bow, bow Belinda</i> (3wks) Beat, active listening, instrumental accompaniment
Year A 2022-2023 Willow 1/2	<i>Menu Song</i> Active listening (movement), beat, (echo singing, showing pitch moving), progression snapshot 1 Harvest	<i>Colonel Hathi's March</i> Timbre, tempo, dynamics, pitch, classical music. Christmas	<i>Grandma Rap</i> Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2	<i>Who stole my hens and chickens</i> 4-beat patterns, rests, dotted quaver-semiquaver rhythm ('skippy' rhythm), clapping games.	<i>Dancing and drawing to Nautilus</i> Active listening (musical signals, internalising beat, draw to music, movement/actions) electronic music	<i>Come dance with me</i> Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3.
Year B 2023-2024 Willow 1/2	<i>Tony Chesnut</i> Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1. Harvest	<i>Carnival of the Animals</i> Timbre, tempo, dynamics, pitch, classical music Christmas	<i>Football</i> Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2	<i>Swing-a-long with Shostakovich</i> 2- and 3-time, beat, beat groupings, 20th century classical music.	<i>The Rockpool Rock</i> 2-part singing, Rock 'n' roll, structure, timbre	<i>Tancsmy Labada</i> Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3
Year A 2022-2023 Beech 3/4	<i>I've been to Harlem</i> Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1.	<i>Chilled out clap rap</i> (Sing) Beat, rhythm, dynamics, crotchet, paired quavers, notes C-D-E, crotchet rest.	Recorder 1 To name the parts of recorder and hold it correctly.	Recorder 2 To play the recorder with attention to breath control, finger placement and posture	Recorder 3 To play the recorder with attention to breath control, finger placement and posture	Recorder 4 To continue to play the recorder with attention to breath control, finger placement and posture

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			<p>To play and recognise the note B To play and recognise the note A, G & E To hold a recorder correctly to enable correct playing To use tongue correctly to form the notes and make a clear, consistent sound. To play the notes A and B and experiment with length of notes. To play the note G and experiment with the length of notes. To play notes B, A and G and begin to play a simple tunes. N.B. Revision and consolidation for Y4 – new to Y3</p> <p>The horse in motion (3) To create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics.</p>	<p>To begin to read notes on the stave; B, A, G, E and C N.B. Revision and consolidation for Y4 – new to Y3</p> <p>From a railway carriage (3) (Compose) Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music</p>	<p>To read notes on the stave; B, A, G, E and C N.B. Revision and consolidation for Y4 – new to Y3</p> <p>Just 3 Notes (3) Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation</p>	<p>To continue to read notes on the stave; B, A, G, E, D and C N.B. Revision and consolidation for Y4 – new to Y3</p> <p>Fly with the stars (Classroom percussion) Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3</p>
<p>Year B 2023-2024 Beech 3/4</p>	<p><i>This little light of mine</i> (Sing) Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response, progression snapshot 1.</p>	<p>Sound symmetry (3) (Compose) Structure (symmetry and pattern in melody, ternary form), melody, accompaniment</p>	<p>Recorder 1 To name the parts of recorder and hold it correctly. To play and recognise the note B To play and recognise the note A. To hold a recorder correctly to enable correct playing</p>	<p>Recorder 2 To play the recorder with attention to breath control, finger placement and posture To begin to read notes on the stave; B, A, G, E and C N.B. Revision and consolidation for Y4 – new to Y3</p>	<p>Recorder 3 To play the recorder with attention to breath control, finger placement and posture To read notes on the stave; B, A, G, E and C N.B. Revision and consolidation for Y4 – new to Y3</p> <p>Global Pentatonics (3)</p>	<p>Recorder 4 To continue to play the recorder with attention to breath control, finger placement and posture To continue to read notes on the stave; B, A, G, E, D and C N.B. Revision and consolidation for Y4 – new to Y3</p>

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			<p>To use tongue correctly to form the notes and make a clear, consistent sound. To play the notes A and B and experiment with length of notes. To play the note G and experiment with the length of notes. To play notes B, A and G and begin to play a simple tunes. N.B. Revision and consolidation for Y4 – new to Y3</p> <p>‘March’ from <i>The Nutcracker</i> (3) Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music</p>	<p><i>Fanfare for the common man</i> (3) Fanfare, timbre, dynamics, texture, silence</p>	<p>Pentatonic scale, different music traditions and cultures, graphic/dot notation.</p>	<p><i>Favourite Song</i> (Classroom percussion) Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3.</p>
<p>Year A Oak 5/6 2022 -2023</p>	<p>Sing up Listening unit year 6 Autumn 1: Shadows</p> <p>Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music</p>	<p>Sing up singing unit year 6 Autumn 2: Dona Nobis Pachem</p> <p>Sing 5-note scales, and arpeggios.</p> <p>Sing Dona Nobis Pachem in unison and as a round</p>	<p>Sing up Singing and composition unit year 6 Spring 1: Twinkle Twinkle</p> <p>Interpret a score and perform a piece using body percussion.</p>	<p>Sing up Composition unit year 6 Spring 1: Ame Sau Vala Tara Bal - Indian Music</p> <p>Develop knowledge and understanding of a variety of musical styles from India</p>	<p>Sing up Listening unit year 6 Summer 1:exploring identity through song.</p> <p>To understand how stories are told through lyrics and voice</p>	<p>Sing up unit year 5 Composition unit Summer 2: An introduction to songwriting</p> <p>Identify the structure of a song. Identify what a hook is.</p>

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	<p>Learn a song and sing in unison</p> <p>Understand musical influences</p> <p>Plan a creative response to music</p> <p>Listen to and appraise others' performances.</p> <p>Perform in front of an audience.</p>	<p>To follow a simple score when singing</p> <p>Sing a song in Latin</p>	<p>Learn about theme and variations form.</p> <p>Orchestrate a well known tune</p> <p>Create a new variation</p> <p>Create a passacaglia</p> <p>Understand about improvisation</p>	<p>Learn a variety of Bhangra dance steps</p> <p>Create a rhythmic piece for drums and percussion instruments.</p> <p>To play an accompaniment to a Bhangra rhythm</p>	<p>To understand the term vocal range and vocal register</p> <p>To interpret the meaning of songs</p> <p>To recognise rhyme and internal rhyme in lyrics</p> <p>To investigate the features of anthemic songs</p>	<p>Identify the texture of a song and its effect. Analyse the lyrics of a song and appreciate the role of a metaphor.</p> <p>Appreciate a variety of hooks.</p> <p>Develop ideas to generate their own hooks.</p> <p>Speak their hooks rhythmically in a variety of different ways.</p> <p>Compose a fragment of a song that can be developed into a fully-fledged song.</p> <p>Experiment with pitch to create a strong hook.</p>
<p>Year B</p> <p>Oak 5/6</p> <p>2023 2024</p>	<p>Sing up listening and singing unit year 5</p> <p>Autumn 1: What shall we do with the Drunken Sailor?</p> <p>To understand the history of sea shanties</p>	<p>Sing up singing unit Folk Music year 6</p> <p>Autumn 2: Touch the sky</p> <p>Listen and move to music in 3/4 (waltz) time.</p> <p>Learn about traditional</p>	<p>Sing up unit year 5</p> <p>Spring 1: Learning to sing a Nasheed - Madina Tun Nabi</p> <p>Sing a song in two parts with expression and an</p>	<p>Sing up unit year 5, listening and singing unit Spring 2: Three little birds and reggae music</p> <p>To develop a knowledge and understanding of the</p>	<p>Sing up unit year 5, listening unit Summer 1: Epoca - The Argentine Tango</p> <p>Listen actively and move in response to the music</p>	<p>Sing up unit year 5, listening and singing unit Summer 1: Baloo Baleerie</p>

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	<p>Sing a sea shanty observing pitch, accuracy and rhythm</p> <p>To maintain a rhythm</p> <p>To play notes to accompany singing</p> <p>To learn a harmony to a song</p> <p>To put own rhythm to a sea shanty</p>	<p>Scottish folk music and identify some instruments. Analyse the musical characteristics of the song <i>Touch the sky</i>. Learn a melody and a harmony</p> <p>Create a clapping game</p> <p>Sing with dynamic expression</p> <p>Play and improvise different 3/4 rhythms on a tuned instrument.</p> <p>Play a pentatonic scale. Play rhythmic patterns in 3/4 time on a variety of notes.</p> <p>Learn to play a drone, bass notes, or chord notes to accompany the chorus of <i>Skye boat song</i>.</p> <p>Play together in an ensemble.</p>	<p>understanding of its origins.</p> <p>Play back simple melodic patterns</p> <p>Play rhythms to accompany a song</p> <p>Additional planning</p> <p>The Planets suite by Holst</p> <p>To evaluate music of the great composers</p> <p>To understand the notion of time signature</p>	<p>origins, history, and social context of Reggae music</p> <p>To understand a triad of notes</p> <p>To sing a harmony</p> <p>To play a melodic riff</p> <p>To notice a chord change</p> <p>To prepare a song for performance</p>	<p>Understand something about the history of the Argentine tango</p> <p>To explore staccato movement and sound</p> <p>To understand the meaning of the word ostinato</p> <p>To understand the musical term LEGATO</p>	<p>To know what a lullaby is.</p> <p>To sing gently</p> <p>To identify different types of rhythms</p> <p>Keep time when singing a song</p> <p>Recognise a 3/4 time signature</p>
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