

Long Term Subject Map of skills – 2014

Subject: Music

Vision

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of children. Our music curriculum should develop the capacity to express ideas and feelings symbolically through the medium of sound, develop the interrelated skills of composition, performance and appreciation. It should also develop social skills and awareness through making music together and develop an awareness of musical traditions and developments in a variety of cultures and societies.

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<p>In assembly children will be given the opportunity to listen to different genres of music; composers and musicians. The children will hear music from different historical periods, styles and traditions. Children will be able to TTYP and reflect on the music that they have heard.</p>					
<u>Singing</u>	<p>Sing quietly and loudly.</p> <p>Sing short and long notes, high and low notes.</p> <p>Take part in a group song/performance.</p> <p>Perform simple rhythms and songs by copying.</p>	<p>Sing songs with others or on my own, remembering the tune and keeping in time.</p> <p>Recognise and explore how sounds can be made and changed.</p> <p>Sing with a sense of the shape of the melody.</p> <p>Perform with awareness of others.</p>	<p>Keep a beat on my own.</p> <p>Sing songs with others or on my own, remembering the tune and keeping in time.</p> <p>Use my own made up symbols to represent sounds.</p> <p>Describe music using element words such as high/low/fast /slow/long/short and</p>	<p>Sing in tune with expression.</p> <p>Perform rhythmically a part that use a range of notes.</p> <p>Select a sound to achieve an effect, eg, creating surprise or excitement, creating peaceful music.</p> <p>Use crescendo and diminuendo and changes in tempo to create effects.</p>	<p>Identify and explore the relationship between sounds and how music can reflect different intentions.</p> <p>Perform by ear and from simple notation, maintain my own part with awareness of how the different parts fit together and the need to achieve an overall effect.</p>	<p>Perform significant parts from memory and from notations with awareness of my own contribution, such as leading others, taking a solo part and/or providing rhythmic support.</p> <p>Improvise melodic and rhythmic material within given structures, use a variety of notations.</p> <p>Analyse and compare musical features. I understand how venues,</p>

			<p>say how they affect the mood.</p> <p>Sing simple songs in tune as part of a group or on my own.</p>	<p>Sing in a round.</p>	<p>Improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures.</p>	<p>occasion and purpose affects the way music is created, performed and heard.</p> <p>Make up music for occasions such as Christmas carol or a song for a leaver's service.</p>
<p><u>Composing,</u> <u>creating and</u> <u>developing.</u> <u>Performing</u></p>	<p>Choose sounds to represent ideas, eg, horses' hooves, money jingling, etc.</p> <p>Recognise and explore how sounds can be made and changed.</p> <p>Perform with an awareness of others.</p> <p>Respond to different moods in music and recognise changes in sounds.</p> <p>Identify simple repeated patterns and take account of musical instruments</p> <p>Make a sound on several musical instruments.</p> <p>Make a sound on several musical instruments.</p>	<p>Repeat short rhythmic and melodic patterns and create and choose sounds in response to starting points.</p> <p>Respond to different moods in music and recognise changes in sounds, identify simple repeated patterns and take account of musical instruments.</p> <p>Recognise and explore how sound can be organised.</p> <p>Perform simple patterns and accompaniments keeping to a steady pulse.</p> <p>Choose carefully and order sounds with simple structures such as beginning, middle and end in</p>	<p>Select a sound or instrument to achieve an effect, eg, creating surprise or excitement, creating peaceful music</p> <p>Change the way I play an instrument, learning and applying skills and techniques, to achieve different effects.</p> <p>Use crescendo and diminuendo and changes in tempo to create effects.</p> <p>Play a simple ostinato or repeated phrase on a pitched instrument as an accompaniment to a song.</p> <p>Play at different speeds (tempi) and in different pulses (meters).</p>	<p>Play a simple ostinato or repeated phrase on a pitched instrument as an accompaniment to a performance.</p> <p>Improvise or perform cyclic patterns as part of a group.</p> <p>Perform in time with different patterns played by others, varying the effect.</p> <p>Suggest improvements to group compositions, using the appropriate element vocabulary, and comment on whether the result has the intended effect.</p> <p>Improvise repeated patterns. Recognise how different musical</p>	<p>Suggest improvements to own and others work, commenting on achievement.</p> <p>Compose music as part of a group from different starting ideas, eg, sea soundscape, haunted house.</p> <p>Perform music as part of a group that uses appropriate sounds to achieve an intention eg, for scenes in a story.</p> <p>Create and interpret simple graphic scores and recognise some symbols from staff notation.</p> <p>Make up short tunes and rhythms and organise them</p>	<p>Identify and use 4 and 8 bar phrases in group and individual compositions.</p> <p>Form and use basic triads in compositions, eg, combining primary triads in 8 bar phrases or using minor triads to create sad or dramatic music.</p> <p>Improvise musical phrases and use them to develop compositions using repetition and structures such as ternary, rondo or verse chorus forms.</p> <p>Compose, improvise and perform music using historical or cultural structures such as the 12 bar blues.</p> <p>Use notation, such as staff notation, tablature or my own methods, to record and develop compositions.</p> <p>Play an individual role in a</p>

		<p>response to given starting points.</p> <p>Represent sounds with symbols and recognise how the musical elements can be used to create different moods or effects</p>	<p>Make up short musical patterns in a group or on my own with a beginning, middle and end using different instruments and sounds.</p>	<p>elements are combined and used. Suggest appropriate sounds and instruments to achieve an effect for a purpose, eg, rhythmic pulse to a march, strong beat for dance music.</p> <p>Change the way I play an instrument, learning and applying skills and techniques, to achieve different effects.</p>	<p>in structures such as 'call and response', 'ternary' or 'rondo' forms.</p> <p>Make changes to compositions and performances, saying whether changes have worked in achieving the intended effect and why.</p>	<p>group performance, from memory or by reading notation, playing solos, accompaniments or directing the group.</p> <p>Compose music for different occasions using appropriate musical devices such as melody, rhythms and chords.</p>
<p><u>Listening, applying knowledge and understanding</u></p>	<p>Listen carefully with concentration.</p> <p>Know how some sounds are made and changed.</p> <p>Use my voice in different ways to create different effects.</p> <p>Listen out for different types of sounds.</p> <p>Make my own signs and symbols to make or record my music.</p>	<p>Listen carefully with concentration.</p> <p>Recall short rhythmic and melodic patterns.</p> <p>Know how sounds can be made and changed to suit a situation.</p> <p>Make my own signs and symbols to make or record my music.</p> <p>Know that music can be played or listened to for a variety of purposes.</p>	<p>Listen carefully and can recall short rhythmic and melodic patterns.</p> <p>Use my knowledge of dynamics timbre and pitch to organise my music.</p> <p>Know how sounds can be made and changed to suit a situation.</p> <p>Know that music can be played or listened to for a variety of purposes (including throughout history and different cultures).</p>	<p>Recognise how musical elements can be used together to compose music.</p> <p>Know how many beats in a minum, crotchet, semibreve and recognise their symbols.</p> <p>Know the symbol for a rest in music and can use silence to effect.</p> <p>Describe the different purposes of music throughout history and in other cultures.</p>	<p>Combine sounds expressively.</p> <p>Create songs with an understanding of the relationship between lyrics and melody.</p> <p>Know and use standard notation (crotchet, minum, semibreve) to know how many beats to play.</p> <p>Describe music I hear and compare it with styles and genres using appropriate</p>	<p>Know and use musical notation to perform and record music.</p> <p>Use my musical vocabulary to help me understand how best to combine musical elements.</p> <p>Read notes and know how many beats they represent.</p> <p>Understand the different cultural meanings and purposes of music.</p> <p>Recognise and describe music and musical instruments from different periods of history, eg, medieval or renaissance recorders, classical piano or clarinet, modern electric</p>

					<p>vocabulary.</p> <p>Recognise and describe music and musical instruments from different cultures and geographical regions, eg, Balinese Gamelan, African drumming, Western Symphony Orchestra.</p>	<p>guitars and synthesisers.</p> <p>Describe and compare pieces of music using approp musical vocabulary and commenting on structures, phrasing and effects such as crescendo, staccato.</p>
<p><u>Respondin</u> <u>g and</u> <u>reviewing</u></p>	<p>Show that I can hear different moods in music.</p> <p>Identify the beat in music.</p>	<p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc).</p> <p>Recognise changes in timbre, dynamics and pitch.</p> <p>Improve my own work.</p> <p>Describe music using element words such as high/low/fast /slow and say how they affect the mood.</p>	<p>Make suggestions to improve my work.</p> <p><u>Describe</u> music using words such as duration, timbre, pitch, beat, tempo and texture.</p> <p>Listen to several layers of sound and talk about the effect on mood and feelings.</p>	<p><u>Describe</u> music using words such as duration, timbre, pitch, beat, tempo and texture.</p> <p>Use these words to identify where my music works well and how it can be improved.</p> <p>Describe my music using musical words and use this to identify strengths and weaknesses in my music.</p>	<p>Analyse and compare musical features. I understand how venues, occasion and purpose affects the way music is created, performed and heard.</p> <p>Refine and improve my work.</p>	<p>Understand how lyrics reflect the cultural context and have social meaning. Use this knowledge to enhance my own compositions.</p> <p>Appreciate harmonies and work out how drones and melodic ostinati are used to accompany singing.</p> <p>Refine and improve my work.</p>

<u>Technical</u> <u>Vocabular</u> y	Quiet/loud High/low Long/short Note Perform Sound Rhythm Mood Repetition Voice Sign/symbol Beat	Tune High/low Fast/slow Sound Melody Rhythm Mood Repetition Pattern Accompaniment Pulse Beg/middle/end Sign/symbol Thought/feeling Timbre Dynamics Pitch	Beat Tune Symbols High/low Long/short Mood Crescendo Diminuendo Tempo Ostinato Pulse Rhythm Melody Dynamics Timbre Pitch Texture Duration	Expression Note Crescendo Diminuendo Round Tempo Ostinato Improvise Musical element Minim Semibreve Crotchet Rest Silence Duration Timbre Pitch Texture	Notation Melody Rhythmic phrase Soundscape Graphic score Staff notation Ternary Rondo Lyrics Beat Minim Semibreve Crotchet Orchestra Perform	Notation Melody Rhythmic phrase 4/8 bar phrase Triad Ternary Rondo Verse Chorus Chord Solo Phrase Crescendo Staccato Harmony Drone Ostinato
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