

St Vincent's Music Curriculum Knowledge Map 2023-24

MUSIC	Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2
Driving Question	How can we show compassion, care and love to those in need?	Why should we show respect for others and how can we do this?	How can we be stewards of our environment and of one another?	In what practical ways can we learn from our mistakes?	Why should we not judge others?	How can we build trusting relationships?
EYFS	<p>Singing Learn the school prayers through song. Sing familiar songs to perform at Christmas.</p> <p>Continuous Provision Exploring different instruments and sounds.</p>	<p>Listening and Composing Learn about different sounds high and low, loud and soft.</p> <p>Continuous provision Singing - learn superhero song with actions Listening - music linked to festivals</p>	<p>Performing and musicianship Perform using musical instruments to make the sounds of vehicles moving.</p> <p>Continuous provision Singing - songs linked to journeys. Listening - transport sounds</p>	<p>Singing Learn the school prayers through song. Sing familiar songs to perform at Christmas.</p> <p>Continuous Provision Exploring different instruments and sounds</p>	<p>Listening and Composing Learn about different sounds high and low, loud and soft.</p> <p>Continuous provision Singing - learn superhero song with actions Listening - music linked to festivals</p>	<p>Performing and musicianship Perform using musical instruments to make the sounds of vehicles moving.</p> <p>Continuous provision Singing - songs linked to journeys. Listening - transport sounds</p>
KS1	<p>Singing Sing with some accurate pitch (modelled first by teachers) a song celebrating nature. https://www.youtube.com/watch?v=xCwW8DlnGUg</p> <p>Year one- Adults will model and sing alongside children demonstrating how to sing a simple song with accurate pitch.</p> <p>Year two- Children watch adults sing a song with accurate pitch and sing independently afterwards.</p>	<p>Listening and Composing Pupils will listen to classical music inspired by animals and compose their own piece of music reflecting on animal movement.</p> <p>Year one- Pupils will listen to music with an awareness of the context. Pupils will explore simple rhythms that they can play alongside a silent video clip.</p> <p>Year two- Pupils will listen to music with an awareness of the context. Pupils will create a simple rhythm using notation as a</p>	<p>Performing and musicianship Pupils will perform a short rhythm inspired by their learning about seasonal changes.</p> <p>Year one- Pupils will use body percussion or percussion instruments to create a repeated rhythm that represents a particular season they have chosen.</p> <p>Year two- Pupils will create and perform their own chanted rhythm patterns using graphic symbols or notation to record their</p>	<p>Singing Pupils will sing the familiar song London's burning in a four-part round. https://www.youtube.com/watch?v=9Rkx8WG6HSQ</p> <p>Year one- Adults will model and sing alongside children demonstrating how to sing a simple song with accurate pitch.</p> <p>Year two- Children watch adults sing a song with accurate pitch and sing independently afterwards.</p>	<p>Listening and Composing Pupils will compose a short piece of music to accompany a silent video of a clip or image of weather e.g. window view of rain or sun rise ect.</p> <p>Year one- Pupils will listen to music with an awareness of the context. Pupils will explore simple rhythms they can create and make after watching a silent clip of a type of weather.</p> <p>Year two- Pupils will listen to music with an awareness of the context.</p>	<p>Performing and musicianship Pupils will perform the familiar song London bridge is falling down in two parts as well as using percussion instruments. https://www.youtube.com/watch?v=yitUP1i7F5E</p> <p>Year one- Pupils will sing familiar songs in both low and high voices and talk about the difference in sound. Year two- Pupils will match their voices accurately, supported</p>

		response to a video clip of an animal moving.	song about their chosen season.		Pupils will create a simple rhythm using notation to accompany a silent video clip or photo of their chosen weather.	by a leader singing the main melody first.
LKS2	<p>Singing <i>Great Exhibition - To sing a Victorian style song and perform to an audience.</i></p> <p>Year three - To sing in unison a Victorian style song, tunefully and with expression.</p> <p>Year four- to sing a Victorian style song in unison, pitching the voice accurately. Children will perform to an audience and sing in rounds.</p>	<p>Listening and Composing <i>Pupils will create a Colosseum Score</i> https://www.youtube.com/watch?v=3z_QAPB3XeA https://www.youtube.com/watch?v=ij3_VIjxd9s</p> <p>Year three- listen to music from the Roman era and understand the deeper historical context. Become more skilled in improvising a piece of music (with a clear beginning, middle and end) with their voice and tuned and untuned instruments in response to an image, story or verse.</p> <p>Year four- Children listen to music from the Roman era and understand the deeper meaning of the historical context. of the music. Pupils to improvise a piece of music on a limited range of pitches on the instruments they are currently learning in response to an image story or verse.</p>	<p>Performing and musicianship</p> <p><i>Pupils will create and perform an environmental safety song</i></p> <p>Year three- Pupils will compose their songs using dot notation first. They will perform songs with word chants, demonstrating an understanding that each syllable links to one musical note.</p> <p>Year four- Pupils will perform their environment songs in pairs or in larger groups with some children playing the melody part and the others playing the accompaniment. They will use instruments they are learning to play and perform to the whole class.</p>	<p>Singing</p> <p><i>Children will learn the song 'Dragon ship' and sing in time with others. Children will sing a song about rivers and sing in a round.</i></p> <p>Year three- Pupils will sing unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression.</p> <p>Year four- Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p>	<p>Listening and Composing <i>Pupils will compose a piece of music linked to their learning about the stone age and how instruments were used for long-range communication.</i> https://www.youtube.com/watch?v=l6U2eiaqVRQ</p> <p>Year three- listen to music inspired by the Song age with prehistoric instruments used and understand the deeper historical context. Become more skilled in improvising a piece of music (with a clear beginning, middle and end) with their voice and tuned and untuned instruments in response to an image, story or verse.</p> <p>Year four- Children listen to music inspired by the Stone age era and understand the deeper meaning of the historical context. of the music. Pupils to improvise a piece of music on a limited range of pitches on the instruments they are</p>	<p>Performing and musicianship</p> <p><i>Explore songs from UN countries. Perform their chosen song in groups.</i></p> <p>Year three- Pupils will develop their skills in playing tuned percussion or a melodic instrument, such as violin or recorder.</p> <p>Year four- Pupils will play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p>

					currently learning in response to an image story or verse.	
UKS2	<p>Singing <i>Pupils perform a song composed during WW2.</i></p> <p>Year five- To learn and perform a song with a sense of ensemble to an audience.</p> <p>Year six- To learn and perform a song that includes a counter melody with a sense of ensemble to a wider audience.</p>	<p>Listening and Composing <i>Listen to recorded and live performances of African djembe drumming.</i></p> <p>Year five- Working in pairs pupils will create a short ternary piece using drums and Xylophones.</p> <p>Year six- Working in pairs pupils will create a piece of music either in G major or E minor using Xylophones.</p>	<p>Performing and musicianship</p> <p><i>Pupils will perform in the end of year production with singing and playing musical instruments.</i></p> <p><i>Pupils will explore environmentally and sustainably made instruments within their project learning.</i></p> <p>Year five- Pupils will play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range.</p> <p>Year six- Students will engage with others through ensemble playing with pupils taking on melody or accompaniment roles.</p>	<p>Singing</p> <p><i>Pupils to perform a space themed song</i></p> <p>Year five- To learn and perform a song with a sense of ensemble to an audience.</p> <p>Year six- To learn and perform a song that includes a counter melody with a sense of ensemble to a wider audience.</p>	<p>Listening and Composing</p> <p><i>Pupils will listen to Greek composer Vangelis and create an inspired piece.</i></p> <p>Year five- Children will listen to recorded performances and have opportunities to listen to live music. Working in pairs pupils will create a short ternary piece.</p> <p>Year six- Children will listen to recorded performances and have opportunities to listen to live music. Working in pairs pupils will create a piece of music either in G major or E minor.</p>	<p>Performing and musicianship</p> <p><i>Pupils will perform in the end of year production with singing and playing musical instruments.</i></p> <p><i>Pupils will research musical instruments used by the Egyptians.</i></p> <p>Year five- Pupils will play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range.</p> <p>Year six- Students will engage with others through ensemble playing with pupils taking on melody or accompaniment roles.</p>