

Curriculum Map:

MusicYear 1

Below outlines the learning focus for each term

Term	Learning Focus		Conceptual Development
	Knowledge	Skills	
Autumn 2 NATIVITY	To understand how expression makes singing more interesting to the listener.	Sing simple songs from memory Use expression when singing	Build upon: Reception skills - Sings a few familiar songs. Uses movement to express feelings in response to music. Explores and learns how sounds can be changed. Prepare for: Responding to music with developed language skills Using the body in different ways to make sounds
Spring 1	To know the different ways of making body percussion To know the meaning of PITCH (high and low sounds) and COMPOSER (someone who has written a piece of music) Tchaikovsky Edvard Grieg	To respond to music using words and actions. To talk/write about how a piece of music makes you feel	Build upon: Ways of making different sounds Prepare for: Understanding dynamics and knowing names of some percussion instruments
Spring 2	To know the name of some percussion instruments. To know the meaning of DYNAMICS (loud or quiet/volume) Edvard Grieg Vaughan Williams Chopin	To explore sounds and music through dance and play. To explain how to make a musical instrument and change its dynamics.	Build upon: Understanding of pitch and dynamics Prepare for: Understanding of tempo and how it changes.
Summer 1	To know some facts about the composer "Beethoven" To know the meaning of PITCH/TEMPO/PULSE Beethoven	To sing and perform simple songs from memory, using a sense of expression To describe a piece of music using simple sentences and through art.	Build upon: Using tempo, dynamics and pitch in different ways Prepare for: Understanding and starting to demonstrate the difference between pulse and rhythm

Summer 2	<p>To know what expression is and how it can make singing more interesting to the listener.</p> <p>To know the meanings of PULSE and RHYTHM</p> <p>Tchaikovsky</p>	<p>To show a sense of pulse and rhythm when performing</p> <p>To communicate aspects of stories using words, singing and actions</p>	<p>Build upon: Understanding, demonstrating and perform using the inter-related dimensions of music (eg pitch, dynamics, tempo....)</p> <p>Prepare for: Using musical vocabulary with more confidence and fluency.</p> <p>Showing a greater understanding of rhythm and pulse</p>
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