



Whipton Barton Federation Music Long Term Curriculum Map

Musical Education at Whipton Barton Federation encompasses many different forms, each of which gives children knowledge and understanding of the subject in order to become more competent, confident and motivated in musical exploration. Music is so much a part of children's lives, that they often do not even notice it. The curriculum is designed to not only build awareness, but also to raise aspirations and open the children up to not only the potential of music in their lives as a way of enjoyment, but also as a valid career that they might wish to take on later in life.

Children in Early Years develop knowledge of sound, songs, music and instruments from the very beginning of nursery and throughout their time in the EYFS. They have continual access to musical instruments where they can explore and distinguish the different sounds (timbre) that musical instruments make and how they can be played differently to create a new sound or dynamic. They use songs, music and dance as a way of expressing themselves freely during their independent learning time but equally teachers use music throughout the curriculum. For example, the use of musical instruments in Maths lessons supports children's understanding of pattern and children learn dance as part of their PE lessons in Reception. In the Autumn term, Reception children learn to perform a range of songs and dances as part of their Nativity play.

Success in music takes different forms. This might take place during Friday's Celebration Assembly, held in front of the whole school, through Head teacher prizes, dojo points or having successes shared through social media. They could have performed in front of third parties, such as the local community, members of community choirs or as part of a local event.



Peripatetic Music and Clubs

Music clubs are ongoing during the year, with choir being open to all year groups, and a Year 5/6 'Band in a Term' club that takes place in the summer term. Peripatetic music is taught four days a week in school, with the children learning Piano / Keyboard, Brass, Drums, Ukulele, Recorder and Guitar. These activities are designed to be focussed, fun and engaging for all who attend, contributing to children's learning in school, wellbeing and mental health.

Special events take place regularly during the year. These take place in all year groups and are designed to foster an inclusive, group approach, so that all children share the joy of taking part in – and making – music. All children have opportunities to attend Music events at different times throughout the year and can represent the school in different ways, whether it is through assembly, during concert events or Christmas Carol concerts.

The curriculum is designed to be both progressive and cumulative, allowing children to not only re-visit skills taught previously as they progress through the school, but also to improve upon them and feel a sense of achievement as they do so. As the children move through the school, so their lessons change and adapt to reflect their growth. Skill based work extends into exploration of World music, which in turn develops their ear for melody and rhythm, thereby giving them confidence to begin analysing music they hear with the correct language and terms. This ground up approach allows children to feel a sense of success, and the differentiation built into the lessons ensures all can take part.





Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Children in Early Years develop knowledge of sound, songs, music and instruments from the very beginning of nursery and throughout their time in the EYFS. They have continual access to musical instruments where they can explore and distinguish the different sounds (timbre) that musical instruments make and how they can be played differently to create a new sound or dynamic. They use songs, music and dance as a way of expressing themselves freely during their independent learning time but equally teachers use music throughout the curriculum. For example, the use of musical instruments in Maths lessons supports children's understanding of pattern and children learn dance as part of their PE lessons in Reception. In the Autumn term, Reception children learn to perform a range of songs and dances as part of their Nativity play.					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1		Understanding the Basics of Pulse and Rhythm Listen to music with sustained concentration. Discuss feelings and emotions linked to different pieces of music. Find the pulse whilst listening to music and using movement. Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.		Understanding that music can create a mood and make people feel things. Exploring pitch. Listen to music with sustained concentration. Recognise different instruments. Discuss feelings and emotions linked to different pieces of music. Use the correct musical language to describe a piece of music.		To foster an understanding of emotion and pitch within music. Listen to music with sustained concentration. Understand that dynamics describe how loud or quiet the music is. Discuss feelings and emotions linked to different pieces of music. Use the correct musical language to describe a piece of music.



		<p>Listen to, copy and repeat a simple rhythm or melody.</p> <p>Understand that tempo describes how fast or slow the music is.</p>		<p>Understand that pitch describes how high or low sounds are.</p>		<p>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.</p> <p>Understand that pitch describes how high or low sounds are.</p> <p>Understand that tempo describes how fast or slow the music is.</p>
Year 2		<p>Creating Rhythmic Patterns and Call & Response music.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Develop an understanding of melody, the words and their importance in the music being listened to.</p> <p>Sing a song in two parts.</p> <p>Understand that structure describes how</p>		<p>To create a rhythmical piece of music that accompanies a traditional tale.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Develop an understanding of melody, the words and their importance in the music being listened to.</p> <p>Build an understanding of the pulse and internalise it</p>		<p>To understand that rhythm has value and melody is important in music</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Develop an understanding of melody, the words and their importance in the music being listened to.</p> <p>Begin to describe a piece of music using a developing</p>



		<p>different sections of music are ordered.</p> <p>Understand that texture describes the layers within the music.</p> <p>Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.</p>		<p>when listening to a piece of music</p> <p>Sing a song in two parts.</p> <p>Improvise a simple rhythm using different instruments including the voice.</p> <p>Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.</p>		<p>understanding of the interrelated musical dimensions.</p> <p>Understand that texture describes the layers within the music.</p> <p>Understand that structure describes how different sections of music are ordered.</p> <p>Improvise a simple rhythm using different instruments including the voice.</p>
Year 3		<p>To develop understanding of pulse and formal musical notations.</p> <p>To perform a ballad.</p> <p>Develop an understanding of formal, written notation which includes crotchets and rests.</p>		<p>To explore traditional Chinese music and to play pentatonic melodies.</p> <p>Develop an understanding of formal, written notation which includes crotchets and rests.</p>		<p>To create a jazz motif.</p> <p>Develop an understanding of formal, written notation which includes crotchets and rests.</p> <p>Listen with direction to a range of high-quality music.</p>



		<p>Listen with direction to a range of high quality music.</p> <p>Confidently recognise a range of musical instruments.</p> <p>Begin to listen to and recall sounds with increasing aural memory.</p> <p>Sing songs with multiple parts with increasing confidence.</p> <p>Play and perform in solo or ensemble contexts with confidence.</p>		<p>Listen with direction to a range of high-quality music.</p> <p>Confidently recognise a range of musical instruments.</p> <p>Understand that improvisation is when a composer makes up a tune within boundaries</p> <p>Find the pulse within the context of different songs/music with ease.</p> <p>Understand that composition is when a composer writes down and records a musical idea.</p>		<p>Confidently recognise a range of musical instruments.</p> <p>Begin to listen to and recall sounds with increasing aural memory.</p> <p>Understand that improvisation is when a composer makes up a tune within boundaries.</p> <p>Play and perform in solo or ensemble contexts with confidence.</p>
Year 4		<p>To develop understanding of pulse and rhythm.</p> <p>To use body percussion.</p> <p>To use percussion instruments to create a repeated melody.</p>		<p>To explore the style of Rock and Roll with keyboards and glockenspiels.</p> <p>Develop an understanding of formal, written notation which includes minims and quavers.</p>		<p>To explore the festival of Hanami and compose a musical piece.</p> <p>To develop understanding of dimensions of music.</p> <p>Develop an understanding of formal, written notation which</p>



		<p>Develop an understanding of formal, written notation which includes minims and quavers.</p> <p>Sing as part of an ensemble with confidence and precision.</p> <p>Play and perform in solo or ensemble contexts with increasing confidence.</p> <p>Use musical language to appraise a piece or style of music.</p> <p>Confidently recognise a range of musical instruments and the different sounds they make.</p>		<p>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.</p> <p>Use musical language to appraise a piece or style of music.</p> <p>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</p> <p>Listen to and recall sounds with increasing aural memory.</p>		<p>includes minims and quavers.</p> <p>Sing as part of an ensemble with confidence and precision.</p> <p>Use musical language to appraise a piece or style of music.</p> <p>Confidently recognise a range of musical instruments and the different sounds they make.</p> <p>Listen to and recall sounds with increasing aural memory.</p>
Year 5		<p>To compose and write complex rhythms, using inspiration of 12 bar Blues, on Glockenspiel / Xylophones</p>		<p>To explore purposes of music through history.</p> <p>Use and develop an understanding of formal, written notation which</p>		<p>To explore the history of Musical Theatre.</p> <p>To create a Musical Theatre scene.</p>



		<p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Develop an increasing understanding of the history and context of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Sing as part of an ensemble with increasing confidence and precision.</p> <p>Compose complex rhythms from an increasing aural memory.</p>		<p>includes staff, semibreves and dotted crotchets.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Compose complex rhythms from an increasing aural memory.</p> <p>Understand how pulse, rhythm and pitch work together.</p> <p>Improvise with increasing confidence using own voice, rhythms and varied pitch.</p>		<p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Develop an increasing understanding of the history and context of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Sing as part of an ensemble with increasing confidence and precision.</p> <p>Compose complex rhythms from an increasing aural memory.</p>
Year 6		To create a soundtrack and sing as part of an ensemble.		To create a group composition based on Felix Mendelssohn's Fingal's Cave		<p>To evaluate a song and lyrics.</p> <p>To compose a song.</p>



		<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Sing as part of an ensemble with full confidence and precision.</p> <p>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</p>		<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Appropriately discuss the dimensions of music and recognise them in music heard.</p> <p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Develop a deeper understanding of the history and context of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</p>		<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Sing as part of an ensemble with full confidence and precision.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</p>
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