



Music Learning Map



Year	Autumn 1 and 2		Spring 1 and 2		Summer 1 and 2	
Nursery	Sing Nursery Rhymes.	Sing songs linked to celebrations. Practise and perform songs for Christmas Performance/Play.	Explore instruments	Sing songs about growth Songs with Actions	Explore different types of music.	Make own music using a variety of instruments
Reception	<p>Feeling the Beat</p> <p>Students will listen to and react to songs. Following instructions and exploring emotions. Students will learn about a 'beat' within music and will be able to march, clap and tap the beat.</p> <ul style="list-style-type: none"> • Pitched Percussion • Unpitched Percussion • Voice <p>*Students will also create class and solo performances for a Christmas concert.</p>		<p>Sing with Me</p> <p>Students will explore their voices. They will perform vocal warm-ups and explain why it is important to warm up. Students will also learn how to sing as an ensemble and how to listen to each other when performing as an ensemble.</p> <ul style="list-style-type: none"> • Voice <p>Pitched Percussion</p>		<p>Rumble in the Jungle</p> <p>Students will create different animal sounds using their voices. They will perform vocal warm-ups and explain why it is important to warm up. Students will also learn how to sing as an ensemble and how to listen to each other when performing as an ensemble.</p> <ul style="list-style-type: none"> • Voice • Unpitched percussion <p>Pitched Percussion</p>	
Year 1	<p>The Highs and Lows</p> <p>Students will focus on pitch and identifying high and low sounds. Students will understand how the size of an instrument effects the sound the instrument makes.</p> <ul style="list-style-type: none"> • Pitched Percussion • Unpitched Percussion • Voice <p>*Students will also create class and solo performances for a Christmas concert.</p>		<p>Beat it!</p> <p>Students will explore how 'beat' influences music. Students will also learn how to identify the beat within a piece of music, with emphasis placed on the metronome and bpm.</p> <ul style="list-style-type: none"> • Unpitched Percussion • Body percussion • Pitched Percussion 		<p>Summer Pops</p> <p>Students will explore their voices. They will perform vocal warm-ups and rounds students will create their own warm-ups. Students will also learn how to sing pop songs as an ensemble and how to listen to each other when performing as an ensemble.</p> <ul style="list-style-type: none"> • Voice • Keyboards • Pitched Percussion 	
Year 2	<p>Rhythm has your two hips moving.</p> <p>Students will focus on rhythm and how different rhythms effect music. Students will understand crotchets and quavers as well as crotchet rests.</p> <ul style="list-style-type: none"> • Pitched Percussion • Unpitched Percussion <p>*Students will also create class and solo performances for a Christmas concert.</p>		<p>From Lands' End to John O'Groats</p> <p>Students will focus on Folk music of the British Isle. Students will understand how folk music moved around the country and what folk songs were about.</p> <ul style="list-style-type: none"> • Pitched Percussion • Unpitched Percussion • Voice 		<p>ROAR</p> <p>Students will explore their voices. They will perform vocal warm-ups and rounds. Students will also learn how to sing pop songs as an ensemble and how to listen to each other when performing as an ensemble.</p> <ul style="list-style-type: none"> • Voice • Keyboards • Pitched Percussion 	
Year 3	<p>I can hear the bells.</p> <p>Students will listen to and appraise music with simple repetition, with a focus on verse and chorus. Musical Activities including playing melodies and focusing on Tempo and Timing.</p> <ul style="list-style-type: none"> • Whack-a-booms • Bells • Voice <p>*Students will also create class and solo performances for a Christmas concert.</p>		<p>Chop Sticks & Forks</p> <p>Students will listen to and appraise music from around the world with a focus on Chinese music and different rhythms used. Students will be able to identify how Chinese instruments are made and the use of the pentatonic scales. This will link to the Chinese New Year.</p> <ul style="list-style-type: none"> • Glockenspiels • Keyboards • Voice 		<p>Sound of Silence</p> <p>Students will listen to and appraise music of the 60s. Students will be able to identify the main features of 1960s music. Musical Activities including playing melodies and focusing on Pitch and Intonation.</p> <ul style="list-style-type: none"> • Voice • Pitched and Unpitched percussion • Keyboards 	
Year 4	<p>Lion Sleeps Tonight.</p> <p>Students will listen to and appraise music from films, with a focus on Timbre and Instrumentation. Musical Activities including playing melodies and focusing on Tempo and Timing.</p> <ul style="list-style-type: none"> • Whack-a-booms • Bells • Voice 		<p>We are the world</p> <p>Students will listen to and appraise music from around the world with a focus on African music. Students will be able to identify how African instruments are made and they can articulate how instruments are used for communication.</p> <ul style="list-style-type: none"> • Djembes • Other African Percussion • Voice 		<p>Pentatonix</p> <p>Students will listen to and appraise music through the years with a focus on using their voices. Students will be able to identify how vocal music has evolved from Gregorian Chant to popular music of 2020. Musical Activities including singing in unison and in harmony.</p> <ul style="list-style-type: none"> • Voice • Pitched and Unpitched percussion • Keyboards 	

	*Students will also create class and solo performances for a Christmas concert.					
Year 5	<p align="center">Livin' on a prayer</p> <p>Students will listen to and appraise Rock songs. With a focus on Timbe and Instrumentation. Musical Activities including one note chords on pitched percussion. Tempo and Timing.</p> <ul style="list-style-type: none"> Glockenspiels Whack-a-booms <p>*Students will also create class and solo performances for a Christmas concert.</p>		<p align="center">Hip Hop to Epic Pop</p> <p>Students will listen, appraise and perform 'Old school Hip Hop' and 'Pop' music. Musical activities will include playing melodies on pitched percussion and singing melodies.</p> <ul style="list-style-type: none"> Glockenspiels Whack-a-booms Bells <p>Voice</p>		<p align="center">Dancing in the Street</p> <p>Students will listen, appraise and perform Motown music. Students will focus on improvisations and composition.</p> <ul style="list-style-type: none"> Glockenspiels Whack-a-booms Bells <p>Voice</p>	
Year 6	<p align="center">HAPPY</p> <p>Students will listen to and appraise Pop/Motown songs with a focus on Pitch, Tempo and Instrumentation. Students will also have a focus on the evolution of Jazz including Latin and Blues music.</p> <ul style="list-style-type: none"> Glockenspiels <p>*Students will also create class and solo performances for a Christmas concert.</p>		<p align="center">Identity through Music</p> <p>Students will listen, appraise, compose and perform music from around the world with specific influence from; Western Classical Music, Gospel and Bhangra Music.</p> <ul style="list-style-type: none"> Percussion (pitched and unpitched) Glockenspiels Bells <p>Voice</p>		<p align="center">Music from the Movies</p> <p>Students will listen, appraise, compose and perform music from the movies. Students will focus on how music can change a movie and the effect music has on motion picture.</p> <ul style="list-style-type: none"> Percussion (pitched and unpitched) Whack-a-boom Bells Voice <p>*Students will also create class and solo performances for an end of year concert.</p>	
Year 7	<p>The Orchestra-Performance and appraisal module. Students work on individual performances of differentiated classical pieces and learn about the orchestra.</p>	<p>Folk Music-Multi-instrument performance module. Students look at the conventions of folk music and apply this knowledge to a performance of Drunken Sailor</p>	<p>Find Your Voice- Group based singing module Looking at developing understanding of voice, different sounds and different parts within the music</p>	<p>Theme & Variation- Performance and composing module. Students look at famous themes and then compose their own variations of these themes to demonstrate composition skills</p>	<p>Video Games Sequencing and composing module. Students will have the opportunity to create their own music for a popular video game or TV programme.</p>	<p>Ensemble Arranging Performance Module. Students will work in small groups to create their own arrangement of the popular song 'Stand by Me'.</p>
Year 8	<p>Film Music- Performance & Appraisal Module. Students look at film music conventions and then work on group performances. Using pitched percussion. Appraisal of how music changes films</p>	<p>Blues Music- Performing and appraisal Module. Students study the key conventions of Blues music and apply this knowledge to a variety of performance tasks building on chord structures.</p>	<p>The Beatles- Performing and Appraisal Module. Students learn about The Beatles before rehearsing one of a selection of Beatles pieces as a part of a group or solo performance.</p>	<p>African Drumming- Performing and Composing Module. Students will study the music of Africa with a focus on creating Polyrythms and Call and Response rhythms.</p>	<p>Axes of Awesome- Group and solo singing module. Development of skills from Year 7 module with more emphasis on harmony, greater number of parts and greater choices of songs. while introducing chords.</p>	<p>Political Messages Composition/Performance Module. Students will study a number of stimuli based on songs with a deeper meaning. Students will then have their own opportunity to write their own songs/raps and create their own accompaniment.</p>
Year 9	<p>Minimalism & Musicals Students will develop their understanding of Minimalism music as well as how musicals have developed from 1940-2020</p>	<p>Themes & Leitmotifs- Performance & Appraisal Module. Students look at film music conventions and then work on individual and group performances of James Bond themes and leitmotif.</p>	<p>Battle of the Bands Performance and Arranging module. Students will focus on Major and Minor chords. They will then work in small groups arranging popular songs to perform at a 'Battle of the Band' class concert at the end of the module. Students will have the opportunity to use different types of pitched and unpitched instruments. All students will be required to use their voices effectively.</p>		<p>Spotlight Performance and Event management module. Students will be given the opportunity to select a main instrument to perform a solo. This piece will be sourced by the student. Students will also learn how to set up an event ranging from Health and Safety to Managing Equipment.</p>	
Year 10	<p>Unit 1 – The Music Industry Exam. Students will develop and embed their knowledge of the Music industry in preparation for the Unit 1 Exam in January. Understanding the different organisations and job roles within the industry.</p>		<p>Unit 2- Managing a Musical Product- Students will use their knowledge of the Music Industry to research and plan their own musical product which will be a C.D or a Concert.</p>		<p>Unit 5 & 7- Music Performance and Introducing Music Sequencing. Students will continue to develop their sequencing skills as well as developing their performance skills.</p>	
Year 11	<p>Unit 3, 5 & 7 Unit 3 (Optional)- Introducing Live Sound- Students will study plan for a live music event, demonstrate the understanding of health and safety and set up and use a live music system. Unit 5 (Optional)- Introducing Music Performance- Students will develop their performance skills. They will work on making effective use of their practice time and will perform two contrasting pieces for an audience. Unit 7- Introducing Music Sequencing. Students will continue to develop their sequencing skills.</p>					