



# Birds Bush Primary School

## Music Curriculum Map



		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS	Reception	<p>Music is an integral part of our Early Years curriculum. Children will learn by practicing songs and poems in class with other children. There will also be opportunities for our children to engage in performances across the years. They will develop their understanding of pitch and rhythm from activities such as call and response games. Our EYFs environment has a range of musical instruments that will allow the children to explore the idea of pulse and sound, and they will also be exposed to different types of music from a range of composers and artists such as Mozart and Louis Armstrong.</p>					
KSI	Year 1	<p><b>Marching Music</b>  <b>Musical Focus:</b>            Pulse/Beat—marching, music to move to, different speeds</p> <p><b>Genre Focus:</b>            Classical            Mozart - Rondo alla Turca            (Verdi—Triumphal March from Aida)</p>	<p><b>Samba</b>  <b>Musical Focus:</b>            Pulse/Beat—finding the beat/pulse            Rhythm—pattern, imitation, call and response, layered over a pulse, using percussion instruments to create rhythms</p> <p><b>Genre Focus:</b>            Samba            Sergio Mendes/ Carlinhos Brown—Fanfarras</p>	<p><b>Animals in Music</b>  <b>Musical Focus:</b>            Pitch—high/low, instruments which create high/low sounds</p> <p><b>Genre Focus:</b>            Romantic            Saint-Saëns Carnival of the animals</p>	<p><b>Ostinato 1</b>  <b>Musical Focus:</b>            Pulse/Beat—Finding a pulse            Rhythm—Rhythmic ostinato</p> <p><b>Genre Focus:</b>            20th century            Holst—Mars, Ben E. King—Stand by Me</p>	<p><b>What can you hear?</b>  <b>Musical Focus:</b>            Different ways of making sound—flute, violin, recordings of sounds for soundscapes            Representation using sound—Music can represent different things, we can imitate sounds we can hear</p> <p><b>Genre Focus:</b>            Classical            Mozart—Rondo alla Turca</p>	<p><b>Stories in Sound</b>  <b>Musical Focus:</b>            Representation using sound/Structure and Form—creating a different feeling or character using speed and articulation, motifs, music can have different sections</p> <p><b>Genre Focus:</b>            Romantic            The Sorcerer's Apprentice—Dukas</p>
	Year 2	<p><b>Ostinato 2</b>  <b>Musical Focus:</b>            Rhythm—rhythmic ostinato</p> <p><b>Genre Focus:</b>            20th century/Romantic            Ravel—Balero, Grieg—In the Hall of the Mountain King (Susato—La Mourisque (steady tempo)</p>	<p><b>Beat Music</b>  <b>Musical Focus:</b>            Pulse/Beat/Metre/Tempo—beat music, grouping beats in 4s, steady and fast tempo            Structure and Form/Texture—verse and chorus, melody and accompaniment</p> <p><b>Genre Focus:</b>            Pop/Rock            Beatles - Yellow Submarine, Help!</p>	<p><b>Peter and the Wolf</b>  <b>Musical Focus:</b>            Pitch—using major triad to create pitch patterns            Representation—musical themes/instrumentation to show different characters</p> <p><b>Genre Focus:</b>            20th century            Prokofiev—Peter and the Wolf</p>	<p><b>Gamelan</b>  <b>Musical Focus:</b>            Instrumentation—Indonesian percussion orchestra            Pitch and Melody—gamelan music built around a melody based on a 5 or 7-note scale            Texture—gamelan music is played in different parts which fit around the melody</p> <p><b>Genre Focus:</b>            Indonesian Gamelan Jipang            Walik—Gamelan of Java, Baris—Gong Kebyar of Peliatan</p>	<p><b>Emotions in Sound</b>  <b>Musical Focus:</b>            Representation using sound—sources of inspiration, motifs            Rhythm—Rhythmic ostinato</p> <p><b>Genre Focus:</b>            21st century            Anna Clyne—Night Ferry and Dance I. When you're broken open</p>	<p><b>Lullabies</b>  <b>Musical Focus:</b>            Texture, Structure and Form—Song form, verses and chorus, unaccompanied, accompanied, singing in parts/harmony            Style—Purpose of a lullaby, lullabies from different cultures, jazz and improvisation            Articulation—Legato</p> <p><b>Genre Focus:</b>            Traditional/19th, 20th, 21st century/Jazz            Traditional lullabies—Bressay Lullaby, Souallé Brahms—Lullaby Whitacre—Sleep Bill Evans—Lullaby for Helene</p>



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Lower Key Stage 2	Year 3	<p style="text-align: center;"><b>Off Beat</b></p> <p><b>Musical Focus:</b> Pulse/Beat—Off-beat (opposite to beat music)</p> <p><b>Genre Focus:</b> Rock and Roll/Funk/Disco Elvis—Hound Dog, James Brown—I got you, Chic—Le Freak</p>	<p style="text-align: center;"><b>Pachelbel's Canon</b></p> <p><b>Musical Focus:</b> Structure/Form and Texture—Ostinato bassline, Canon</p> <p><b>Genre Focus:</b> Baroque Pachelbel's Canon</p>	<p style="text-align: center;"><b>Vivaldi's Winter</b></p> <p><b>Musical Focus:</b> Structure/Form and Texture—Music which uses motifs to describe a scene, event or emotion, Concerto, Ritornello structure Tonality—Character of music determined by using major/minor</p> <p><b>Genre Focus:</b> Baroque Vivaldi—Four Seasons, Winter</p>	<p style="text-align: center;"><b>Sounds of the Sea</b></p> <p><b>Musical Focus:</b> Instrumentation—different sections of the orchestra, representation of the sea using different instruments Structure and form—musical themes that return (rondo form)</p> <p><b>Genre Focus:</b> 20th century Britten—Sea Interludes (Storm/Dawn)</p>	<p style="text-align: center;"><b>Stories in Sound 2</b></p> <p><b>Musical Focus:</b> Stories in sound—tone poem Structure/Form—motifs, structure created by repetition of motifs</p> <p><b>Genre Focus:</b> Romantic Mussorgsky—Night on the Bare Mountain</p>	<p style="text-align: center;"><b>Lullabies</b></p> <p><b>Musical Focus:</b> Structure and Form/Texture—rag (melodic), tal (rhythmic), improvisation, drone Metre and Rhythm—tala and uk ā Indian instrumentation—sitar, sarod, tablā, tanpura</p> <p><b>Genre Focus:</b> Indian Classical Music (Hindustani) Kishori Amonkar Sahela Re Ravi Shankar—Evening Raga Bikram Ghosh—Tablā solo Amjad Ali Khan—Ekla Chalo Re and Raga for Peace</p>
	Year 4	<p style="text-align: center;"><b>Working Songs</b></p> <p><b>Musical Focus:</b> Structure and Form—songs with call and response</p> <p><b>Genre Focus:</b> Working songs Sea Shanties—Leave Her Johnny, Blow the Man Down Bhangra Bhabhiye Akh, Larr Gayee Bhujhangy Group</p>	<p style="text-align: center;"><b>Take the "A" Train</b></p> <p><b>Musical Focus:</b> Structure and Form—song form AABA Pulse/Rhythm and Metre—4/4, off-beat, swung rhythms Texture—Melody and accompaniment, solo/duets, improvisation/scat singing</p> <p><b>Genre Focus:</b> Jazz—Swing Take the 'A' Train They Can't Take That Away From Me</p>	<p style="text-align: center;"><b>Beethoven's 5th</b></p> <p><b>Musical Focus:</b> Structure and Form/Texture—Symphony in four movements; repeated motifs characterised by rhythm and pitch; unison and layered texture</p> <p><b>Genre Focus:</b> Classical/Disco/Rap Beethoven—Symphony No. 5 (first movement) Murphy—A fifth of Beethoven</p>	<p style="text-align: center;"><b>Solo</b></p> <p><b>Musical Focus:</b> Instrumentation and mood—Solo instruments (flute, piano), visual images for inspiration Pitch and melody—Phrases, moving by jump and step Texture and harmony—Chords and arpeggios</p> <p><b>Genre Focus:</b> 19th/20th Century Beethoven—'Moonlight' Sonata Debussy—Syrinx and Clair de lune</p>	<p style="text-align: center;"><b>Stories in Sound 3</b></p> <p><b>Musical Focus:</b> Representation in sound—tone poem; film music Texture/Structure and Form—March; ostinato bassline/rhythmic ostinato; building layers of texture</p> <p><b>Genre Focus:</b> 20th century/21st century (Film Music) Respighi—The Pines on the Appian Way Holst—Mars Williams—Imperial March</p>	<p style="text-align: center;"><b>Lullabies</b></p> <p><b>Musical Focus:</b> Style and instrumentation—Fanfares, brass and percussion Texture/Structure and Form—Using triads to create a melody; building layers of texture by rhythmic imitation Rhythm and Metre—Crotchets; 4/4; rhythmic imitation</p> <p><b>Genre Focus:</b> Romantic/20th Century Rossini—William Tell Overture Fanfares written for Elizabeth II Copland—Fanfare for the Common Man</p>



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<b>UKS2</b>	<b>Year 5</b>	<p style="text-align: center;"><b>The Lark Ascending</b></p> <p><b>Musical Focus:</b> Pitch and Melody—Free-flowing melody, using poetry for inspiration, ascending and descending to imitate flight, pentatonic scale</p> <p><b>Genre Focus:</b> 20<sup>th</sup> Century Vaughan Williams—The Lark Ascending Rimsky-Korsakov—The Flight of the Bumblebee</p>	<p style="text-align: center;"><b>This Little Babe</b></p> <p><b>Musical Focus:</b> Texture—Three part canon, singing in rounds</p> <p><b>Genre Focus:</b> 20<sup>th</sup> Century Britten—Ceremony of Carols, This Little Babe</p>	<p style="text-align: center;"><b>Jin-Go-La-Ba</b></p> <p><b>Musical Focus:</b> Rhythm/Texture—Layering of repetitive rhythmic patterns, drums and chanting, syncopation</p> <p><b>Genre Focus:</b> West African Drumming Jin-Go-La-Ba 20<sup>th</sup> century Fat Boy Slim—Jin-Go-La-Ba</p>	<p style="text-align: center;"><b>Beethoven's Eroica</b></p> <p><b>Musical Focus:</b> Pitch, Melody, Harmony—Main theme based on a triad, using triads built on I, IV and V to create a melody Rhythm and metre - minim/crotchet pattern in <math>\frac{3}{4}</math></p> <p><b>Genre Focus:</b> Classical/Romantic Beethoven—Symphony No. 3, "Eroica", First Movement</p>	<p style="text-align: center;"><b>African-American Spirituals</b></p> <p><b>Musical Focus:</b> Texture—singing in parts, harmony Structure and Form—Verse and chorus, call and response</p> <p><b>Genre Focus:</b> African-American Spirituals Swing Low Sweet Chariot, Go Down Moses, When the Saints Go Marching In, Steal Away to Jesus, Michael Row the Boat Ashore</p>	<p style="text-align: center;"><b>English Folk Songs</b></p> <p><b>Musical Focus:</b> Structure and Form—Songs forms, verse/chorus, call and response Texture—singing a cappella, singing in unison and in parts, harmony built on triads</p> <p><b>Genre Focus:</b> Folk Hopping Down in Kent (Louie Fuller), Scarborough Fair (Ewan McColl/Simon and Garfunkel), An Acre of Land (Vaughan Williams/P.J. Harvey and Harry Escott)</p>
	<b>Year 6</b>	<p style="text-align: center;"><b>Voice and Body Percussion</b></p> <p><b>Musical Focus:</b> Instrumentation and Timbre—Creating sound with body percussion and movement, using mouth to make sounds Rhythm/Metre/Tempo—time signatures of 4/4, contrasting tempi (adagio and allegro) Texture/Structure and Form—Canon, combining rhythmic motifs in layers, ternary form</p> <p><b>Genre Focus:</b> 21<sup>st</sup> Century/Hip-Pop (Melodic Rap) Anna Meredith—Connect II Black Eyed Peas—Where Is the Love?</p>	<p style="text-align: center;"><b>The Hallelujah Chorus</b></p> <p><b>Musical Focus:</b> Texture/Structure and Form—building a piece around different motifs, layering motifs to create texture</p> <p><b>Genre Focus:</b> Baroque (20<sup>th</sup> century) Handel—Hallelujah Chorus from 'Messiah' (Warren/Jones—'Hallelujah' from 'Handel's Messiah—A Soulful Celebration')</p>	<p style="text-align: center;"><b>Blues and the Groove</b></p> <p><b>Musical Focus:</b> Harmony, Rhythm and Structure/Form—chord progression for the 12 bar blues over 12 bars of 4/4 time, AAB lyrical form of the 12 bar blues, use of flattened notes in the blues, using the minor pentatonic scale in the blues</p> <p><b>Genre Focus:</b> 20<sup>th</sup> century — Blues/Jazz/Funk Ma Rainey—Runaway Blues Lead Belly—Good Morning Blues B.B. King—Every Day I Have the Blues Herbie Hancock—Watermelon Man, 1962 and 1973 versions</p>	<p style="text-align: center;"><b>Minimalism and Soundscapes</b></p> <p><b>Musical Focus:</b> Texture—Layering of repeated rhythmic patterns. Rhythm and Tempo—Using rhythmic motifs in a repetitive way; using a variety of different tempi.</p> <p><b>Genre Focus:</b> 20<sup>th</sup>/21<sup>st</sup> century—Minimalism and Soundscapes Steve Reich—Clapping Music, City Life, Different Trains Chris Watson—Valnajokull</p>	<p style="text-align: center;"><b>Rock, Pop and the influence of Blues</b></p> <p><b>Musical Focus:</b> Harmony and Form—Chord progressions for the 12 bar blues (chord I, IV, and V over 12 bars of 4/4 time, improvised solos, verse/chorus/intro/outro)</p> <p><b>Genre Focus:</b> 20<sup>th</sup> century—Rock and Pop Elvis—Hound Dog Cream—Crossroads Beatles—Can't Buy Me Love Oasis—Wonderwall</p>	<p style="text-align: center;"><b>Protest Songs</b></p> <p><b>Musical Focus:</b> Style, structure and form—verses/chorus; songs as an expression of a need for social change; development of song style and genre</p> <p><b>Genre Focus:</b> 20<sup>th</sup> century song Pete Seeger—We Shall Overcome Nina Simone—I Wish I Knew Woody Guthrie—This Land is Our Land Bob Dylan—The Times They Are a-Changin' Labi Siffre—Something Inside So Strong</p>