



CHJS Curriculum Map for Music



Let your light shine (Matthew 5:16)

In music, children are encouraged to let their light shine by appreciating the beautiful sounds in God's wonderful world, through performing on a wide range of instruments and through expressing their voices in different ways. By appreciating and listening to a variety of musical genres, children learn about composers through different periods of history and from across the globe. Through listening to how different composers strive to make positive changes through their compositions, children begin to understand how powerful music can be on so many levels: for individuals, amongst peers, within their school and local communities as well impacting the wider global community. Children all bring a variety of different musical skills with them when joining Church Hill and are given many opportunities to share their own musical knowledge and skills with their peers, as well as chances to support others within music sessions.

Substantive Knowledge	Year 3 and 4 Cycle B	Year 3 and 4 Cycle A	Year 5	Year 6
Substantive knowledge in music is based around developing and securing children's knowledge of the nine interrelated dimensions of music. Our music curriculum is built around these interrelated dimensions which are also sometimes referred to as musical elements: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation . The units of work which we follow, alongside the whole-school singing sessions and whole-class instrumental tuition, focus on developing children's skills and knowledge required for them to develop as confident musicians. We achieve this by providing ample opportunities for deliberate practice of these skills, through which children can demonstrate their fluency of knowledge.				
Knowledge of interrelated dimensions	Explain the differences between pulse and rhythm and tap along to show their understanding. Understand and recognise different dynamics (loud, quiet, getting louder / quieter). Understand that pitch means high and low and identify instruments that create high / low pitches. Understand that tempo refers to the speed of a piece of music and be able to say whether a tempo is steady, fast, slow or changes. Understand that different timbres (sounds) are created on individual instruments.		Continue to develop an awareness of all interrelated dimensions of music from lower KS2, building on existing knowledge and looking closer at instrumentation, texture, structure and articulation in music, e.g. why might particular timbres and tempos be chosen? What effect does it create? What texture does this piece have? Understand there are different structures in music, e.g. 12-bar blues, binary / ternary Recognise and identify more instrument families. Identify pitched and non-pitched instruments.	

Knowledge of musical genres and history	Identify a range of simple genres, e.g. pop, folk, classical, rap, bhangra etc. Recognise the sounds of different ensembles, e.g. a gospel choir and soloist, rock band, symphony orchestra and a cappella group etc. Over a period of time, children will begin to recognise and compare pieces of music from a wide range of cultures and traditions, using suggested listening repertoire lists.		In addition to year 3 /4, recall significant composers from a range of cultures, traditions and genres. Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately. Show an increased awareness of instrumentation when listening to musical genres. Through revisiting pieces of music over time, children will become familiar with genres and styles, discussing similarities and differences, gaining knowledge of cultural contexts.	
Knowledge of voice care, control and projection	Through singing in music sessions and during our whole-school ‘get togethers’, children will build an awareness of the need for a good warm-up to protect their voices, as well as learning how good posture and clear diction whilst singing can help with sound projection. This will help children develop their voice projection as they mature when delivering lines in plays or performing poetry, as well as while singing in groups or individually.			
Disciplinary Knowledge	Year 3 and 4 Cycle B	Year 3 and 4 Cycle A	Year 5	Year 6
Singing	Sing with appropriate phrasing/breathing Sing with a larger range of notes Sing in two parts (e.g. in a round / in a large group) Demonstrate good performance technique (e.g.	Sing with even tone across the dynamic range with clear open vowels Sing with facial expression and good posture Sing in two parts (e.g. in a round / in a large group) Demonstrate good performance technique (e.g.	Sing with a range of an octave or more Be able to adjust intonation when singing Sing songs in two parts that have contrasting melodies and counter melodies, including a short simple solo	Maintain good intonation through whole song Have access to scores, following music using simple traditional notation Sing with confidence and good communication as a soloist or in a small group

	entrance, posture, acknowledgement of audience etc.)	entrance, posture, acknowledgement of audience etc.)	Breathe without interrupting the musical line Show an understanding of the etiquette of performance and communicate with confidence to an audience	Convey the meaning and the context of the song with dramatic interpretation Show an understanding of the etiquette of performance and communicate with confidence to an audience
Performing	<p>Sing and play confidently and fluently, maintaining a steady pulse</p> <p>Maintain a part in a piece / rhythm game consisting of two or more parts. Copy rhythmic patterns.</p> <p>Follow and lead simple performance directions, demonstrating an understanding of pulse.</p> <p>Begin to aurally identify, recognise, respond to and use musically graphic notation to represent basic changes in pitch within a limited range</p> <p>Create, use and lead a group with performance instructions. (tempo, dynamics, start, stop)</p>	<p>Sing and play confidently and fluently, maintaining an appropriate pulse</p> <p>Maintain an independent part in a small group when playing or singing (e.g. a drone, ostinato, rhythm)</p> <p>Follow and lead simple performance directions. (e.g. call and response patterns)</p> <p>Begin to aurally identify, recognise, respond to and use musically graphic notation to represent basic changes in pitch within a limited range.</p>	<p>Maintain a strong sense of pulse throughout pieces with / without syncopation.</p> <p>Maintain an independent part in a group when singing or playing.</p> <p>Experiment with and refine sounds with their voices.</p> <p>Begin to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>Follow and perform a vocal piece using a graphic or notated score.</p>	<p>Maintain a strong sense of pulse and recognise when going out of time.</p> <p>Maintain an independent part in a group when singing or playing with an awareness of other parts / performers</p> <p>Experiment with and refine sounds with their voices.</p> <p>Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal</p> <p>Follow staff and other forms of notation while playing short passages of music.</p>

Composing and improvising	<p>Create simple rhythmic patterns, melodies and accompaniments.</p> <p>Create graphic or standard notation to represent rhythm.</p> <p>Hear a melody and create a graphic score represent it.</p> <p>Use voice, sounds, technology and instruments in creative ways.</p> <p>Listen to and use features of recorded music from different traditions, genres, styles and times.</p> <p>Use technology to create, change and combine sounds.</p>		<p>Create simple rhythmic pieces which demonstrate understanding of rhythm or melodies or accompaniments.</p> <p>Use a variety of musical devices, timbres, textures, techniques when creating and playing music.</p> <p>Create music which demonstrates understanding of basic structure and discuss the choices made.</p> <p>Experiment with voice, sounds, technology and instruments in creative ways to explore new techniques.</p> <p>Create and perform a vocal piece by following a graphic / notated score.</p>
Reflecting and evaluating	<p>Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary, including discussing structure.</p> <p>Accept feedback and suggestions from others.</p>		<p>Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure and justifying these.</p> <p>Accept feedback and suggestions from others.</p> <p>Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately.</p>
Vocabulary	<p>accompaniment allegro bar composition crotchet forte imitation improvisation largo melody</p>	<p>In addition to Year 3</p> <p>chord chord progression counter-melody harmony solo</p>	<p>In addition to Years 3 and 4</p> <p>crescendo diminuendo dotted rhythm dynamics instrumentation musical features off-beat rhythms score</p>

	minim moderato notation ostinato percussion performance phrasing piano (soft, quiet) pitch pulse quaver repetition rest round rhythm tempo time signature tune tuned unison		staff notation syncopated	
Cross-curricular reading	BBC Ten Pieces – fact files on composers to support listening. Facts about instruments learnt in WCIT sessions. Reading lyrics and playscript for annual nativity performance.	BBC Ten Pieces – fact files on composers to support listening. Facts about instruments learnt in WCIT sessions. Reading lyrics and playscript for annual Easter service.	BBC Ten Pieces – fact files on composers to support listening. Facts about instruments learnt in WCIT sessions.	BBC Ten Pieces – fact files on composers to support listening. Facts about instruments learnt in WCIT sessions. Reading lyrics and playscript for annual leavers' performance.
Cross-curricular links	Christmas nativity Times tables songs Songs to help children remember facts and information.	Easter service Science unit – sound Times tables songs Songs to help children remember facts and information.	Times tables songs Songs to help children remember facts and information. French culture day (listening activity)	Easter service English – playscripts / song writing (end of year performance) Times tables songs

	French culture day (listening activity) Listening and appraising of music from different cultural contexts	French culture day (listening activity) Equality – equal rights for musicians Listening and appraising of music from different cultural contexts	Homophobia – equal rights for musicians Listening and appraising of music from different cultural contexts	Songs to help children remember facts and information. French culture day (listening activity) Homophobia – equal rights for musicians Listening and appraising of music from different cultural contexts
Christian Values	<p>Courage – Children develop courageous advocacy through music, understanding how it can be a powerful tool used to make positive changes in the world. Learning about important figures in history who have used music as a way of expressing their views on important global issues, both encourages and inspires children at Church Hill. Children show courage when performing and learn how making mistakes in music is an important part of the learning process.</p> <p>Fairness: Through music, children learn about how many composers through history have had to strive to have their musical works recognised and appreciated. These opportunities often open important discussions. Children working in small ensembles work together on making group activities fair so that everyone feels included and valued in their roles.</p> <p>Kindness: Children regularly listen and appraise performances and are supportive and encouraging towards others, sharing ideas on how to improve. Children learn how to give constructive feedback and have opportunities to work together in teams. Members of musical groups choose charities to donate proceeds of concerts to, ranging from international charities such as The Red Cross, to more local charities.</p> <p>Koinonia: Through music, children demonstrate their understanding and respect of other cultures and beliefs. In music lessons and performances both within school and in the wider community, children work together to ensure everyone feel included and valued: everyone has a part to play.</p> <p>Responsibility: Children develop their skills of responsibility when working in small ensembles, developing their ideas and taking ownership of practising their compositions so they are ready to perform to audiences. They take</p>			

	<p>care of the instruments in school and sing about important issues in music lessons and in whole-school assemblies. Children take pride singing their school song which underpins the school's values.</p> <p>Thankfulness: Through our pupil voice, children are given the chance to share their views on music. They are thankful for chances to perform in whole-school events, in church and within the community, within their music lessons and in the musical clubs on offer at Church Hill. Not only are they thankful for the range of musical opportunities they are given, children share their thanks musically through songs in our weekly singing 'get-togethers'</p> <p>Truthfulness: In music, this value helps children to understand and develop the positive impact that musical artists can have on global matters.</p>
Spiritual Development	<p>Music plays an important role in the lives of both children and staff at Church Hill. Through music lessons, rehearsals, clubs and performances, children at Church Hill are inspired to develop a love of music. Children have a love of singing and participate in weekly singing practice, singing songs of worship from across the globe. Through opportunities children are given, we aim to build children's self-confidence and hope that they are inspired to continue to develop their talent as musicians long after they leave our school.</p> <p>Children are encouraged to reflect upon their work in music as well as reflecting on how musical experiences affect them on a personal level.</p>