**Curriculum Mapping 2019-20**

**Curriculum Area: Music**

| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Units** | **Hey You** | **Rhythm in the way you walk** | **In the Groove** | **Round & Round** | **Your Imagination** | **Reflect, rewind & reflect** |
| **Listening & Appraising** | Genre Focus – Hip Hop.<br>To begin to recognise how a song is put together. | Genre focus –Reggae<br>To begin to recognise how a song is put together. | Genre focus – Mixed<br>Compare and contrast features of different genres of music. | Genre focus – Latin<br>Compare and contrast features of different genres of music. | Genre focus – Mixed<br>Compare and contrast features of different genres of music. | Genre focus – Mixed<br>Compare and contrast features of different genres of music. |
| **Core Skills** | Describe tempo, dynamics, pulse, rhythm and pitch. | Describe tempo, dynamics, pulse, rhythm and pitch. | Describe tempo, dynamics, pulse, rhythm and pitch. | Describe tempo, dynamics, pulse, rhythm and pitch. | Describe tempo, dynamics, pulse, rhythm and pitch. | Revise core skills - tempo, dynamics, pulse, rhythm and pitch. |
| **Singing** | Know ways to warm up voices.<br>Understand importance of vocal health.<br>Sing in tune within a limited pitch range. | Know ways to warm up voices.<br>Understand importance of vocal health.<br>Sing in tune within a limited pitch range.<br>Sing in an ensemble.<br>Participate in call and response in a song. | Know ways to warm up voices.<br>Understand importance of vocal health.<br>Sing in tune within a limited pitch range.<br>Sing in an ensemble.<br>Participate in call and response in a song. | Know ways to warm up voices.<br>Understand importance of vocal health.<br>Sing in tune within a limited pitch range.<br>Sing in an ensemble.<br>Participate in call and response in a song. | Know ways to warm up voices.<br>Understand importance of vocal health.<br>Sing in tune within a limited pitch range.<br>Sing in an ensemble.<br>Participate in call and response in a song. | Review genres of music studied, songs they have sung and features. |
| **Playing, Improvising, Composition** | Revisit playing glocks – note C to music.<br>Improvise with voices – within familiar songs.<br>Complete 16 bar composition using technology. | N/A | Play to familiar music using glock notes C/D<br>Improvise in response to music using C/D notes.<br>Complete 16 bar composition using technology. | Play to familiar music using glock notes C/D/F<br>Improvise in response to music using C/D/F notes.<br>Complete 16 bar composition using technology. | Play to familiar music using glock notes C/G/E<br>Improvise in response to music using C/G/E notes.<br>Complete 16 bar composition using technology. | Revisit – songs played and highlight personal preferences. |
| **Perform** | Perform focus song as end of unit performance in assembly. | Perform focus song as end of unit performance in assembly. | Perform focus song as end of unit performance in assembly. | Perform focus song as end of unit performance in assembly. | Perform focus song as end of unit performance in assembly. | Perform focus song as end of unit performance in assembly. |