

## St Mark's Primary Curriculum Map for Music (KS1 – 2)

	Autumn	Spring	Summer		
EYFS	<b>Year R Music Foundations</b>  - Begin to move rhythmically. - Imitate movement in response to music. - Tap out simple repeated rhythms. - Explore and learn how sounds can be changed. - Begin to build a repertoire of songs and dances. - Explores the different sounds of instruments.				
	<b>Early Learning Goal: -Sing a range of well-known nursery rhymes and songs</b> <b>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</b> - Invent, adapt and recount narratives and stories with peers and their teacher (across the year).				
	<b>Me!</b>  <b>1. Listen and Respond</b> <b>2. Explore and Create</b> - using voices only and finding the pulse. <b>3. Singing</b> - nursery rhymes and action songs - building to singing and playing <b>4. Share and Perform</b>	<b>My Stories</b>  <b>1. Listen and Respond</b> <b>2. Explore and Create</b> - initially using voices only but building to using classroom instruments too <b>3. Singing</b> - nursery rhymes and action songs - building to singing and playing <b>4. Share and Perform</b>	<b>Everyone!</b>  <b>1. Listen and Respond</b> <b>2. Explore and Create</b> - initially using voices only but building to using classroom instruments too <b>3. Singing</b> - nursery rhymes and action songs - building to singing and playing <b>4. Share and Perform</b>	<b>Our World</b>  <b>1. Listen and Respond</b> <b>2. Explore and Create</b> - initially using voices only but building to using classroom instruments too <b>3. Singing</b> - nursery rhymes and action songs - building to singing and playing <b>4. Share and Perform</b>	<b>Big Bear Funk</b>  <b>1. Listen and Appraise</b> a different piece of Funk music each week/step <b>2. Explore and Create</b> using voices and classroom instruments <b>3. Sing and Play</b> Big Bear Funk and revisit a selection of nursery rhymes and action songs <b>4. Share and Perform</b>

## St Mark's Primary Curriculum Map for Music (KS1 – 2)

Year 1			
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).			
Year 1	1.1 Autumn 1 - Hey You!	1.2 Spring 1 – In the Groove	1.3 Summer 2 - Round and Round
Style of Main Song	Old School Hip Hop	Blues, Baroque, Latin, Irish Folk, Funk	Bossa Nova
Unit Theme	How <b>pulse</b> , <b>rhythm</b> and <b>pitch</b> work together	How to be in the groove with different styles of music.	<b>Pulse</b> , <b>rhythm</b> and <b>pitch</b> in different styles of music.
Listen and Appraise	Know what songs are about. Know and recognise the name of some instruments.	Know what songs are about. Know and recognise the name of some instruments.	Know what songs are about. Know and recognise the name of some instruments.
Find the <b>Pulse!</b> (through warm up games)	Know that <b>pulse is the heartbeat of the music</b> . What animal can they copy finding the pulse?	<b>Find the pulse in different types of music</b> . What animal can they be finding the pulse?	Use their imagination to find the <b>pulse</b> .
<b>Rhythm</b> (through warm up games)	-Copy and clap back rhythms - Clap the rhythm of their name - Make up their own rhythm	-Copy and clap back rhythms - Clap the rhythm of their name and favourite food. - Make up their own rhythms	-Copy and clap back rhythms - Clap the rhythm of their name and favourite animal - Make up their own rhythms
<b>Pitch</b> (through warm up games)	<b>Pitch is High and Low Sounds.</b>	<b>Pitch is High and Low Sounds.</b>	<b>Pitch is High and Low Sounds.</b>
Playing Instruments (Easy part) (medium part)	Know the names and use 1 or 2 notes... C C and G	Know the names and use 1 or 2 notes... C C and D	Know the names and use up to 3 notes... D D, F, and C
Improvise Know that <b>improvising is making up your own tunes on the spot</b> .	<b>Challenge 1:</b> Clap and improvise <b>Challenge 2:</b> Sing, Play and improvise <b>Challenge 3:</b> Improvise! Using the notes C and G	<b>Challenge 1:</b> Clap and improvise <b>Challenge 2:</b> Sing, Play and improvise <b>Challenge 3:</b> Improvise! Using the notes C and D	<b>Challenge 1:</b> Clap and improvise <b>Challenge 2:</b> Sing, Play and improvise <b>Challenge 3:</b> Improvise! Using the notes D and E

## St Mark's Primary Curriculum Map for Music (KS1 – 2)

<p><b>Compose</b> a simple melody using simple rhythms. Know that composing is like writing a story with music.</p>	<p>Choose from the notes: C and D Or C, D and E</p>	<p>Choose from the notes: C and D Or C, D and E</p>	<p>n/a</p>
<p><b>Perform and Share</b> Know that a performance is sharing music with other people, called an audience.</p>	<p>A class performance of Hey You! Record, discuss and evaluate together.</p>	<p>A class performance of In the Groove. Record, discuss and evaluate together.</p>	<p>A class performance of Round and Round. Record, discuss and evaluate together.</p>

Year 2			
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).			
Year 2	2.1 Autumn 1 – Hands, Feet, Heart	2.2 Spring 1 – I wanna be in a band	2.3 Summer 1 - Zootime
Style of Main Song	Afro pop, South African	Rock	Reggae
Unit Theme	South African Music	Playing together in a band	Reggae and animals
Listen and Appraise	Know some songs have a chorus/answer part. Know that songs have a musical style.	Know some songs have a chorus/answer part. Know that songs have a musical style.	Know some songs have a chorus/answer part. Know that songs have a musical style.
Find the Pulse! (through warm up games)	Know that pulse is the heartbeat of the music. What animal can they be with the pulse?	Know that pulse is the heartbeat of the music. You decide what you will be!	Know that pulse is the heartbeat of the music. Be an animal of your choice.
Rhythm (through warm up games)	<ul style="list-style-type: none"> <li>-Copy and clap back rhythms</li> <li>- Clap the rhythm of their name</li> <li>- Make up their own rhythm</li> </ul> <p>Know that rhythms are different from the steady pulse.</p>	<ul style="list-style-type: none"> <li>-Copy and clap back rhythms</li> <li>- Clap the rhythm of their name and favourite food. - Make up their own rhythm</li> </ul> <p>Rhythm – long and short sounds of pattern over the pulse</p>	<ul style="list-style-type: none"> <li>-Copy and clap back rhythms</li> <li>- Clap the rhythm of their name and favourite animal.</li> <li>- Make up their own rhythm</li> </ul> <p>Rhythm – long and short sounds of pattern over the pulse</p>
Pitch (through warm up games)	Pitch is High and Low Sounds. Know that we add pitch when we sing and play instruments.	Pitch is High and Low Sounds. Know that we add pitch when we sing and play instruments.	Pitch is High and Low Sounds. Know that we add pitch when we sing and play instruments.

## St Mark's Primary Curriculum Map for Music (KS1 – 2)

<b>Playing Instruments (Easy part) (medium part)</b>	Learn the names of and use up to 3 notes... G or G, A, and C	Learn the names of and use up to 3 notes... F or D and C	Learn the names of and use up to 2 notes... C or C and D
<b>Improvise</b> Know that improvising is making up your own tunes on the spot.	<b>Challenge 1:</b> Clap and improvise <b>Challenge 2:</b> Sing, Play and improvise <b>Challenge 3:</b> Improvise! Using the notes C and D	<b>Challenge 1:</b> Clap and improvise <b>Challenge 2:</b> Sing, Play and improvise <b>Challenge 3:</b> Improvise! Using the notes F and G	<b>Challenge 1:</b> Clap and improvise <b>Challenge 2:</b> Sing, Play and improvise <b>Challenge 3:</b> Improvise! Using the notes C and D
<b>Compose</b> a simple melody using simple rhythms Know that composing is like writing a story with music.	Choose from the notes: C and D or C, D and E	Choose from the notes: F and G or F, G and A	Choose from the notes: C and D or C, D and E
<b>Perform and Share</b> Know that a performance is sharing music with other people, called an audience.	A class performance of Hands, Feet, Heart. Record, discuss and evaluate together.	Group performances of I Wanna Be in a Band. Record, discuss and evaluate together.	A class performance of Zootime. Record, discuss and evaluate together.

Year 3			
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).			
Year 3	3.1 – Autumn 1 – Let your Spirit Fly	3.2 Spring 1 – Glockenspiel Stage 1 (Course)	3.3 Summer 1 – Three Little Birds (Bob Marley)
<b>Style of Main Song</b>	RnB	Mixed Styles	Reggae
<b>Unit Theme</b>	RnB and other styles	<b>Exploring and Developing Playing Skills</b> Learn to play and read the notation of C, D, E and F	Reggae and Animals
<b>Listen and Appraise</b> Musical dimensions to be identified in the song. Be able to talk about the Lyrics: what the song is about. Discuss how the music makes them feel.	<b>Pulse – the heartbeat of the music</b> <b>Rhythm – long and short sounds of pattern over the pulse</b> <b>Pitch – high and low sounds</b> <b>Tempo – the speed of the music</b> <b>Dynamics – how loud or quiet the music is</b>	Learn to Play: Easy E Strictly D Drive D-E-F-initely Roundabout March of the Golden Guards Portsmouth	<b>Pulse – the heartbeat of the music</b> <b>Rhythm – long and short sounds of pattern over the pulse</b> <b>Pitch – high and low sounds</b> <b>Tempo – the speed of the music</b> <b>Dynamics – how loud or quiet the music is.</b> Name the main sections of the song (introduction, Verse Chorus)

## St Mark's Primary Curriculum Map for Music (KS1 – 2)

<p><b>Warm up Games</b> Progressive challenges within each unit that include 4 games.</p>	<p><b>Play and copy back using up to 2 notes</b> Bronze: no notes Silver: C and sometimes D Gold: C and D</p>	<p>n/a</p>	<p><b>Play and copy back using up to 2 notes</b> Bronze: no notes Silver: C and sometimes D Gold: C and D</p>
<p><b>Playing Instruments (Easy part) -&gt; (medium part) -&gt; (melody) -&gt;</b></p>	<p>Play a part from memory or using notation. C, F and G E, F, G, A, B and C n/a</p>	<p>Play a part from memory or using notation. D + E and D + C D, E, F and C, D + E n/a</p>	<p>Play a part from memory or using notation. G and A C and A C, D, E, G, A and Bb</p>
<p><b>Improvise</b> <b>Challenge 1:</b> Sing, play and copy back. <b>Challenge 2:</b> Play and improvise</p>	<p><b>Know that using one or 2 notes confidently is better than using 5.</b></p>	<p>Improvising with the notes D, E and F</p>	<p><b>Know that using one or 2 notes confidently is better than using 5.</b> Using up to 3 notes...</p>
<p><b>Challenge 3:</b> Improvise! <b>Bronze:</b> <b>Silver:</b> <b>Gold:</b></p>	<p>Using up to 3 notes... C C and D C, D and E</p>	<p>n/a</p>	<p>C C and D C, D and E</p>
<p><b>Compose</b> a simple melody using simple rhythms <b>Learn different ways of recording compositions e.g. letter names and symbols.</b></p>	<p>Choose from the notes: C, D and E or C, D, E, F and G</p>	<p>Compose using the notes D and E</p>	<p>Choose from the notes: C, D and E or C, D, E, F and G</p>
<p><b>Perform and Share</b> <b>The performance will include one or more of the following:</b> <b>Improvisations, Instrumental performances, compositions</b></p>	<p>Decide how to present the performance. Record, discuss and evaluate together.</p>	<p>Decide how to present the performance and explain how you learnt the music. Record, discuss and evaluate together.</p>	<p>Decide how to present the performance – could you add some choreography? Record, discuss and evaluate together.</p>

### Year 3: Progression in Notation

**Language:** Staff, lines, bars, treble clef

**Reading music:** crotchet, crotchet rest, notes: c, d and e.

**Writing music:** Dot notation - higher dot = higher pitch, lower dot = lower pitch, show children what their composition looks as musical notation.

## St Mark's Primary Curriculum Map for Music (KS1 – 2)

				
Year 4				
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).				
Year 4	4.1 Autumn 1 – Mamma Mia	4.2 Spring 2 – Glockenspiel Stage 2 (Course)	4.3 Summer 2 - Grime	
Style of Main Song	Pop	Mixed Styles	Grime	
Unit Theme	Abba's Music	Learn more complex rhythm patterns. Learn to play and read the notation of C, D, E, F and G	Writing lyrics linked to a theme	
<b>Listen and Appraise</b> Musical dimensions to be identified in the song. Be able to talk about the Lyrics: what the song is about. Discuss how the music makes them feel. Use musical words when talking.	Pulse – the heartbeat of the music Rhythm – long and short sounds of pattern over the pulse Pitch – high and low sounds Tempo – the speed of the music Dynamics – how loud or quiet the music is Texture – layers of sound working together to make music interesting	Learn to Play: Mardi Gras Groovin' Two-Way Radio Flea Fly Rigadoon Mamma Mia Revise and re-visit: Portsmouth Strictly D Play Your Music Drive	Pulse – the heartbeat of the music Rhythm – long and short sounds of pattern over the pulse Pitch – high and low sounds Tempo – the speed of the music Dynamics – how loud or quiet the music is Texture – layers of sound working together to make music interesting Structure: Intro and 6 rapped verses, each with a sung chorus. Instruments/voices you can hear: Digital/electronic sounds, turntables, synthesisers, drums	
<b>Warm up Games</b> Progressive challenges within each unit that include 4 games.	Play and copy back using up to 2 notes Bronze: no notes Silver: G and sometimes A Gold: G and A	n/a	Play and copy back using up to 2 notes Bronze: no notes Silver: C and sometimes D Gold: C and D	

## St Mark's Primary Curriculum Map for Music (KS1 – 2)

<p><b>Playing Instruments</b> (Easy part) -&gt; (medium part) -&gt; (melody) -&gt;</p>	<p>Play a part by ear or by using notation. G G, A G, A, B, C</p>	<p>Play a part from memory or using notation. C and D C, D and E C, D, E, F and G</p>	<p>n/a  Singing and rapping in unison and parts</p>
<p><b>Improvise</b> <b>Challenge 1:</b> Sing, play and copy back. <b>Challenge 2:</b> Play and improvise <b>Challenge 3:</b> Improvise! <b>Bronze:</b> <b>Silver:</b> <b>Gold:</b></p>	<p>Know that using one or 2 notes confidently is better than using 5. Use riffs from challenges while improvising. Using up to 3 notes... G G and A G, A and B</p>	<p>n/a</p>	<p>n/a</p>
<p><b>Compose</b> a simple melody using simple rhythms Learn different ways of recording compositions e.g. letter names and symbols. Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p>	<p>Choose from the notes: G, A and B or G, A, B, D and E</p>	<p>Compose using the notes C, D and E Or C, D, E, F and G</p>	<p>n/a  Compose own rapped lyrics about bullying or another topic or theme that they decide.</p>
<p><b>Perform and Share</b> The performance will include one or more of the following: Improvisations, Instrumental performances, compositions</p>	<p>Decide how to present the performance. Record and decide how they were feeling, what they were pleased with and what they would change and why.</p>	<p>Decide how to present the performance. Record and decide how they were feeling, what they were pleased with and what they would change and why.</p>	<p>Decide how to present the performance. Record and decide how they were feeling, what they were pleased with and what they would change and why.</p>

### Year 4: Progression in Notation

#### Recap of Year 3 and Time Signature

**Reading music:** minim, minim rest, semibreve, semibreve rest, notes: b, a and g. Read and perform a piece of music using notation with the notes written underneath for notes b, a and g. **Writing music:** Dot notation, show children what their composition looks as musical notation.

## St Mark's Primary Curriculum Map for Music (KS1 – 2)

<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p><b>3/4 Time Signature</b></p>  </div> <div style="text-align: center;">  <p><b>Minim and Rest</b></p> </div> <div style="text-align: center;">  <p><b>Semibreve and Rest</b></p> </div> <div style="text-align: center;"> <p><b>G Major Scale</b></p>  <p>G A B C D E F G</p> </div> </div>			
<b>Year 5</b>			
<b>Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).</b>			
<b>Year 5</b>	<b>5.1 Autumn 1 – Livin’ on a Prayer</b>	<b>5.2 – Spring 1 – The Fresh Prince of Bel Air</b>	<b>5.3 Summer 1 – Hip Hop (Course)</b>
<b>Style of Main Song</b>	Rock	Old School Hip Hop	Hip Hop
<b>Unit Theme</b>	Rock anthems	Old School Hip Hop	Rap and its origins
<b>Listen and Appraise</b>	Pulse – the heartbeat of the music	Pulse – the heartbeat of the music	<b>Explore the origins of rap:</b> What does ‘rap’ mean? (putting words to a beat)
<p>Musical dimensions to be identified in the song.</p> <p>Be able to talk about the Lyrics: what the song is about.</p> <p>Discuss how the music makes them feel. Use musical words when talking.</p> <p>Compare 2 similar songs – what are the musical similarities and differences?</p>	<p><b>Rhythm – long and short sounds of pattern over the pulse</b></p> <p><b>Pitch – high and low sounds</b></p> <p><b>Tempo – the speed of the music</b></p> <p><b>Dynamics – how loud or quiet the music is</b></p> <p><b>Texture – layers of sound working together to make music interesting</b></p> <p><b>Structure – every piece of music has a structure (intro, verse, chorus etc.)</b></p>	<p><b>Rhythm – long and short sounds of pattern over the pulse</b></p> <p><b>Pitch – high and low sounds</b></p> <p><b>Tempo – the speed of the music</b></p> <p><b>Dynamics – how loud or quiet the music is</b></p> <p><b>Texture – layers of sound working together to make music interesting</b></p> <p><b>Structure – every piece of music has a structure (intro, verse, chorus etc.)</b></p>	<p>Where did it first come from? (West African ‘griot’ passed on through generations, arriving in US through slave trade)</p> <p>‘The amazing human beatbox’</p> <p>Julia Dales, beat box champion video</p> <p>Vanilla Ice – Ice Ice Baby</p> <p>Live your life by T.I. featuring Rihanna</p> <p>Will Smith – Summertime</p> <p>Can I kick it? Yes you can!</p> <p>JME – Food track explorer</p> <p>‘Dirty Diggers – Wannabes’</p>

## St Mark's Primary Curriculum Map for Music (KS1 – 2)

<p><b>Warm up Games</b> Progressive challenges within each unit that include 4 games.</p>	<p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. Play and copy back using up to 3 notes Bronze: G Silver: G and A Gold: G, A and B</p>	<p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. Play and copy back using up to 3 notes Bronze: D Silver: D and E Gold: D, E and F</p>	<p>n/a</p>
<p><b>Playing Instruments</b> (Easy part) -&gt; (medium part) -&gt; (melody) -&gt;</p>	<p>Play a part by ear or by using notation. G, A, B D, E, F Sharp, G D, E, F Sharp, G, A, B and C</p>	<p>Play a part from memory or using notation. D and A G and A C, D, E, F, G and A</p>	<p>Learn and explore 4 basic beat box sounds: Classic Kick (b, bm) • Classic Snare (pf, psh, pss) • Closed Hi hat (t) • The Clave click (clk)</p>
<p><b>Improvise</b> <b>Challenge 1:</b> Sing, play and copy back. <b>Challenge 2:</b> Play and improvise <b>Challenge 3:</b> Improvise! <b>Bronze:</b> <b>Silver:</b> <b>Gold:</b></p>	<p>Know that using one or 2 notes confidently is better than using 5. Use riffs from challenges while improvising. Using up to 3 notes... G G and A G, A and B</p>	<p>Know that using one or 2 notes confidently is better than using 5. Use riffs from challenges while improvising. Using up to 3 notes... D D and E D, E and F</p>	<p>n/a</p>
<p><b>Compose</b> a simple melody using simple rhythms Learn different ways of recording compositions e.g. staff notation and symbols. Make musical decisions about pulse, rhythm, pitch working together and shaping the composition with tempo, dynamics, texture and structure.</p>	<p>Choose from the notes: G, A and B or G, A, B, D and E  Notation: recognise the connection between sound and symbol</p>	<p>Compose using the notes D, E and F Or D, E, F, G and A  Notation: recognise the connection between sound and symbol</p>	<p>Compose own beatbox rhythms (using beat grid). Compose a catchy hook over 4 beats. Compose a rap verse.</p>
	<p>Decide how to present the performance and record. Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>Decide how to present the performance and record. Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”  Compare to a previous performance.</p>	<p>Perform own rap song to an audience and record. Assess based on based on the agreed ‘three things that make a good musical performance’ which should include things like keeping in time with the beat, confidence and being well rehearsed so each member of the group knows what they are doing.</p>

Year 5: Progression in Notation

Language: Recap Year 3 & 4

Year 3:



Treble Clef, Stave and Lines

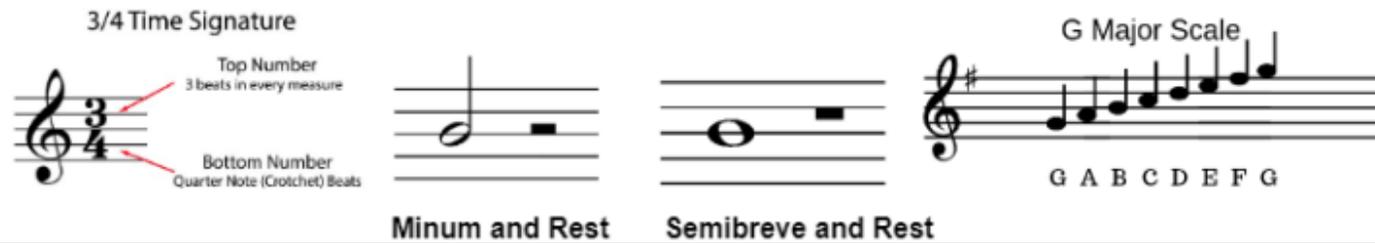
Bars

Minim

Crotchet & Rest

Minim and Rest

Year 4:



3/4 Time Signature

Top Number  
3 beats in every measure

Bottom Number  
Quarter Note (Crotchet) Beats

G Major Scale

G A B C D E F G

Minim and Rest

Semibreve and Rest

Year 5

**Reading music:** Read and perform a piece of music using notation with the notes written underneath for all notes.

**Writing music:** Write a piece of music on a stave using notes d, e and f.

Year 6

Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).

Year 6

6.1 Autumn 1 - Happy

6.2 Summer 1 Djembe Drumming (Course)

## St Mark's Primary Curriculum Map for Music (KS1 – 2)

Style of Main Song	Pop/Neo Soul		African Drumming
<b>Unit Theme</b>	Being Happy!		Understand the roots, context and cultural importance of music played on the Djembe in African society.
<b>Listen and Appraise</b> Musical dimensions to be identified in the song. Be able to talk about the Lyrics: what the song is about. Discuss how the music makes them feel. Use musical words when talking. Compare 2 similar songs – what are the musical similarities and differences?  Know and talk about the fact we each have a musical identity.	Pulse – the heartbeat of the music Rhythm – long and short sounds of pattern over the pulse Pitch – high and low sounds Tempo – the speed of the music Dynamics – how loud or quiet the music is Texture – layers of sound working together to make music interesting Structure – every piece of music has a structure (intro, verse, chorus etc.) Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.		Pulse – the heartbeat of the music Rhythm – long and short sounds of pattern over the pulse Pitch – high and low sounds Tempo – the speed of the music Dynamics – how loud or quiet the music is Texture – layers of sound working together to make music interesting Structure – every piece of music has a structure (intro, verse, chorus etc.) Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
<b>Warm up Games</b> Progressive challenges within each unit that include 4 games.	How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. Play and copy back using up to 3 notes Bronze: A Silver: G and A Gold: G, A and B		Focus on the correct posture and playing position of each hand, creating the Open (High) tone by playing towards the outside of the drum skin and Bass (Low tone) by playing in the centre of the drum.
<b>Playing Instruments</b> (Easy part) -> (medium part) -> (melody) ->	Play a part using symbols or by using notation. A and G A, G and B G, A, B, C, D and E		Play with increasing accuracy and awareness, incorporating <b>dynamics</b> , different <b>rhythms</b> and changes in <b>tempo</b> . <b>Repeat after Me:</b> Exercises with increasing difficulty – focus on listening skills and rhythmic accuracy. <b>Call and Response:</b> four rhythm patterns <b>Exercises:</b> Learn one complete piece.
<b>Improvise</b> <b>Challenge 1:</b> Sing, play and copy back.	Know that using one or 2 notes confidently is better than using 5.		Develop improvisation where pupils lead the group with their own rhythmic patterns.
<b>Challenge 2:</b> Play and improvise <b>Challenge 3:</b> Improvise!	Use riffs from challenges while improvising. Using up to 3 notes...		

## St Mark's Primary Curriculum Map for Music (KS1 – 2)

<p><b>Bronze:</b> <b>Silver:</b> <b>Gold:</b></p>	<p>A G and A G, A and B</p>		
<p><b>Compose</b> a simple melody using simple rhythms Learn different ways of recording compositions e.g. staff notation and symbols. Make musical decisions about pulse, rhythm, pitch working together and shaping the composition with tempo, dynamics, texture and structure.</p>	<p>Choose from the notes: G, A and B or G, A, B, C and E</p> <p>Notation: recognise the connection between sound and symbol</p>		<p>Compose a complete group piece in this unit using <b>repeat after me</b> and <b>call and response</b> techniques and their own rhythmic patterns.</p>
<p><b>Perform and Share</b> The performance will include one or more of the following: Improvisations, Instrumental performances, compositions</p>	<p>Decide how to present the performance and record. Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>		<p>Record group performances and review. Discuss aspects that may need improving: rhythm, tempo, dynamics, structure, beginning and ending, leadership etc.</p>

### Year 6 Progression in Notation

Language: **Recap Years 3,4 & 5**

**Year 3:**



Treble Clef, Stave and Lines



Bars



Minim



Crotchet & Rest



Minim and Rest

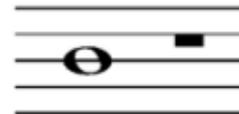
## St Mark's Primary Curriculum Map for Music (KS1 – 2)

### Year 4:

#### 3/4 Time Signature



Minum and Rest



Semibreve and Rest



G Major Scale

**Reading music:** Read and perform a piece of music using notation without the notes written underneath for all notes.

**Writing music:** Write a piece of music on a staff using all notes.