Thomas Bullock Curriculum Map for Music

	Autumn		Spring		Summer	
Year R	Shake my sillies out (R.1) **Musical Focus** • Timbre • Pitch (higher/lower) • Tempo (faster/slower) • Beat/Pulse	Wriggly Nativity (R.2) **Musical Focus** • Timbre • Pitch in steps • Recall coda • Recognise hand signals for change	Minibeasts (R.3) **Musical Focus** • Timbre • Tempo • Structure • Call and Response • Active Listening	Sorcerer's Apprentice (R.4) **Musical Focus** • Musical storytelling • Louder/quieter • Faster/slower • Higher/lower • Timbre	Slap, Clap, Clap (R.5) **Musical Focus** • Music in 3-time • Beat • Tempo/pulse • Changes to speed • Understand 'waltz'	Carnival of the Animals (R.6) **Musical Focus** • Timbre • Tempo • Dynamics • Pitch • Classical Music
Year 1	Action Songs (1.1) **Musical Focus** • Active listening and movement to music • Beat / Pulse • Rhythm • Body Percussion	The beat goes on (1.2) **Musical Focus** • Duration • Tempo • Introduction to boom whackers • Working as a team • Following a piece of music Future Learning 2.4	Follow the conductor! (1.3) **Musical Focus** • Active Listening • Call and response • Tempo • Response to actions and pitch	Musical Conversations (1.4) **Musical Focus** • Questions and answers • Timbre • Singing games • Graphic Score	I wanna sing, sing, … (1.5) **Musical Focus** • Active Listening • 3-part song	Who stole my chickens and my hens? (1.6) **Musical Focus** • Beat • Rests • Rhythmic patterns
Year 2	Just 3 notes (2.1) **Musical Focus** • Pitch C D E • Rhythm patterns • Structure • Minimalism • Dot notation Future Learning 3.2, 3.5, 3.6	Tony Chestnut (2.2) **Musical Focus** • Beat • Rhythm • Pitch • Echo	Baby one, two, three (2.3) **Musical Focus** • Keeping the beat/pulse • Co-ordination while singing • Durations • Syncopation	The beat goes on (2.4) **Musical Focus** • Duration • Tempo • Introduction to boom whackers • Working as a team • Following a piece of music Prior Learning: 1.2 Future Learning 3.1	Swing-along with Shoshtakovich (2.5) **Musical Focus** • 2- and 3- beat • Beat • Beat groupings • 20th Century classical music	Hey Mr. Miller (2.6) **Musical Focus** • Learn about swing music • Syncopation and back beat • Scat singing • WWII historical context
Year 3	The beat goes on (3.1) **Musical Focus** • Duration • Varied tempo • Introduction to using boom whackers to create sound and pitch • Working as a team • Following a piece of music Prior Learning 1.2, 2.4	Just 3 notes (3.2) **Musical Focus** • Pitch C D E • Rhythm patterns • Structure • Minimalism • Dot notation Prior Learning 2.1 Future Learning 3.5, 3.6	Chilled out clap rap (3.3) **Musical Focus** • Beat • Rhythm • Crotchet • Crotchet rest • Paired quavers • Tempo • Dynamics	'March' from Nutcracker (3.4) **Musical Focus** • Rondo structure • Beat • Higher/lower • Call and response • Ballet music from Romantic period	Just 3 notes (3.5) **Musical Focus** • Pitch C D E • Rhythm patterns • Structure • Minimalism • Dot notation Prior Learning: 2.1, 3.2 Future Learning 3.6	Just 3 notes cont. (3.6) **Musical Focus** • Samba big band • Timbre – untuned percussion/ drum kit • Variety of beaters • Cultural aspects of music Prior Learning: 2.1, 3.2, 3.5

Year 4	Ukulele (4.1) • Focus on basic skills of • handling/ playing the • ukulele; • Understanding and • reading fretboard/ • chord diagrams; • Techniques/ rhythms Future Learning: 6.5		Don't worry be happy (4.3) **Musical Focus** • Structure of song • Vocal patterns in pitch • Texture • Timbre • Beat	This little light of mine (4.4) **Musical Focus** • Pentatonic scale • Gospel music • Off-beat, back-beat • Rhythm • Call and response	Electronic Music (4.5) **Musical Focus** • Listen and appraise • Beat • Tempo/Pulse • Rhythmic patterns • Dynamics • Timbre • Structure • Music colouring	The Pink Panther (2.6) **Musical Focus** • Timbre • Tempo • Rhythm • Dynamics • Atmosphere • Music from film • Instrumentation • Music coloring
Year 5	Dancing in the street (5.1a) **Musical Focus** • Listen and appraise Haka/Connect it (5.1b) **Musical Focus** • Chord structures • Major/Minor keys • Lyric writing • Performing	3 and 4-part singing/call and response songs (5.2) **Musical Focus** • Listen and respond • Cultural importance • Create a chant song	What shall we do with the drunken sailor (5.3) **Musical Focus** • Sea shanties • Beat • Rhythm • Chords • Dot notation • Verse/Chorus • Form/Structure • Poems/Lyrical writing	Three little birds (5.4) **Musical Focus** • Reggae • Blues and roots • Riffs • Chords • Bassline • Harmony	Composing for a protest (5.5) **Musical Focus** • Composing (non-musical stimulus) • Vocal chants • Call and response • Lyrics • Melody • Ostinato/Coda	Building a groove (5.6) **Musical Focus** • Beat • Rhythm • Basslines • Riffs • Song writing • Lyrical writing
Year 6	Elements of Music (6.1) **Musical Focus** • Tempo • Dynamics • Rhythm • Pitch • Texture • Timbre	Spiritual, Gospel, Music Motown (6.2) **Musical Focus** • Civil Rights • Black lives matter • Black History Month • Rhythm and Blues • Cultural and social context	Keyboard (6.3) **Musical Focus** • Basic skills • Individual hand techniques • Both hand techniques • Reading chord diagrams • Treble and bass clef Future Learning: 6.4	Jazz and blues (6.4) **Musical Focus** • Keyboard improvisation • Chords C and G7 • Recap of chords F, G and Am Prior Learning: 6.3	Ukulele (6.5) **Musical Focus** • Basic skills • Understanding and reading fretboard • Chord diagrams • Techniques • Rhythm Prior Learning: 4.1	Celebration (6.6) **Musical Focus** • Song writing • Chords • Writing lyrics on the 'leavers' theme