

## Our Lady and St Joseph Music Map 2019/20

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 3	Summer 4
EYFS	<p>Sound Explorers</p> <ul style="list-style-type: none"> <li>• Exploring sounds</li> <li>• Identifying Instruments</li> <li>• Exploring Sounds</li> <li>• Pulse</li> <li>• Rhythm</li> </ul> <p>Circle songs</p> <p>Building confidence in the voice</p> <ul style="list-style-type: none"> <li>- group singing</li> <li>- solo singing</li> <li>- high voice</li> <li>- low voice</li> </ul> <p>Vocab</p> <p>Fast - Slow</p> <p>high - low</p> <p>Forte (soft)</p> <p>Piano (Loud)</p>	<p>Join The Band</p> <p>How do we play with the instruments?</p> <p>Can you make a sound?</p> <p>Can you play in time with the pulse?</p> <p>Can you play a rhythm</p> <p>Can you play along with the music?</p>	<p>Songbank EYFS</p> <p>Building confidence in group singing</p> <ul style="list-style-type: none"> <li>• Playground Songs</li> <li>• Chants</li> <li>• Action songs</li> <li>• Nursery Rhymes</li> <li>• Music &amp; Movement</li> <li>• Responding to sounds</li> <li>• Traditional Songs</li> <li>• Partner Songs</li> </ul> <p>Links to Religious Music &amp; Hymns.</p>	<p>Music from around the world</p> <ul style="list-style-type: none"> <li>- Songs in new languages</li> <li>- Dance inspired from other countries</li> <li>- Listening to music from other cultures around the world</li> </ul> <p>Eg. African, Caribbean, Australian, North American, Greek, Brazilian.</p>		

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EYFS	<p>Music &amp; Movement</p> <ul style="list-style-type: none"> <li>- Express emotions</li> <li>- Refine listening skills</li> <li>- Noticing change in tempo or pitch</li> <li>- Awareness of movement and body</li> <li>- Inspiring creativity and imagination</li> <li>- enhance self concept by sharing dances from other cultures</li> </ul>				Drumming	<ul style="list-style-type: none"> <li>- Learning to play simple patterns</li> <li>- Listening and performing to peers</li> <li>- Playing and singing</li> <li>- call and response</li> </ul>
KS1	<p>Year 1 Exploring sounds</p> <p>Identifying Instruments</p> <p>How do we play with the instruments?</p> <p>Can you tell me the name of this instrument?</p>	<p>Year 2 Let's play together!</p> <p>Exploring sounds and the percussion family.</p> <p>Listening to Music in detail</p> <p>Vocab: Pulse</p>	<p>Year 1 LSO project Based on Book</p> <ul style="list-style-type: none"> <li>• Listening to Music in detail</li> <li>• Playing melody &amp; Rhythm</li> <li>• Performing as a class or in groups</li> </ul>	<p>Year 2 LSO project Based on Book</p> <ul style="list-style-type: none"> <li>• Listening to Music in detail</li> <li>• Playing melody &amp; Rhythm</li> </ul>	<p>Drumming</p> <ul style="list-style-type: none"> <li>- Learning to play rhythms</li> <li>- Creating patterns on the drum</li> <li>- Listening and</li> </ul>	<p>Hackney Music Festival</p> <p>Singing in different languages Eg Spanish, French, German</p> <ul style="list-style-type: none"> <li>• Singing in rounds</li> <li>• Singing in Unison</li> </ul>

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	<p>Music from around the world</p> <ul style="list-style-type: none"> <li>- Songs in new languages</li> <li>- Dance inspired from other countries</li> <li>- Listening to music from other cultures around the world</li> </ul> <p>Can you play along with the music?</p> <p>Music &amp; Movement</p> <ul style="list-style-type: none"> <li>- Express emotions</li> <li>- Refine listening skills</li> <li>- Noticing change in tempo or pitch</li> <li>- Awareness of movement and body</li> <li>- Inspiring creativity and imagination</li> </ul>	<p>Rhythm Dynamics Pitch Counting</p> <p>Playing together as a class, small group or solo</p> <p>Notation:</p> <p>Use and understand music staff, symbols &amp; duration of notes</p> <p>Glockenspiel - Chime Bars - Xylophone</p> <p>Small group performance</p> <p>Links to Great Devotional, Religious Music &amp; Hymns.</p>	<p>The Orchestra</p> <p>Identifying-</p> <ul style="list-style-type: none"> <li>-Strings</li> <li>-Woodwind</li> <li>-Brass</li> <li>-Percussion</li> </ul> <p>How do we play these instruments?</p> <p>The Role of a Conductor</p> <p>Intro to: Glockenspiel - Chime Bars - Xylophone</p> <p>Intro into playing together.</p>	<ul style="list-style-type: none"> <li>• Performing as a class or in groups</li> </ul> <p>The Orchestra</p> <p>Identifying-</p> <ul style="list-style-type: none"> <li>-Strings</li> <li>-Woodwind</li> <li>-Brass</li> <li>-Percussion</li> </ul> <p>How do we play these instruments?</p> <p>Let's Play together 2:</p> <p>Glockenspiel - Chime Bars - Xylophone The Role of a Conductor</p> <p>-Group performance</p>	<p>performing to peers</p> <ul style="list-style-type: none"> <li>- Playing and singing</li> </ul>	<ul style="list-style-type: none"> <li>• ¾ Part singing</li> <li>• exploring songs from around the world</li> <li>• Singing in different languages</li> </ul>
KS2	<p>Listen up! (part 1)</p> <ul style="list-style-type: none"> <li>-Listening to music with attention to detail</li> <li>-Recall and identify sounds using appropriate musical vocabulary.</li> </ul>		<p>Country Folk Music</p> <p>British/ Irish traditional</p> <ul style="list-style-type: none"> <li>- Ballads</li> <li>- Lullabies</li> </ul>	<p>Pop &amp; Rock</p> <p>Iconic and legendary musicians of the 20th Century</p>	<p>Song Writing</p> <ul style="list-style-type: none"> <li>• Small group task</li> </ul>	<p>Hackney Music Festival Repertoire &amp; performance</p>

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	<ol style="list-style-type: none"> <li>1. Dynamics</li> <li>2. Tempo</li> <li>3. Pitch</li> <li>4. Instruments</li> <li>5. Texture</li> <li>6. Key</li> <li>7. Genre</li> <li>8. Major/Minor Moods</li> </ol> <p>Body Percussion: Compose a sound piece</p> <p>Body Percussion:</p> <ul style="list-style-type: none"> <li>• Small group task</li> <li>• Rhythm / pulse / structure</li> <li>• Collaborative music making</li> <li>• Creating and sharing</li> <li>• Performance</li> </ul> <p>Listen up! (part 2)</p> <p>Classical &amp; Contemporary Composers Beethoven to Bernstein</p> <p>History of Music: Orpheus to Baroque to Stormsy.</p> <ul style="list-style-type: none"> <li>• How does the music make you feel?</li> <li>• Discussing music with peers</li> <li>• Describing the music</li> </ul>	<ul style="list-style-type: none"> <li>- Jigs</li> <li>- Reels</li> <li>- Hornpipes</li> </ul> <p>Dance &amp; Movement</p> <ul style="list-style-type: none"> <li>- National Dances (Irish, English, Welsh, Scottish)</li> </ul> <p>Listen to Folk Music with Attention to Detail</p> <ul style="list-style-type: none"> <li>- Icelandic</li> <li>- Hungarian</li> <li>- Russian</li> <li>- Albanian</li> <li>- Instrumentation</li> <li>- Tempo</li> </ul> <p>Notation</p> <p>Group Performance</p> <ul style="list-style-type: none"> <li>- Playing simple folk melodies</li> <li>- Playing simple folk rhythms</li> <li>- Performing in a band setting</li> </ul>	<ul style="list-style-type: none"> <li>- Hendrix</li> <li>- Queen</li> <li>- The Beatles</li> <li>- Elvis</li> <li>- Fleetwood Mac</li> <li>- Aretha Franklin</li> <li>- Stevie Wonder</li> <li>- Louis Armstrong</li> </ul> <p>Listen to Music with Attention to Detail</p> <ul style="list-style-type: none"> <li>- Structure of a song</li> <li>- Simple Chord Progressions</li> <li>- Instrumentation</li> </ul> <p>Notation</p> <p>Group Composing: -Using classroom percussion to recreate the song</p> <p>Creating a band:</p>	<ul style="list-style-type: none"> <li>- Write your own poetry &amp; lyrics for a song</li> <li>- Structure a song using simple chord structures.</li> </ul> <p>Musc Tech</p> <p>Song writing using garageband:</p> <p>Creating beats, bass, melody using garageband.</p> <p>Loops</p> <p>Pedals</p> <p>Drumbeats</p>	<ul style="list-style-type: none"> <li>• Singing in rounds</li> <li>• Singing in Unison</li> <li>• ¾ Part singing</li> <li>• exploring songs from various Genres</li> </ul> <ul style="list-style-type: none"> <li>- Blues</li> <li>- Jazz</li> <li>- Funk</li> <li>- Pop</li> <li>- Folk</li> </ul> <ul style="list-style-type: none"> <li>• Singing in different languages:</li> <li>- Spanish</li> <li>- Turkish</li> <li>- African</li> </ul> <p>Performance Skills</p> <p>- preparing for summer performances.</p>
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	<p>Group Composing Creating and replicating music we have listened to.</p> <p>Using composers old and new for inspiration:</p> <ul style="list-style-type: none"> <li>• identify musical composers idea or riffs</li> <li>• Putting into practice on classroom percussion/instruments</li> <li>• Creating a pastiche of the idea.</li> <li>• Graphic scores</li> <li>• Group practice</li> <li>• Group performance</li> </ul> <p>Notation:</p> <ul style="list-style-type: none"> <li>- Use and understand music staff, symbols &amp; duration.</li> <li>- Using correct music terminology</li> <li>- Identifying articulation, dynamics and musical directions.</li> </ul> <p>Composing:</p> <ul style="list-style-type: none"> <li>- Structure a song using simple chord structures.</li> </ul> <p>Group Performance:</p> <ul style="list-style-type: none"> <li>- Confidently playing a melody or rhythm within a group setting</li> <li>- Confidently holding a melodic line or ostinato line.</li> <li>- Playing confidently to peers</li> <li>- Giving peer feedback &amp; reflection</li> </ul>		<ul style="list-style-type: none"> <li>- Children bring their instruments to school and collaborate with their peers.</li> </ul>		
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	<ul style="list-style-type: none"><li>- Conducting &amp; leading the group and whole class.</li></ul> <p>Singing</p> <ul style="list-style-type: none"><li>• Christmas Collaborative Performance</li><li>• Links to Great Devotional, Religious Music &amp; Hymns.</li><li>• Swahili songs of liberation, devotion and praise.</li></ul> <p>Music Enrichment:</p> <ul style="list-style-type: none"><li>-DA Pupils are provided with opportunities to learn an instrument, (Saxophone, flute, clarinet, drums) weekly lessons provided by school.</li><li>-take part in musical groups (Percussion, Samba, Folk )</li></ul> <p>Links to External Music Organisations:</p> <p>LSO Hackney Music Service Opera Company</p>				
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