



Robins Lane Primary School

Music Curriculum Map

Our music curriculum promotes an integrated, practical, exploratory and child-led approach to musical learning. Each unit covers all the strands of musical learning which correspond with the national curriculum for music: Listening and Appraising (Musical Activities; Warm-up Games; Optional Flexible Games; Singing; Playing instruments; Improvisation; Composition) and Performing.

	Autumn 2	Spring	Summer		
R	<p>Everyone</p> <p>Learn to sing nursery rhymes and action songs:</p> <p>Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes</p> <p>Musical Theatre – Christmas Nativity</p>	<p>Our World</p> <p>Learn to sing nursery rhymes and action songs:</p> <p>Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p>	<p>Big Bear Funk</p> <p>Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1. The children will listen and appraise Funk music. They will embed foundations of the interrelated dimensions of music using voices and instruments. They will learn to sing Big Bear Funk and revisit other nursery rhymes and action songs. They will play instruments within the song. They will improvise using voices and instruments</p>	<p>Musical Theatre – Literacy</p> <p>During this unit, the children will perform catchy, fact-based songs and a short play. The four songs will embed onomatopoeia, syllables, creative writing and rhyming.</p>	<p>Reflect, Rewind and Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p>
Year 1	<p>Rhythm in the Way We Walk and Banana Rap</p> <p>This Unit of Work builds on previous learning.. All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and The Banana Rap (Hip Hop style). You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.</p> <p>Musical Theatre – Christmas Nativity</p>	<p>Boomin' Boom Whackers</p> <p>Pupils initially learn to play a series of patterns using the plastic tubes that form interlocking rhythmic landscapes these can be subtley modified and developed through the introduction of the various different length tubes. Other activities covered include the performance of melodies and the use of the boom whackers to provide accompaniments to songs.</p> <p>Musical knowledge developed over the course will include pulse, rhythm, pitch, dynamics and tempo. Key musical concepts will be chords, harmony and playing in parts.</p>	<p>Musical Theatre – The Great Fire of London</p> <p>During this unit, the children will perform catchy, fact-based songs and a short play. The three songs will embed knowledge of how the fire spread, how the fire was dealt with and the plans for rebuilding the city.</p>	<p>In The Groove</p> <p>In The Groove is a song that was specially written to teach children about different styles of music. This song has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of In The Groove. In the Listen and Appraise section of this unit you will also listen to a well-known song in that weeks' style.</p>	<p>Reflect Rewind and Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>

	Autumn 2	Spring		Summer	
Year					
Year 2	<p>Ho Ho Ho</p> <p>All the learning is focused around one song: Ho Ho Ho - a Christmas song. You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.</p> <p>Musical Theatre – Christmas Nativity</p>	<p>Recorders</p> <p>The project forms the basis of an introduction to traditional notation and instrumental playing. Over the course of the programme children learn how to play 3-5 different pitches on the recorder, where these are placed on the musical stave and how the shape of the note determines its duration. Sessions will include a series of short pieces, games and improvised creative music making.</p> <p>Musical knowledge developed over the course will include pulse, rhythm, pitch, phrase and tempo. Key musical concepts will be rhythmic and pitch notation used on traditional stave notation, breath control and phrasing.</p>	<p>Hands, Feet, Heart</p> <p>Hands, Feet, Heart is a song written for children to celebrate and learn about South African Music.. All the learning is focused around one song: Hands, Feet, Heart. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.</p>	<p>Reflect Rewind and Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>	<p>Musical Theatre – Neil Armstrong</p> <p>During this unit, the children will perform catchy, fact-based songs and a short play. The four songs will embed nursery rhymes/folk tales about the moon, knowledge of The Apollo 11 mission to land man on the moon and great explorers.</p>
Year 3	<p>Musical Theatre – Stone, Bronze and Iron Ages</p> <p>During this unit, the children will perform catchy, fact-based songs and a short play. The three songs will embed knowledge of tools, implements and weapons of the prehistoric period.</p>	<p>Glockenspiel</p> <p>The project builds upon previous work on traditional notation and instrumental playing with the recorder. Sessions include a series of short pieces, understanding and creation of chords alongside creative music making activities. Pupils will learn to play both melodic and accompanying chordal patterns on the glockenspiels as well as use the instruments to invent and refine patterns of their own in groups. They will create arrangements and organise a short performance at the end of the unit.</p> <p>Musical knowledge developed over the course will include pulse, rhythm, pitch, harmony, phrase, tempo and structure. Key musical concepts will be rhythmic and pitch notation used on traditional stave notation chords, structure, accompaniment, melody.</p>	<p>Three Little Birds</p> <p>All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other reggae songs</p>	<p>The Dragon Song</p> <p>All the learning in this unit is focused around one song: The Dragon Song. This is a song about kindness, respect, friendship, acceptance and happiness. Using your imagination and working together as a class, create your own performance of this song</p>	<p>Reflect Rewind and Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>

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Year 4	<p>Stop!</p> <p>Song/ rap All the learning is focused around one song: Stop! - a rap/song about bullying. You will learn about the interrelated dimensions of music through games, singing and composing.</p>	<p>Ukulele</p> <p>Pupils will learn to sing a number of songs and accompany themselves on the ukulele. They will learn a number of basic chords further developing this knowledge through practicing changing smoothly from one to another. This knowledge will then be put into action by learning to sing a number of songs whilst accompanying themselves. They will develop knowledge about the instrument including how it is tuned, the names of the strings and how the pitches are altered by placing fingers on the frets. This will be further developed both through their fluency of playing chords but also by playing short melodic patterns. They will create arrangements and organise a short performance at the end of the unit.</p> <p>Musical knowledge developed over the course will include pulse, rhythm, pitch, harmony, phrase, tempo and structure. Key musical concepts will be chords, structure, accompaniment, strumming patterns, tuning, frets and strings.</p>	<p>Musical Theatre – The Romans</p> <p>During this unit, the children will perform catchy, fact-based songs and a short play. The four songs will embed knowledge of the building of Roman roads, some famous Roman emperors, Roman Gods and the life of Roman slaves.</p>	<p>Lean On Me</p> <p>All the learning is focused around one song: Lean On Me. Throughout the unit you will be encouraged to keep focused on musical learning; the integration of musical learning/practice is key when delivering your music lesson.</p>	<p>Reflect Rewind and Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>

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Year 5	<p>Musical Theatre – The Anglo-Saxons</p> <p>During this unit, the children will perform catchy, fact-based songs and a short play. The three songs will embed knowledge of Alfred The Great and the Anglo-Saxon kings</p>	<p>Keyboard</p> <p>The project further supports traditional notation and instrumental playing. Pupils will learn to play a number of melodies using their right-hand developing a basic understanding of five finger technique. Left-hand technique will be developed alongside this through the use of single finger chords used to accompany the melodies learnt. Pupils will also develop an understanding of the other functions available on a keyboard, such as the choices possible through the selection of styles and variations offered in the auto-accompaniment sections of the instruments. Sessions will also include a series of short pieces, games and improvised creative music making.</p> <p>Musical knowledge developed over the course will include pulse, rhythm, pitch, tempo. Key musical concepts will be rhythmic and pitch notation used on traditional stave notation, fingering of both right and left hands, auto-accompaniment, arrangement.</p>	<p>Classroom Jazz 1</p> <p>This is a six-week Unit of Work. All the learning is focused around two tunes and improvising: Three Note Bossa and Five Note Swing</p>	<p>Living On A Prayer</p> <p>All the learning is focused around one song: Livin' On A Prayer. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.</p>	<p>Reflect Rewind and Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>

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Year 6	<p>Musical Theatre – World War 2</p> <p>During this unit, the children will perform catchy, fact-based songs and a short play. The three songs will embed knowledge of rationing, evacuation and the end of the war.</p>	<p>Drums (Samba)</p> <p>Pupils will investigate and learn how to play a Samba in the Batucada street style found in the music of carnival and forming the backbone of Brazil's national music. They will discover how this percussive driven mix of musical traditions from Europe, Africa and South America interwoven through the story of slavery and religious belief has come into existence alongside learning to play the different instrumental parts. Students will then layer these rhythms to form the syncopated, polyrhythmic patterns typical of samba before creating an arrangement of a whole piece by combining different sections including an introduction, ending, solos and breaks.</p> <p>Musical knowledge developed over the course will include pulse, rhythm, dynamics, tempo and structure. Key musical concepts will be polyrhythms, maintaining an independent part, structure and rhythmic improvisation.</p>	<p>Happy</p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: Happy by Pharrell Williams - a Pop song with a Soul influence about being happy. What makes you happy?</p>	<p>Music and Identity</p> <p>This Unit of Work aims to embed the role of women in music into the thinking of children and young people of all genders. It includes contextual listening of the artists' work, video interviews and an option for pupils to create their own music based on their learning.</p>	<p>Reflect Rewind and Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p>Musical Theatre – Year 6 production</p>