



# Linden Primary School Music Curriculum Map

Music	Knowledge	Unit 1 – Pulse	Unit 2 – Voice	Unit 3 – Rhythm	Unit 4 – Pitch	Unit 5 – Technology, structure and form	Unit 6 – 20 <sup>th</sup> Century Music
Year 1	Substantive	<p>Create, explore, respond and identify long and short sounds.</p> <p>Follow and create simple musical directions for faster, slower, stopping and starting.</p> <p>Keep a steady pulse with some accuracy (eg clapping, marching, tapping and playing instruments)</p> <p>Comment on own and other people's performances using Yr1 vocabulary learnt</p>	<ul style="list-style-type: none"> <li>Understand that songs have a melody line that changes in pitch</li> <li>Understand that pitch matching can be shown through hand gestures</li> <li>Know what the structure of a 'call and response' song is</li> </ul>	<ul style="list-style-type: none"> <li>Understand the difference between rhythm and pulse</li> <li>Know that graphic notation is a way of notating rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Understand the composers create different moods through pitch</li> <li>Know that everyday sounds and instruments can be sorted by high and low pitch</li> <li>Begin to understand that dot notation can be used to notate differences in pitch</li> </ul>	<ul style="list-style-type: none"> <li>Understand that technology can be used to capture and alter sounds and enhance live music making</li> <li>Understand that symbols or pictures can be used as graphic notation to record musical ideas.</li> <li>Understand the structure of call and response songs</li> </ul>	<ul style="list-style-type: none"> <li>Know features of some different musical genres: Folk / Experimental / Disco</li> <li>Understand that symbols or pictures can be used as graphic notation to record musical ideas.</li> </ul>
	Disciplinary	<p>Understand pulse as the regular 'heartbeat of the music', knowing that this can change during a piece of music according to changes in tempo.</p> <p>Understand that tempo means how fast or slow music is and describe changes within a Piece</p> <p>Begin to understand the difference between rhythm and pulse</p> <p>Know the meaning of the following vocabulary:</p>	<ul style="list-style-type: none"> <li>Sing and perform songs which contain a small range of notes with growing confidence.</li> <li>Follow performance instructions including starting and stopping with accuracy.</li> <li>Recognise when the pitch of a song gets higher or lower               <ul style="list-style-type: none"> <li>Use actions and dynamics to enhance performance</li> <li>Comment on own performance using yr 1 vocabulary.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Play along to the pulse and maintain a steady tempo</li> <li>Confidently copy given rhythms               <ul style="list-style-type: none"> <li>Demonstrate and explain the difference between pulse and rhythm</li> </ul> </li> <li>Use graphic notation to record rhythms</li> <li>Perform as part of a group and play rhythms in time</li> <li>Comment on own and other people's performances using Yr 1 vocabulary learnt</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain the difference between high and low pitched sounds</li> <li>Recognise changes in pitch when singing and listening to musical sounds</li> <li>Use pitch and timbre to create my own composition               <ul style="list-style-type: none"> <li>Represent a sound using graphic notation</li> </ul> </li> <li>Comment on own and other's performances using Yr 1 vocabulary learnt</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an understanding of simple musical structure</li> <li>Use technology to create and change sounds</li> <li>Comment on own and other people's performances using Yr 1 vocabulary learnt</li> </ul>	<ul style="list-style-type: none"> <li>Identify and perform features of contemporary folk music.</li> <li>Identify and perform features of experimental music.</li> <li>Identify and perform features of disco music.</li> <li>Create and practice a piece of music using features of different genres.</li> <li>Comment on own other people's performances using Yr 1 vocabulary.</li> </ul>



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	Vocabulary	<ul style="list-style-type: none"> <li>Pulse</li> <li>Tempo</li> <li>Staccato</li> <li>Rhythm</li> <li>Syllable</li> <li>Ostinato</li> <li>Downbeat</li> </ul>	<ul style="list-style-type: none"> <li>Acapella</li> <li>Dynamics</li> <li>Melody</li> <li>Pause</li> <li>Pitch</li> <li>Pitch-match</li> <li>Pulse</li> <li>Tempo</li> </ul>	<ul style="list-style-type: none"> <li>Dynamics</li> <li>Graphic notation</li> <li>Ostinato</li> <li>Pulse</li> <li>Rest</li> <li>Rhythm</li> <li>Tempo</li> </ul>	<ul style="list-style-type: none"> <li>Cuckoo interval</li> <li>Dot notation</li> <li>Dynamics</li> <li>Interval</li> <li>Graphic symbol</li> <li>Pitch</li> <li>Pitch-match</li> <li>Pulse</li> <li>Tempo</li> <li>Timbre</li> </ul>	<ul style="list-style-type: none"> <li>Audio recording</li> <li>Call and response</li> <li>Dynamics</li> <li>Graphic score</li> <li>Lyrics</li> <li>Music technology</li> <li>Pitch</li> <li>Pulse</li> <li>Rhythm</li> <li>Tempo</li> <li>Verse</li> </ul>	<ul style="list-style-type: none"> <li>Acoustic instruments</li> <li>Dynamics</li> <li>Genre</li> <li>Graphic score</li> <li>Groove</li> <li>Pulse</li> <li>Solo</li> <li>Lyrics</li> <li>Melody</li> <li>Rhythm</li> <li>Strophic form</li> <li>Tempo</li> <li>Texture</li> <li>Timbre</li> <li>Versus and chorus</li> </ul>
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Year 2	Substantive	<ul style="list-style-type: none"> <li>• Understand the difference between rhythm and pulse</li> <li>• Understand that tempo can change within a piece</li> <li>• Begin to know that beats can be grouped together (often beats of 4 but sometimes other groupings)</li> <li>• Know the stick notation for crotchets, paired quavers and a crotchet rest</li> <li>• Know the meaning of the following vocabulary:</li> </ul>	<ul style="list-style-type: none"> <li>• Know that there are different types of vocal arrangement (eg. A Capella, harmony)</li> <li>• Understand that graphic symbols can be used to show the shape of a melody line</li> <li>• Know how performance signals relate to musical elements (eg. dynamics, tempo)</li> </ul>	<ul style="list-style-type: none"> <li>• Know that a 'March' is usually in 2/4 time which means 2 beats to a bar</li> <li>• Know what stick notation represents</li> <li>• Understand the difference between rhythm and pulse</li> </ul>	<ul style="list-style-type: none"> <li>• Know that there are musical symbols for getting louder and quieter</li> <li>• Understand that dot notation can be used to notate differences in pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Understand verse/ chorus structures</li> <li>• Understand that different software programmes and apps can be combined to capture and alter sounds and enhance live music making</li> <li>• Know that stick notation can be used to record rhythms</li> </ul>	<ul style="list-style-type: none"> <li>• Know features of some different musical genres: Film music / Beatles / Modern Bhangra</li> </ul>
	Disciplinary	<ul style="list-style-type: none"> <li>• Play/chant with a good sense of pulse</li> <li>• Respond to visual and aural cues</li> <li>• Perform using graphic notation</li> <li>• Read stick notation to represent crotchets, paired quavers and crotchet rests</li> <li>• Compose my own piece using stick notation for crotchets, paired quavers and crotchet rests</li> <li>• Perform my composition as part of</li> </ul>	<ul style="list-style-type: none"> <li>• Sing, with accuracy, within a range of notes.</li> <li>• Follow and use performance instructions (including starting, stopping, dynamics and tempo).</li> <li>• Recognise and demonstrate the link between pitch and shape using graphic notation.</li> <li>• Comment on own performance using yr 2 vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise rhythmic patterns found in speech and songs</li> <li>• Demonstrate the difference between pulse and rhythm through physical movement, playing and singing</li> <li>• Perform with a good sense of pulse and rhythm</li> <li>• Use stick notation to record rhythms</li> <li>• Comment on own and other people's performances using Yr 2 vocabulary learnt</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to the musical stimulus, considering appropriate pitch choices for composition.</li> <li>• Demonstrate increased understanding of basic musical features such as pitch, rhythm and dynamics through performance</li> <li>• Demonstrate awareness of a link between shape, pitch and rhythm using graphic notation.</li> <li>• Use graphic notation to show pitch, rhythm and volume and perform from the score</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to, and make observations about, a variety of live and recorded music</li> <li>• Experiment changing and combining sounds through technology</li> <li>• Create and perform simple rhythms following a given structure</li> <li>• Comment on own and other people's performances using Yr 2 vocabulary learnt</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and perform features of Film music.</li> <li>• Identify and perform features of The Beatles' music.</li> <li>• Identify and perform features of Modern Bhangra music.</li> <li>• Create and practise a piece of music using features of different genres.</li> <li>• Comment on own and other people's performances using Yr 2 vocabulary.</li> </ul>



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		<p>a group in time to the pulse</p> <ul style="list-style-type: none"> <li>• Comment on own and other people's performances using Yr 2 vocabulary learnt</li> </ul>			<ul style="list-style-type: none"> <li>• Comment on own and other people's performances using Yr 2 vocabulary learnt</li> </ul>		
	Vocabulary	<p>Crotchet Genre Internalising words Ostinato Paired quavers Pulse Rest Round Rhythm Tempo</p>	<p>Acapella Dynamics Melody Pause Pitch Pitch-match Pulse Tempo</p>	<p>Crotchet Lyrics Ostinato Paired quavers Pulse Rhythm Stick Notation Tempo Timbre</p>	<p>Conductor Crescendo Diminuendo Dynamics Graphic notation Pitch Pitch-match</p>	<p>Audio recording Bar Call and response Dynamics Music technology Pitch Pulse Rhythm Tempo Texture Verse and chorus</p>	<p>Bar Bridge Chaal rhythm Dhol Dynamics Genre Graphic score Lyrics Melody Ostinato Pitch Rhythm Semitones Tempo Texture Timbre Tumbi</p>



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Year 3	Substantive	<ul style="list-style-type: none"> <li>• Know the difference between rhythm and pulse</li> <li>• Explain why it can be important to maintain a steady pulse</li> <li>• Understand that ostinatos are used to create rhythmic patterns</li> <li>• Understand the relationship between crotchets and paired quavers and the musical symbols for these and for a crotchet rest.</li> <li>• Recognise that words can create rhythmic patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Know that alignment (posture) can affect performance</li> <li>• Understand the structure of Verse and Chorus songs</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to know the difference between rhythms on the beat and rhythms off the beat (syncopated)</li> <li>• Know standard notation for crotchets, paired quavers and crotchet rests</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how the size of an instrument can relate to the pitch range</li> <li>• Know that motifs are a way of representing moods or characters</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to know what basic song structure looks like</li> <li>• Understand that different software programmes and apps can be combined to capture and alter sounds and enhance live music making</li> </ul>	<ul style="list-style-type: none"> <li>• Know features of some different musical genres: House / Reggae / Rock and Roll</li> </ul>
	Disciplinary	<ul style="list-style-type: none"> <li>• Sing and play confidently, maintaining a steady pulse</li> <li>• Apply word chants to rhythms and link each syllable to a musical note</li> </ul>	<ul style="list-style-type: none"> <li>• Sing fluently in unison and pitch match accurately.</li> <li>• Maintain my own part when singing a song with more than one part, following performance directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Play rhythms from graphic notation or simple standard notation</li> <li>• Play rhythms confidently while maintaining a consistent pulse</li> </ul>	<ul style="list-style-type: none"> <li>• Create simple rhythmic patterns, melodies and accompaniments</li> <li>• Show good awareness of pitch matching when singing</li> <li>• Aurally identify, recognise, and use</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and use features of music from other traditions, genres and times</li> <li>• Compose following the basic sections of song structure</li> <li>• Use technology to create, change and combine sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and perform features of House music.</li> <li>• Identify and perform features of Reggae music.</li> <li>• Identify and perform features of Rock and Roll music.</li> </ul>



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		<ul style="list-style-type: none"> <li>• Use standard notation to compose my own rhythms, using crotchets, paired quavers and crotchet rests</li> <li>• Maintain a part in a piece and respond to visual and aural cues.</li> <li>• Comment on own and other people's performances using Yr 3 vocabulary learnt</li> </ul>	<ul style="list-style-type: none"> <li>• Use expression, dynamics and actions to enhance my vocal performance</li> <li>• Comment on own and other people's performances using yr 3 vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the difference between pulse and rhythm whilst performing songs and playing instruments.</li> <li>• Take part in a performance, following musical signals and maintain a strong sense of pulse</li> <li>• Comment on own and other people's performances using Yr 3 vocabulary learnt</li> </ul>	<ul style="list-style-type: none"> <li>graphic notation to represent basic changes in pitch within a limited range</li> <li>• Comment on own and other people's performances using Yr 3 vocabulary learnt</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on own and other people's performances using Yr 3 vocabulary learnt</li> </ul>	<ul style="list-style-type: none"> <li>• Create and practise a piece of music using features of different genres.</li> <li>• Comment on own and other people's performances using yr 3 vocabulary.</li> </ul>
	Vocabulary	Crotchet Ostinato Paired quavers Pulse Rest Rhythm Tempo Texture	Crescendo Diction Dynamics Forte Melody Piano Pitch Pulse Tempo Unison Verse and chorus	Crotchet Crotchet rest Dynamics Graphic notation Improvise Internalise Ostinato Paired quavers Pulse Phrase Rhythm Syncopated rhythm Tempo Texture	Dynamics Graphic notation Harmony Interval Lyrics Melody Motif Octave Ostinato Pentatonic Pitch Pitch match Pulse Rhythm Rondo Round Stave Structure Tempo Texture Timbre	Audio recording Bar Crotchet Intro Lyrics Music technology Outro Pulse Song structure Verse and chorus	Bpm Bridge Chords Genre Graphic notation Hi-hat Kick drum Looped samples Lyrics Melodies Pulse Rhythm Synthesiser Tempo Upbeat Verse and chorus



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Year 4	Substantive	<ul style="list-style-type: none"><li>• Know that a drone can be used to keep the pulse</li><li>• Recognise and name standard notation for crotchets, paired, quavers, crotchet rests and minims</li><li>• Understand that a pentatonic scale is built on 5 notes</li><li>• Know that ostinatos can be rhythmic or melodic</li><li>• Begin to understand that rhythms can be played on the beat or off-beat (syncopated)</li></ul>	<ul style="list-style-type: none"><li>• Know that many traditional songs use the pentatonic scale</li><li>• Know that melody lines can be created from one or more phrases</li></ul>	<ul style="list-style-type: none"><li>• Understand the differences between minims, crotchets, paired quavers and rests</li><li>• Recognise that music can be created entirely through body percussion and vocal sounds</li></ul>	<ul style="list-style-type: none"><li>• Understand some musical devices used to create mood</li><li>• Know the meaning of some dynamics symbols eg. (p, pp, f, ff, q, G)</li></ul>	<ul style="list-style-type: none"><li>• Know what song structure looks like</li><li>• Understand that letters can be used to represent each different section of song structure</li><li>• Know that a range of audio effects can be used to enhance music</li></ul>	Know features of some different musical genres: Minimalism / Musicals / Pop



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	Disciplinary	<ul style="list-style-type: none"> <li>• Play confidently and fluently, maintaining a steady pulse.</li> <li>• Compose, perform and lead simple pieces in 4/4 time using ostinatos and drones               <ul style="list-style-type: none"> <li>• Maintain an independent part in a small group when playing or singing (drone, ostinato, ground bass)</li> </ul> </li> <li>• Follow basic symbols for standard and graphic notation.</li> <li>• Comment on own and other people's performances using Yr 4 vocabulary learnt</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with an awareness of breathing and pronunciation.</li> <li>• Sing fluently in unison or parts and pitch match accurately.</li> <li>• Maintain own part when singing in multiple parts, accurately following performance directions.</li> <li>• Use graphic notation to create a melody</li> <li>• Comment on own and other people's performances using yr 4 vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and perform different rhythms and play them confidently within a set structure.</li> <li>• Confidently maintain an independent part while playing an instrument in a small group               <ul style="list-style-type: none"> <li>• Perform rhythmic phrases accurately, whilst maintaining a steady sense of pulse</li> <li>• Use graphic and standard notation to compose and notate rhythms and perform them to a steady pulse.</li> </ul> </li> <li>• Comment on own and other people's performances using Yr 4 vocabulary learnt</li> </ul>	<ul style="list-style-type: none"> <li>• Aurally recognise, respond to and use musical symbols and basic pitch changes within a limited range</li> <li>• Create simple melodies containing rhythmic patterns and use accompaniments</li> <li>• Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately.</li> <li>• Comment on own and other's performances using Yr 4 vocabulary learnt</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise, respond and use multiple sections within song structure               <ul style="list-style-type: none"> <li>• Use voice, sounds, technology and instruments in creative ways</li> </ul> </li> <li>• Comment on my own and other people's performances using Yr 4 vocabulary learnt</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and perform features of Minimalism.</li> <li>• Identify and perform features of Musicals.</li> <li>• Identify and perform features of Pop music.</li> <li>• Create and practise a piece of music using features of different genres.</li> <li>• Comment on own and other people's performances using Yr 4 vocabulary learnt.</li> </ul>
	Vocabulary	Adagio Bass line/Ground bass Crotchet Drone Internalising words Minim Ostinato Paired quavers Pentatonic Pulse Reset Riff Syncopation Tempo Time signatures	Diction Dynamics Harmony Octave Ostinato Pentatonic Scale Phrase Pitch Pitch-match Rhythm Scale Tempo Tone	Cannon Crotchet Crotchet rest Dynamics Graphic notation Improvise Melody Minim Ostinato Paired quavers Pentatonic scale Phrase Pulse Rhythm Round Tempo Texture	Chord Dynamics Harmony Legato Major Minor Octave Ostinato Phrase Pitch Pulse Rhythm Scale Staccato Tempo Texture Timbre Triad	Audio effects Audio recording Bridge Crotchet Delay Intro Loops Lyrics Minim Music technology Outro Paired quavers Pulse Reverb Rhythm Song structure Tempo Texture Verse and chorus	Bridge Genre Graphic score Harmonies Hook Lyrics Melodies Motif Pentatonic scale Phrasing Phrase Rest Rhythms Standard notation Tempo Texture Verse and chorus



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Year 5	Substantive	<ul style="list-style-type: none"><li>• Know that graphic notation can relate to standard notation</li><li>• Know the names and durations of crotchets, paired quavers, minims and semibreves</li><li>• Understand that music can be structured into blocks with differing textures</li></ul>	<ul style="list-style-type: none"><li>• Know that songs can be notated using graphic or standard notation</li><li>• Begin to know the names of the notes on the treble clef stave</li></ul>	<ul style="list-style-type: none"><li>• Know the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</li><li>• Know how time signatures change the beats per bar, recognising the</li></ul>	<ul style="list-style-type: none"><li>• Know about the pitch qualities of different instruments and how this can relate to their size</li><li>• Know the families of the orchestra</li><li>• Know the difference between a major and minor key</li><li>• Know the difference between a Pentatonic</li></ul>	<ul style="list-style-type: none"><li>• Know what song structure looks like</li><li>• Understand that letters can be used to represent each different section of song structure</li><li>• Know that a range of audio effects can be used to enhance music in Bandlab</li></ul>	<ul style="list-style-type: none"><li>• Know features of some different musical genres: Jazz / Expressionism / Film Music</li></ul>



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				differences between 2/4, 3/4 and 4/4 time signatures • Begin to know treble clef pitch notation for a full octave (C-C')	major scale or a Pentatonic minor scale • Begin to know treble clef pitch notation for a full octave (C-C')		
Disciplinary	<ul style="list-style-type: none"> <li>• Sing / Play confidently, identifying and maintaining a strong sense of pulse.</li> <li>• Create simple rhythmic pieces which demonstrate understanding of rhythm using graphic and standard notation.</li> <li>• Read simple rhythms using paired quavers, crotchets, crotchet rests, minims and semibreves.</li> <li>• Maintain an independent part in a group with accuracy when playing.</li> <li>• Comment on own and other people's performances using Yr 5 vocabulary learnt</li> </ul>	<ul style="list-style-type: none"> <li>• Sing and maintain an independent part with increasing awareness of other parts.</li> <li>• Experiment and perform sounds made by voice.</li> <li>• Follow and perform a vocal piece using a graphic / notated score.</li> <li>• Comment on own and other people's performances using Yr 5 vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of timbres and techniques when creating and playing music</li> <li>• Use and respond to basic musical symbols including standard notation</li> <li>• Create and play contrasting rhythms within a range of time signatures</li> <li>• Maintain a rhythmic part in a group performance with an awareness of structure.</li> <li>• Comment on own and other people's performances using Yr 5 vocabulary learnt</li> </ul>	<ul style="list-style-type: none"> <li>performance</li> <li>• Begin to create music which demonstrates an understanding of basic structure and an awareness of contrasting pitches and melodies.</li> <li>• Play from standard pitch notation in the treble clef.</li> <li>• Begin to use a variety of musical devices and techniques when creating and making music</li> <li>• Comment on own and other people's performances using Yr 5 vocabulary learnt</li> </ul>	<ul style="list-style-type: none"> <li>• Use and identify key features of basic musical structure</li> <li>• Use some musical devices when creating and playing music using voice, sounds, technology and instruments</li> <li>• Comment on own and other people's performances using Yr 5 vocabulary learnt</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and perform features of Jazz music.</li> <li>• Identify and perform features of Expressionism.</li> <li>• Identify and perform features of Film music.</li> <li>• Create and practise a piece of music using features of different genres.</li> <li>• Comment on own and other people's performances using Yr 5 vocabulary learnt.</li> </ul>	
Vocabulary	<ul style="list-style-type: none"> <li>Crotchet</li> <li>Crotchet rest</li> <li>Graphic notation</li> <li>Minim</li> <li>Paired quavers</li> <li>Pulse</li> <li>Quaver</li> <li>Rhythm</li> <li>Semibreve</li> <li>Standard notation</li> <li>Structure</li> <li>Tempo</li> </ul>	<ul style="list-style-type: none"> <li>Acapella</li> <li>Diction</li> <li>Dynamics</li> <li>Graphic score</li> <li>Lyrics</li> <li>Melody</li> <li>Phrase</li> <li>Pitch</li> <li>Rhythm</li> <li>Stave or staff</li> <li>Tempo</li> <li>Texture</li> </ul>	<ul style="list-style-type: none"> <li>Bar</li> <li>Crotchet</li> <li>Genre</li> <li>Melody</li> <li>Minim</li> <li>Ostinato</li> <li>Pitch</li> <li>Pulse</li> <li>Quaver</li> <li>Rhythm</li> <li>Semibreve</li> <li>Stave</li> </ul>	<ul style="list-style-type: none"> <li>Chord</li> <li>Crotchet</li> <li>Dynamics</li> <li>Harmony</li> <li>Improvise</li> <li>Interval</li> <li>Major</li> <li>Minor</li> <li>Melodic phrase</li> <li>Minim</li> <li>Minimalist music</li> <li>Motif</li> </ul>	<ul style="list-style-type: none"> <li>Audio effects</li> <li>Audio recording</li> <li>Bar</li> <li>Bridge</li> <li>Crotchet</li> <li>Dynamics</li> <li>Intro</li> <li>Key signature</li> <li>Loops</li> <li>Lyrics</li> <li>Music technology</li> <li>Outro</li> </ul>	<ul style="list-style-type: none"> <li>Atonal</li> <li>Bent note</li> <li>Dissonance</li> <li>Dynamics</li> <li>Genre</li> <li>Graphic notation</li> <li>Harmonies</li> <li>Improvisation</li> <li>Melodies</li> <li>Motif</li> <li>Pentatonic scale</li> <li>Pitch</li> </ul>	



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			Treble clef Verse and chorus	Timbre Tempo Texture Time signature	Ostinato Paired quavers Pentatonic Pitch Pulse Rhythm Tempo Tone Treble clef Scale Semibreve Semiquaver Semitone Texture Timbre	Paired Quaver Pulse	Pulse Rhythm Rondo Standard notation Swung rhythms Syncopation Tempo Texture Twelve tone row Unison
Year 6	Substantive	<ul style="list-style-type: none"> <li>Know that beats can be played in irregular groupings and that the</li> </ul>	Know that phrases can be sung legato or staccato for different effects	Know that a groove can form the basis over	<ul style="list-style-type: none"> <li>Know the meaning of all of these dynamics</li> </ul>	<ul style="list-style-type: none"> <li>Know what song structure looks like</li> </ul>	<ul style="list-style-type: none"> <li>Know features of some different musical genres: Hip</li> </ul>



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		<p>time signature tells us the groupings</p> <ul style="list-style-type: none"> <li>• Understand the relationship between semiquavers and other notation learnt</li> </ul>	<ul style="list-style-type: none"> <li>• Know that songs can be notated using graphic or standard notation</li> <li>• Know that lyrics can be used to tell a story</li> </ul>	<p>which improvisations can be tried out</p> <p>Know the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Know how a piece of music can be structured into ternary form</p> <p>Recognise how instruments can be played in different ways to create different timbres</p>	<p>symbols (p, pp, f, ff, q, G)</p> <ul style="list-style-type: none"> <li>• Describe features of a fanfare</li> <li>• Describe some different scales / musical devices used for pitch (eg. pentatonic, major / minor, chromatic, dissonant, arpeggios, chords)</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that letters can be used to represent each different section of song structure</li> <li>• Know that a range of audio effects can be used to enhance music in Bandlab</li> <li>• Recognise how instruments can be played in different ways to create different timbres</li> </ul>	<p>hop / Minimalism / Wartime music (swing)</p>
	<p>Disciplinary</p>	<ul style="list-style-type: none"> <li>• Sing / Play confidently, identifying and maintaining a strong sense of pulse and recognise when going out of time.</li> <li>• Play in regular (2/4, 3/4, 4/4) and irregular (7/4, 5/4) timings.</li> <li>• Maintain an independent part in a group when singing or playing with an awareness of other parts / performers.</li> <li>• Follow staff and other notations through singing and playing short passages of music.</li> <li>• Comment on own and other people's performances using Yr 6 vocabulary learnt</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with and refine sounds with voice.</li> <li>• Maintain an independent part in a performance</li> <li>• Create and perform a vocal piece by following a graphic / notated score.</li> <li>• Comment on own and other people's performances using yr 6 vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of musical devices, including contrasting timbres and textures when creating and playing music</li> <li>• Read, play and identify short passages of rhythms using standard notation.</li> <li>• Interpret a graphic score and use it to perform.</li> <li>• Confidently maintain a part in a group performance including a variety of rhythms</li> <li>• Comment on own and other people's performances using Yr 6 vocabulary learnt</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate increasing confidence, expression, skill and levels of musicality when taking different roles in performance and rehearsal.</li> <li>• Create music which demonstrates understanding of basic structure with a focus on contrasting pitches and melodies</li> <li>• Use a variety of musical devices such as timbre, texture, dynamics and tempo changes when creating and making music.</li> <li>• Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately through composition and</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and evaluate a variety of music from different genres, cultures and times.</li> <li>• Use a variety of musical devices when creating and playing music using voice, sounds, technology and instruments</li> <li>• Create music with an understanding of structure</li> <li>• Comment on own and other people's performances using Yr 6 vocabulary learnt</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and perform features of Hip Hop.</li> <li>• Identify and perform features of Minimalism.</li> <li>• Identify and perform features of Wartime (swing) music.</li> <li>• Create and practise a piece of music using features of different genres.</li> </ul>



# Linden Primary School Music Curriculum Map

		• Listen to and evaluate a range of live and recorded			discussion. • Comment on own and other's performances using Yr 6 vocabulary learnt		
	Vocabulary	Crotchet Crotchet rest Drone Dynamics Improvise Minim Ostinato Paired quavers Pentatonic Pulse Rhythm Semibreve Tempo Time signature Triplets	Dynamics Graphic score Harmony Legato Lyrics Melody Pitch Pulse Rallentando Scale Staccato Stave or staff Tempo Unison Verse and chorus	Crotchet Dynamics Graphic notation Groove Improvise Melody Minim Ostinato Pulse Quaver Rhythm Semiquaver Semibreve Standard notation Syncopation Tempo Ternary form Texture Timbre	Arpeggio Chord Chromatic Dissonance Dynamics Genre Graphic notation Harmony Improvise Internal Melodic phrase Motif Ostinato Pitch Pulse Rhythm Round Scale Semitone Tempo Texture Timbre Tone cluster	Audio effects Audio recording Bar Bridge Coda Crotchet Dynamics Into Key signatures Loops Lyrics Music technology Outro Paired quavers Pre-chorus Pulse Rap Rhythm Strong structure Tempo Texture Verse and chorus	Beat Chord DJ-ing Dynamics Genre Harmony Improvisation Lyrics Melody Natural note Ostinati Phasing Pulse Rapping Rhythms Samples Solos Standard notation Swung (rhythm) Tempo Textures



# Linden Primary School Music Curriculum Map

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