



## **Southwark Music Service – Curriculum Music Map**

### **Reception – Term 1 (Finding Our Voices)**

- Learn and remember 5 new songs to sing in a group
- Learn about high/low, quiet/loud, fast/slow and finding the pulse of music
- Play wooden, metal, shaking, skinned and tuned instruments
- Listen and move appropriately to music

### **Reception – Term 2 (Pulse and Rhythm)**

- Learn and remember 5 new songs to sing with a partner and in a group
- Use thinking voice for some phrases in songs
- Recognise lower, middle and higher pitches on chime bars
- Learn to play gradually louder and quieter on percussion instruments

### **Reception – Term 3 (Playing Together)**

- Learn and remember 5 new songs to sing alone, with a partner and in a group
- Recognise and tap 4 beat rhythms from known songs
- Learn to play gradually faster and slower on percussion instruments
- Recognise known songs played from rhythm alone

### **Year 1 – Term 1 (Exploring Percussion)**

- Learn and remember 5 new songs to sing alone, with a partner and in a group
- Explore the different sounds the body and voice can make
- Tap pulse and rhythm of known songs using hands and then percussion instruments
- Use bodies to show difference between lower, middle-lower, middle-higher and higher sounds
- Make up sounds effects for a story using wooden metal, shaking, skinned and tuned instruments

### **Year 1 – Term 2 (Long/short sounds)**

- Learn and remember 5 new songs to sing alone, with a partner and in a group
- Explore long and short sounds vocally
- Learn to repeat rhythms to form an ostinato underneath singing
- Recognise which wooden, metal, shaking, skinned and tuned instruments make long or short sounds
- Listen for longer periods to recorded music

### **Year 1 – Term 3 (Pulse and rhythm)**

- Learn and remember 5 new songs to sing alone, with a partner and in a group
- Walk the pulse at different speeds
- Continue to learn about high/low, quiet/loud and fast/slow by changing the way songs and instruments are performed



- Play musical games to develop musical memory and steady beat
- Listen and move to recorded music, noting its pulse and rhythm

#### Year 2 – Term 1 (Sol-fa Introduction)

- Learn and remember 5 new songs to sing alone, with a partner and in a group
- Follow teacher's hand signs to sing soh and me
- Read 4 beat rhythms using quavers (1/2 beat) and crotchets (1 beat). Say to words tea and coffee
- Make up own patterns using soh and me chime bars

#### Year 2 – Term 2 (Exploring sounds and symbols)

- Learn and remember 5 new songs to sing alone, with a partner and in a group
- Follow teacher's hand signs to sing soh, me and lah
- Read and tap 4 beat rhythms using tea (quavers) and coffee (crotchet)
- Play instruments in 4 groups – wood, metal, rattle and skinned. Play from symbols, adding in loud/quiet and fast/slow symbols when appropriate.

#### Year 2 – Term 3 (Reading and playing rhythmic phrases)

- Learn and remember 5 new songs to sing alone, with a partner and in a group
- Follow teacher's hand signs to sing soh, me and lah phrases
- Play rhythm notation phrases on instruments
- Listen to music with strong repeated rhythms (ostinato)

#### Year 3 – Term 1 (Making music about animals)

- Improvise vocally using ms (me/soh) phrases
- Read 4 beat rhythms using quavers (1/2 beat), crotchets (1 beat) and crotchet rests. Say to words tea, coffee and shhh, then tap together as a class.
- Use tuned and untuned instruments to work together to create a piece of music about a chosen animal

#### Year 3 – Term 2 (Rhythmic patterns from notation)

- Sing 4 beat phrases using msl to solfa notation
- Improvise vocally using msl (me/soh/lah) phrases
- Notate in rhythm notation the rhythm of a line of a well-known song
- Work as a class to build own ostinato piece using instruments

#### Year 3 – Term 3 (Performing songs)

- Follow teacher's hand signs to sing drm phrases (do/re/me), then improvising vocally and singing 4 beat phrases using drm to solfa notation
- Find melody of known songs on tuned instruments
- Perform class arrangement of a song

#### Year 4 – Term 1 (Pentatonic music)



- Understand and explore the pentatonic scale
- Follow teacher's hand signs to sing drm phrases (do/re/me), then improvising vocally and singing 4 beat phrases using drm to solfa notation
- Read 4 beat rhythms using quavers (1/2) beat, crotchets (1 beat), crotchet rest and dotted quaver and semi quaver
- Read 4x4 beat phrases, understanding the structure, then playing on pentatonic instruments

#### Year 4 – Term 2 (Painting with sound)

- Sing and play as part of a class piece based on a picture
- Work alone, in a pair, and in a small group to illustrate a picture musically, then performing and explaining it
- Learn to sing songs in two parts

#### Year 4 – Term 3 (Playground songs)

- Follow teacher's hand signs to sing drmsl phrases (do/re/me/so/la), then improvising vocally and singing 4 beat phrases using drmsl to solfa notation
- Share, learn and study playground songs from around the world
- Take an existing playground song and add another verse to make into a performance in a group

#### Year 5 – Term 1 (Cyclical music)

- Follow 8 beat rhythms from notation
- Follow teacher's hand signs to sing drmsl (do/re/me/so/la) phrases, then improvising vocally and singing 4 beat phrases using drmsl to solfa notation
- Listen to cyclical music from around the world
- Create and perform a piece of cyclical music

#### Year 5 – Term 2 (Structure of Western music)

- Sing known songs in rounds and canons – look diagrammatically at what is happening. Add instrumental drons and ostinati
- Find melody of known songs on tuned instruments
- Transfer songs in two parts with drone and ostinato to instruments, performing as a class and in small groups
- Listen to canons from around the world

#### Year 5 – Term 3 (Exploring keyboards)

- Explore playing the keyboard – chords, different voices, features, sound effects, recording facilities
- Create a soundscape about space using keyboards
- Listen to music about space

#### Year 6 – Term 1 (Compound rhythms)



- Walk the pulse in compound time at different speeds
- Introduce fa and te and follow hand signs to sing msl, drmsl and drmfsltd phrases, then improvising vocally and singing four beat rhythm phrases using drmfsltd to solfa notation
- Read compound time rhythm phrases
- Learn how to notate simple songs in rhythm notation, adding melody using drmsl solfa notation
- Listen to a variety of music to identify musical elements and their function within the piece

#### Year 6 – Term 2 (Staff notation)

- Improvise vocally using drmfsltd phrases in compound time
- Be introduced to staff notation, singing notes in fixed pitch in C major
- Sing simple and compound time phrases to staff notation
- Play simple songs from staff notation on keyboard using correct fingering

#### Year 6 – Term 3 (Riffs in music)

- Learn some new songs from staff notation
- Compose sections for and perform in a class piece made up of riffs (ostinato)
- Listen to music from different traditions with riffs