

Music Curriculum Map

Intent, Implementation and Impact

Each class has a Music Specialist teaching weekly music curriculum lessons. The primary focus is to ensure that the National Curriculum requirements are being fulfilled and exceeded. The Music Curriculum map below shows the **Intent** of the music curriculum.

Each Half Term the **Music Objective** is developing Music/Song(s) for a performance point, built upon these foundations.

- *Music from different genres, time periods*
- *Strong focus on live participation & live performance skills*
- *Based around the musical instruments the Music Specialist performs on, to inspire and engage the children*
- *The school instrument resources*
- *The current class topics for cross-curricular reference work*

Each Half Term, the **Music Objective** delivers the statements of **intent** outlined below on the grid, for the respective Key Stages.

During curriculum **implementation**, we evaluate and evidence the **impact and progression** for your school regularly, through performances, videos and photos

Our music specialists teach in a **kinaesthetic learning/tactile learning** manner.

Kinaesthetic learning style is one in which learning takes place by the students carrying out physical musical activities which develop their fine motor skills, aural memory skills, visual memory skills, cognitive and social skills.

Music instruction is documented to accelerate brain development in young children, particularly in the areas of the brain responsible for processing sound, language development, speech perception and reading skills.

"Tell me and I forget. Teach me and I remember. Involve me and I learn"

Here are the links to the updated 2021 National Curriculum documents that our Music Curriculum Map and Music Objectives are based upon.
Stretto Music teaching fulfils and exceeds Ofsted requirements.

EYFS - page 15:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf?fbclid=IwAR3XAQ0B4imyUJNeKu7HmrqKoM9slyVvvKRjRn7DAIQ-8puxD-cYro9Inro

KS1 & KS2:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/973879/Model_Music_Curriculum_Key_Stage_1_2_FINAL.pdf

Music Curriculum Map

Intent, Implementation and Impact

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception <i>EYFS</i>	We use our voices expressively & creatively	We focus on different rhythmic patterns with our voices	We develop Musical Concepts: - dynamics - tempo	We develop Musical Concepts: - pitch - duration	We use tuned and untuned instruments musically. We learn to follow the conductor	We listen with concentration and musical understanding to live music.
Year 1 <i>KS1</i>	We use our voices expressively & creatively	We focus on different rhythmic patterns with our voices & using our bodies	We develop Musical Concepts: - dynamics - tempo - pitch - duration	We focus on different rhythmic patterns through body percussion	We use tuned and untuned instruments musically. We develop musical aural memory.	We listen with concentration and musical understanding to live music.
Year 2 <i>KS1</i>	We use our voices expressively & creatively and learn to control their pitch, timbre.	We focus on different rhythmic patterns with our voices & using our bodies. We learn performance techniques.	We develop Musical Concepts: - dynamics - tempo - duration - timbre - texture	We focus on different rhythmic patterns through body percussion. We learn in a Kinaesthetic and practical way.	We use tuned and untuned instruments musically. We develop and control musical aural memory. We sing and play musically with increasing confidence.	We listen with concentration and musical understanding to live music. We develop our understanding of musical structure

Year 3 KS2	We use our voices expressively & creatively and learn to control their pitch, timbre.	We focus on different rhythmic patterns with our voices & using our bodies. We learn performance techniques.	We develop Musical Concepts: <ul style="list-style-type: none">- dynamics- tempo- pitch- duration- timbre- texture	We focus on different rhythmic patterns through body percussion. We learn in a Kinaesthetic and practical way.	We use tuned and untuned instruments musically. We develop and control musical aural memory. We sing and play musically with increasing confidence.	We listen with concentration and musical understanding to live music. We develop our understanding of musical structure
Year 4 KS2	We sing musically with increasing confidence and control. We play instruments with increasing confidence and control.	We focus on different rhythmic patterns with our voices. We focus on different rhythmic patterns through body percussion	We develop Musical Concepts further: <ul style="list-style-type: none">- dynamics & tempo- timbre & texture We develop aural memory skills. We perform in solo and ensemble contexts	We develop Musical Concepts further: <ul style="list-style-type: none">- pitch & duration We learn in a Kinaesthetic and practical way to develop fine motor skills, muscle memory, visual memory.	We use tuned and untuned instruments musically. We develop and control musical aural memory. We sing and play musically with increasing confidence.	We listen with concentration and musical understanding to live music. We develop our understanding of musical structure & basic musical notations
Year 5 KS2	We sing musically with increasing confidence and control. We play instruments with increasing confidence and control. We use our voices accuracy, fluency, control and expression	We focus on different rhythmic patterns with our voices. We focus on different rhythmic patterns through body percussion We manipulate ideas within musical structures & compositional formats	We develop Musical Concepts further: <ul style="list-style-type: none">- dynamics & tempo- timbre & texture- pitch & duration We develop aural memory skills. We sing and play musically with increasing confidence.	We learn in a Kinaesthetic and practical way to develop fine motor skills, muscle memory, visual memory alongside our aural memory. We bring high-quality live music & interaction into the classroom.	We use tuned and untuned instruments musically. We develop and control musical aural memory. We develop understanding of musical composition We perform in solo and ensemble contexts	We listen with concentration and musical understanding to live music. We develop our understanding of musical structure & basic musical notations We learn to understand basic staff and other musical notations.

<p>Year 6 KS2</p>	<p>We use our voices accuracy, fluency, control and expression</p> <p>We manipulate ideas within musical structures & compositional formats</p> <p>We use instruments with accuracy, fluency, control and expression</p>	<p>We focus on different rhythmic patterns through body percussion, our voices and using live instruments</p> <p>We improvise and compose music as a team using the inter-related dimensions of music.</p>	<p>We develop Musical Concepts further:</p> <ul style="list-style-type: none"> - dynamics & tempo - timbre & texture - pitch & duration <p>We develop aural memory skills.</p> <p>We bring high-quality live music & interaction in to the classroom.</p>	<p>We learn in a Kinaesthetic and practical way to develop fine motor skills, muscle memory, visual memory alongside our aural memory.</p> <p>We reference recorded music drawn from different traditions</p> <p>We develop an understanding of the history of music</p>	<p>We use tuned and untuned instruments musically.</p> <p>We develop and control musical aural memory.</p> <p>We sing and play musically with increasing confidence.</p> <p>We develop understanding of musical composition</p> <p>We relate what we are doing to a time period</p>	<p>We listen with concentration and musical understanding to live music.</p> <p>We develop our understanding of musical structure & basic musical notations</p> <p>We perform in solo and ensemble contexts</p> <p>We learn to understand basic staff and other musical notations.</p>
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