



***We are all part of God's vine and are rooted in His rich soil.
We are nurtured and supported so that we may grow and spread out into the world to love and to serve.***

I am the vine; you are the branches.

*If you remain in me and I in you,
you will bear much fruit.*

John 15:5

Goring Church of England Aided Primary School

Music Curriculum Map

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Characteristics of a musician

A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.

A passion for and commitment to a diverse range of musical activities.

Very good awareness and appreciation of different musical traditions and genres.



The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.

An excellent understanding of how musical provenance – the historical, social and cultural origins of music – contributes to the diversity of musical styles.

A musical understanding underpinned by high levels of aural perception internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.

Early Years

Early years – Early Learning Goals – Being Imaginative and Expressive

Area of EYFS curriculum	Early Learning Goals
Expressive Arts and Design	Being Imaginative and Expressive: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Early Years – Expectations of skills

Expectations
<ul style="list-style-type: none">• Invent narratives and stories with others• Adapt and change narratives and stories• Invent own narratives and stories• Know and be able to sing a range of nursery rhymes• Perform songs, rhymes and poems with others.• Move in time to music.

Aims of the National Curriculum

Key Stage 1	Key Stage 2
<ul style="list-style-type: none">• Use their voices expressively by singing songs and speaking chants and rhymes.• Play tuned and untuned instruments musically.• Listen with concentration and understanding to a range of high-quality live and recorded music.• Make and combine sounds using the inter-related dimensions of music.	<ul style="list-style-type: none">• Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.• Improvise and compose music using the inter-related dimensions of music separately and in combination.• Listen with attention to detail and recall sounds with increasing aural memory.• Use and understand the basics of the stave and other musical notations.• Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.• Develop an understanding of the history of music.

Threshold Concepts for Music

Perform

This concept involves understanding that music is created to be performed.

Compose

This concept involves appreciating that music is created through a process which has a number of techniques.

Transcribe

This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.

Describe music

This concept involves appreciating the features and effectiveness of musical elements.

Milestones

	Milestone 1	Milestone 2	Milestone 3
<p>A) Perform This concept involves understanding that music is created to be performed.</p>	<p>A.1.1. Take part in singing, accurately following the melody.</p> <p>A.1.2. Follow instructions on how and when to sing or play an instrument.</p> <p>A.1.3. Make and control long and short sounds, using voice and instruments.</p> <p>A.1.4. Imitate changes in pitch.</p>	<p>A.2.1. Sing from memory with accurate pitch.</p> <p>A.2.2. Sing in tune.</p> <p>A.2.3. Maintain a simple part within a group.</p> <p>A.2.4. Pronounce words within a song clearly.</p> <p>A.2.5. Show control of voice.</p> <p>A.2.6. Play notes on an instrument with care so that they are clear.</p> <p>A.2.7. Perform with control and awareness of others.</p>	<p>A.3.1. Sing or play from memory with confidence.</p> <p>A.3.2. Perform solos or as part of an ensemble.</p> <p>A.3.3. Sing or play expressively and in tune.</p> <p>A.3.4. Hold a part within a round.</p> <p>A.3.5. Sing a harmony part confidently and accurately.</p> <p>A.3.6. Sustain a drone or a melodic ostinato to accompany singing.</p> <p>A.3.7. Perform with controlled breathing (voice) and skillful playing (instrument).</p>
<p>B) Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<p>B.1.1. Create a sequence of long and short sounds.</p> <p>B.1.2. Clap rhythms.</p> <p>B.1.3. Create a mixture of different sounds (long</p>	<p>B.2.1. Compose and perform melodic songs.</p> <p>B.2.2. Use sound to create abstract effects.</p> <p>B.2.3. Create repeated patterns</p>	<p>B.3.1. Create songs with verses and a chorus.</p> <p>B.3.2. Create rhythmic patterns with an awareness of timbre and duration.</p>

	<p>and short, loud and quiet, high and low).</p> <p>B.1.4. Choose sounds to create an effect.</p> <p>B.1.5. Sequence sounds to create an overall effect.</p> <p>B.1.6. Create short, musical patterns.</p> <p>B.1.7. Create short, rhythmic phrases.</p>	<p>with a range of instruments.</p> <p>B.2.4. Create accompaniments for tunes.</p> <p>B.2.5. Use drones as accompaniments.</p> <p>B.2.6. Choose, order, combine and control sounds to create an effect.</p> <p>B.2.7. Use digital technologies to compose pieces of music.</p>	<p>B.3.3. Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>B.3.4. Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>B.3.5. Use drones and melodic ostinati (based on the pentatonic scale).</p> <p>B.3.6. Convey the relationship between the lyrics and the melody.</p> <p>B.3.7. Use digital technologies to compose, edit and refine pieces of music.</p>
<p>C) Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<p>C.1.1. Use symbols to represent a composition and use them to help with a performance.</p>	<p>C.2.1. Devise non-standard symbols to indicate when to play and rest.</p> <p>C.2.2. Recognise the notes EGBDF and FACE on the musical staff.</p> <p>C.2.3. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	<p>C.3.1. Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>C.3.2. Read and create notes on the musical staff.</p> <p>C.3.3. Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</p> <p>C.3.4. Understand and use the</p>

			# (sharp) and ♭ (flat) symbols. C.3.5. Use and understand simple time signatures.
<p>D) Describe music This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>D.1.1. Identify the beat of a tune.</p> <p>D.1.2. Recognise changes in timbre, dynamics and pitch.</p>	<p>D.2.1. Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>D.2.2. Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>D.2.3. Understand layers of sounds and discuss their effect on mood and feelings.</p>	<p>D.3.1. Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments

- drones
- cyclic patterns
- combination of musical elements
- cultural context.

D.3.2. Describe how lyrics often reflect the cultural context of music and have social meaning.