

STANLEY GROVE ACADEMY

MUSIC CONCEPT MAP



Ready for school. Ready for life

Substantive Concepts

Listening and appraising

Responding and Reviewing

Composers, genres and history (KS2)

Recognising the inter-related
dimensions of music (elements)

Disciplinary Concepts

Play and perform

Read, write, compose and record using notation

Applying the inter-related dimensions
of music (elements)



YEAR 1

AUTUMN 1 How many ways can we make sounds?	AUTUMN 2 How can music help me tell a story?	SPRING 1 Why does music need a beat?
Recognising the inter-related dimensions of music (elements)	Listen and appraise	Recognising the inter-related dimensions of music (elements)
Applying the inter-related dimensions of music (elements) Play and perform	Read, write, compose and record using notation Play and perform	Applying the inter-related dimensions of music (elements) Play and perform
SPRING 2 How can I be a musical director?	SUMMER 1 How can I record the music I make?	SUMMER 2 How can I make my music shine?
Recognising the inter-related dimensions of music (elements)	Listen and appraise	Recognising the inter-related dimensions of music (elements) Responding and reviewing
Applying the inter-related dimensions of music (elements)	Read, write, compose and record using notation Play and perform	Applying the inter-related dimensions of music (elements) Play and perform



YEAR 2

AUTUMN 1 How do rock stars make music more interesting?	AUTUMN 2 How can I be an excellent performer?	SPRING 1 How does my heartbeat link to music?
Listening and appraising Responding and reviewing	Read, write, compose and record using notation Play and perform	Recognising the inter-related dimensions of music (elements)
Play and perform Read, write, compose and record using notation		Applying the inter-related dimensions of music (elements)
SPRING 2 How can music tell my story?	SUMMER 1 Would the world be boring if music was all the same? An introduction to genre (for KS2)	SUMMER 2 Why is creating music so much fun?
Responding and reviewing	Listen and appraise Responding and reviewing	Responding and reviewing
Apply the inter-related dimensions of music Play and perform	Play and perform	Play and perform Read, write, compose and record using notation

STANLEY GROVE ACADEMY

MUSIC CONCEPT MAP



Ready for school. Ready for life

YEAR 3

AUTUMN 1 I can write words but how do I write music?	AUTUMN 2 How can I make my compositions a universal language?	SPRING 1 How do musicians know which notes to play?
Read, write, compose and record using notation	Recognising the inter-related dimensions of music (elements)	Recognising the inter-related dimensions of music (elements)
	Read, write, compose and record using notation	Read, write, compose and record using notation Play and perform
SPRING 2 Why are ABBA considered to be great pop musicians of their time?	SUMMER 1 How can I shine in a musical performance?	SUMMER 2 Does all classical music sound the same?
Composers, genres and history (KS2) Responding and reviewing Listen and appraise	Recognising the inter-related dimensions of music (elements) Responding and reviewing	Composers, genres and history (KS2) Responding and reviewing Listen and appraise
Read, write, compose and record using notation Play and perform	Applying the inter-related dimensions of music (elements) Play and perform	Read, write, compose and record using notation Applying the inter-related dimensions of music (elements)



YEAR 4

AUTUMN 1 How do musicians know when to start and stop?	AUTUMN 2 How can changing the dynamics create drama in music?	SPRING 1 What makes a great musical performance?
Listen and appraise Composers, genres and history (KS2)	Recognise the inter-related dimensions of music	Listen and appraise Responding and reviewing
Play and perform (emphasis on recorder)	Play and perform (emphasis on recorder) Applying the inter-related dimensions of music (elements)	Play and perform (emphasis on recorder) Read, write, compose and record using notation
SPRING 2 How does a great melody paint a picture?	SUMMER 1 How are musical notes organised?	SUMMER 2 How are musical notes organised (cont)
Listen and appraise Composers, genres and history (KS2)	Responding and reviewing	Listen and appraise Composers, genres and history (KS2) Responding and reviewing
Play and perform (emphasis on recorder)	Play and perform (emphasis on recorder) Read, write, compose and record using notation Applying the inter-related dimensions of music (elements)	Play and perform (emphasis on recorder) Read, write, compose and record using notation Applying the inter-related dimensions of music (elements)



YEAR 5

AUTUMN 1 How can we create different types of sounds?	AUTUMN 2 How can we create different types of sounds? Cont	SPRING 1 How can music bring us all together?
Listen and appraise Recognising the inter-related dimensions of music (elements) Composers, genres and history	Responding and reviewing	Play and perform Read, write, compose and record using notation
Play and perform	Play and perform Applying the inter-related dimensions of music (elements)	
SPRING 2 Are all sounds I create music?	SUMMER 1 How has music changed over time?	SUMMER 2 Which notes can I play together?
Listen and appraise Recognising the inter-related dimensions of music (elements)	Responding and reviewing Listen and appraise Composers, genres and history (KS2)	Recognising the inter-related dimensions of music (elements) Responding and reviewing
Play and perform Read, write, compose and record using notation	Play and perform	Play and perform Read, write, compose and record using notation Applying the inter-related dimensions of music (elements)

STANLEY GROVE ACADEMY

MUSIC CONCEPT MAP



Ready for school. Ready for life

YEAR 6

AUTUMN 1 How does music bring us together?	AUTUMN 2 What is the universal language of music?	SPRING 1 How do great composers organise their ideas?
Recognising the inter-related dimensions of music (elements) Listen and appraise	Recognising the inter-related dimensions of music (elements) Listen and appraise	Composers, genres and history (KS2) Listen and appraise Responding and reviewing
Applying the inter-related dimensions of music (elements) Play and perform Read, write, compose and record using notation	Applying the inter-related dimensions of music (elements) Play and perform	Play and perform Read, write, compose and record using notation
SPRING 2 How has music made lives easier?	SUMMER 1 What have I learnt in music at primary school – where do I go from here?	SUMMER 2 What have I learnt in music at primary school – where do I go from here?
Listen and appraise Composers, genres and history (KS2) Responding and reviewing	Recognising the inter-related dimensions of music (elements)	Recognising the inter-related dimensions of music (elements) Responding and reviewing
Read, write, compose and record using notation	Play and perform Applying the inter-related dimensions of music (elements)	Play and perform Read, write, compose and record using notation Applying the inter-related dimensions of music (elements)

STANLEY GROVE ACADEMY

MUSIC CONCEPT MAP



Ready for school. Ready for life

YEAR 1

	AUTUMN 1 How many ways can we make sounds?	AUTUMN 2 How can music help me tell a story?	SPRING 1 Why does music need a beat?
Recognising the inter-related dimensions of music (elements)	Children will know and recognise and be able to talk about timbre, pulse and rhythm		Children will recognise be able to compare and talk about the dynamics and texture of the music they hear.
Applying the inter-related dimensions of music (elements)	Children will be able to use timbre, pulse and rhythm both independently and through copying an adult		Children will add different dynamics and textures to the music they perform and create.
Play and perform	Children will be able to play and perform using a range of untuned instruments correctly	Children will perform songs to an audience as part of their Christmas production	Children will be able to keep a steady pulse when playing an instrument or using body percussion.
Listening and appraising		Children will recognise and appraise a piece of classical, pop and jazz music.	
Read, write, compose and record using notation		Children will recognise and begin to use pictorial notation (frogs and tadpoles MiA)	Compose their own chime bar melody for 'Hey You' using 3 notes.
Responding and reviewing		Children can compare the similarities and differences in the music they have appraised.	
Vocabulary	Pulse, rhythm, beat	Perform, tempo	Pulse, pitch, beat, rhythm, unison,
Composers, pieces and songs	Penguin Song, Big, Red Combine Harvester, Little Blue Tractor, Wannabe	Songs from the Christmas play	Hey You, Fresh Prince of Bel Air, It's like that, Rondo alla Turca

STANLEY GROVE ACADEMY

MUSIC CONCEPT MAP



Ready for school. Ready for life

YEAR 1

	SPRING 2 How can I be a musical director?	SUMMER 1 How can I record the music I make?	SUMMER 2 How can I make my music shine?
Recognising the inter-related dimensions of music (elements)	Children will recognise the elements of pulse, rhythm, pitch, volume and tempo when listening to music and performing their own. They will be able to talk about them with increasing confidence eg 'The tempo is fast'.		
Applying the inter-related dimensions of music (elements)	Children will be able to play the pulse and the rhythm and will be able to describe which one they are playing. When playing 'Hot Cross Buns', they will be able to change the volume and the tempo and describe how they changed it.		Children will use their knowledge of the musical elements to express how to improve their performance eg 'We can increase the volume' 'We can keep a steady pulse' 'We can add some notes with a higher pitch'
Play and perform		Children will perform the story of Jack and the Beanstalk using classroom percussion and voices. Children will perform their rhythm grids using body percussion and untuned instruments.	Children will perform their singing competition song in front of an audience, Children will perform 'Hands, Feet and Heart' using voices and tuned instruments
Listening and appraising			
Read, write, compose and record using notation		Children will make a graphic score for the story of Jack and the Beanstalk and perform as a class. Children will use a grid to record their own rhythmic compositions using frogs and tadpoles and body percussion.	



YEAR 1

	SPRING 2 How can I be a musical director?	SUMMER 1 How can I record the music I make?	SUMMER 2 How can I make my music shine?
Responding and reviewing			Children will recognise how they can improve their performances in class music and for their singing competition, will review and will improve their performance.
Vocabulary	Pulse, rhythm pitch, volume, tempo	Rhythm, pulse, beat, ensemble, unison	Volume, tempo, pitch
Composers, pieces and songs	Cuckoo, Name Song, Hot Cross Buns, Sanibonana Mars (Holst)	Round and Round, Little Johnny Dances, Hi Lo Chicka Low, Pinocchio Wild Man (Kate Bush)	Hands, Feet, Heart, songs from South Africa Runaway Blues Fanfarra (Samba)



YEAR 2

	AUTUMN 1 How do rock stars make music more interesting?	AUTUMN 2 How can I be an excellent performer?	SPRING 1 How does my heartbeat link to music?
Recognising the inter-related dimensions of music (elements)			Children will comment on the tempo, pitch, volume and pulse of the music when comparing reggae songs.
Applying the inter-related dimensions of music (elements)		Children will apply their knowledge of the elements to improve their performance eg volume, pitch	Children will compose rhythms and melodies and will add perform varying the elements of volume, pulse and pitch.
Play and perform	Children will perform the song 'I wanna play' and will include tuned instruments.	Children will perform songs with accuracy in their Christmas play for parents. Children will play Jingle Bells accurately on chime bars and untuned percussion Children will sing 'Ho ho ho' with expression.	
Listening and appraising	Children will listen to a selection of different rock songs. Using their previous knowledge of the inter-related dimensions of music, they will compare them and comment on the instruments they hear and whether they like or dislike the song. Children will listen to the piece 'No place like Home' (BBC Ten Pieces) and will describe what they hear.		



YEAR 2

	AUTUMN 1 How do rock stars make music more interesting?	AUTUMN 2 How can I be an excellent performer?	SPRING 1 How does my heartbeat link to music?
Read, write, compose and record using notation	Children will compose a melody to play with 'I wanna play' on the chime bars and will record using correct rhythmic notation (frogs, tadpoles, rests) Children will create their own class version of 'No Place like Home' based on Wakefield.		
Responding and reviewing	Children will respond to their own and other children's compositions and will review if they can play in time to the beat of the music.	Children will review their performances and will use musical vocabulary to suggest ways to improve.	
Vocabulary	Rhythmical pattern, melodic pattern, steady pulse	Volume, pitch, tempo	Volume, pitch, tempo, pulse, beat
Composers, pieces and songs	I wanna play, No place like home, We will rock you, 80s and 90s rock Hound Dog	Christmas play, Jingle Bells, Ho ho ho	Zootime, reggae songs, Ravel's Bolero

STANLEY GROVE ACADEMY

MUSIC CONCEPT MAP



Ready for school. Ready for life

YEAR 2

	SPRING 2 How can music tell my story?	SUMMER 1 Would the world be boring if music was all the same?	SUMMER 2 Why is creating music such fun?
Recognising the inter-related dimensions of music (elements)	Children will recognise how tempo can be used to create the sound of different machines.		
Applying the inter-related dimensions of music (elements)	Children will use different tempo and volume to create a composition about a machine.		
Play and perform	Children will perform your composition about a machine. Children will perform the songs 'Music Man' and 'Let's Sing together' in an expressive way. Children will play instruments with the song 'Let's Sing Together'	Children will perform the song 'In the Groove' in different ways based on the different genres they learn. Children will perform a chime bar part and their own compositions to the song.	Children will perform the song 'Use your imagination' in 2 parts. Children will create and perform a piece about their imagination using untuned instruments and body percussion.
Listening and appraising	Children will listen to the piece 'Short Ride in a Fast Machine' and will describe what it makes them think of and how the composer has achieved this.	Children will listen to music from a range of genres. They will recognise features of those genres, will understand a basic history of them and will express likes and dislikes about each one.	
Read, write, compose and record using notation			Children will compose their own piece about their imagination after initially creating a piece of art to inspire it.



YEAR 2

	SPRING 2 How can music tell my story?	SUMMER 1 Would the world be boring if music was all the same?	SUMMER 2 Why is creating music such fun?
Responding and reviewing		Children will respond to each genre they hear and will form a conclusion of which one they prefer and why.	Children will listen to a selection of sections of 'Carnival of the Animals' and will try to recognise which animal each section was written about. Children will look at a piece of art and will describe and create the music that would be perfect supporting music for it.
Vocabulary	Melody, Melodic pattern, rhythmic pattern, steady pulse	Genre, rhythm, pitch, tempo	All previous vocabulary (recall quiz)
Composers, pieces and songs	The Music Man, Let's Sing Together, Short Ride in a Fast Machine Night Ferry (21st century)	Pop see ko, In the Groove Music from the genres baroque, latin, folk, funk and bhangra. Baris (Indonesia)	The Carnival of the Animals, Pure Imagination, Use your imagination, Whole New World, Daydream Believer With a little help from my friends



YEAR 3

	AUTUMN 1 I can write words but how do I write music?	AUTUMN 2 How can I make my compositions a universal language?	SPRING 1 How do musicians know which notes to play?
Recognising the inter-related dimensions of music (elements)		Children will start to add more elements to their compositions eg volume, tempo	Children will describe the pitch, tempo and pulse of pieces they perform on chime bars.
Applying the inter-related dimensions of music (elements)			
Play and perform		Children will perform in the Christmas concert.	Children will perform short pieces on the chime bars by following given notation. Children will perform on instruments in time to the pulse.
Listening and appraising			
Read, write, compose and record using notation	Children will read musical notation on rhythm cards (frogs, tadpoles, butterflies, caterpillars, rests) and will perform them in groups at the same time to a beat. Children will compose and record short melodies to play with 'Let's play together'	Children will create short compositions based on topic but starting with a phrase and then adding a rhythm and melody. Children will record their phrases using rhythmic notation with increased accuracy.	Children will read musical notation in order to play pieces on the chime bars. Children will learn the notes of the pentatonic scale in order to compose their own musical phrase to perform to a backing track.
Responding and reviewing			
Vocabulary	Dynamics, forte, piano, notes, ostinato	Major, minor	Dynamics, solo, background rhythm
Composers, pieces and songs	Home is where the Heart Is, Let's play together Jai Ho	Christmas songs for the concert Rhapsody in Blue (Trailblazers)	Hallelujah from the Messiah

STANLEY GROVE ACADEMY

MUSIC CONCEPT MAP



Ready for school. Ready for life

YEAR 3

	SPRING 2 Why are ABBA considered to be great pop musicians of their time?	SUMMER 1 How can I shine in a musical performance?	SUMMER 2 Does all classical music sound the same?
Recognising the inter-related dimensions of music (elements)		Children will recognise that the texture of Upside Down includes more than one part. Children will recognise the differing rhythms in reggae music.	
Applying the inter-related dimensions of music (elements)		Children will perform Upside Down with accuracy in rhythm, pulse and pitch.	
Play and perform	Children will perform Mamma Mia vocally and with instruments. Children will perform short patterns using G and E, following these notes from gestures and from musical notation.	Children will perform the piece 'Upside Down' (Music in Action Together) on classroom percussion. Children will be able to perform along with an accompaniment and will keep a steady beat. Children will sing 'Three Little Birds' and will perform their short compositions.	
Listening and appraising	Children will listen to a selection of songs by ABBA and will comment on the musical elements, the instruments and the features of popular music.		Children will compare music by Bach (1685-1750), Tchaikovsky (1840-1893) and Shostakovich (1906-1975). They will express how the music feels, the similarities and differences between them.
Read, write, compose and record using notation			Children will perform sections of Vivaldi's Spring and will create their own rhythms to play with the piece. Children will perform a song in the school singing competition.



YEAR 3

	SPRING 2 Why are ABBA considered to be great pop musicians of their time?	SUMMER 1 How can I shine in a musical performance?	SUMMER 2 Does all classical music sound the same?
Responding and reviewing	Children will respond to their own performances and the performances of others and will provide ways to improve.		Children will respond to Vivaldi's Spring and will discover what happens in the piece one section at a time (Join the Chorus).
Composers, genres and history	Children will understand the importance of ABBA as popular artists of their time and how their popularity has continued.		Children will listen to the music of Mussorgsky, they will find out about his life and what inspired him.
Vocabulary	Major, minor, musical effect	Forte, Piano, ostinato,	All vocabulary from the year - quiz
Composers, pieces and songs	ABBA – a selection of songs Music in major and minor keys to compare I got you (Funk)	Upside Down, Three Little Birds, reggae music, Si si si, Skye Boat Song	Mussorgsky, Bach, Tchaikovsky, Shostakovich

STANLEY GROVE ACADEMY

MUSIC CONCEPT MAP



Ready for school. Ready for life

YEAR 4

	AUTUMN 1 How do musicians know when to start and stop?	AUTUMN 2 How can changing the dynamics create drama in music?	SPRING 1 What makes a great musical performance?
Recognising the inter-related dimensions of music (elements)		Children will understand the word dynamics and will recognise and describe changes of dynamics in music they hear.	
Applying the inter-related dimensions of music (elements)		Children will apply their knowledge of dynamics to be able to sing and play the recorder with varying dynamics.	
Play and perform	Children will start to learn to play the recorder. They will learn how to play tunefully and will understand when to start and stop.	Children will play the recorder confidently with three notes and will perform to the school. Children will learn songs for the Christmas concert and will perform with expression and an awareness of dynamics.	Children will continue to learn to play the recorder and will build up to play 5 notes confidently. Children will perform the song 'Don't Stop Believing' including a recorder section.
Listening and appraising	Children will listen to sections of Beethoven's 5th symphony and will spot when different instruments enter and stop.		Children will recognise the features of 80s and 90s rock music and will be able to describe what they hear in terms of instruments, dynamics, texture and will be able to explain musically why they like or dislike the songs
Read, write, compose and record using notation			Children will compose a short melody using musical notation to play on their recorder to 'Don't stop Believing'.
Responding and reviewing			Children will respond to their performances or 'Don't stop believing' by recognising what they are doing well and what they need to improve.

STANLEY GROVE ACADEMY

MUSIC CONCEPT MAP



Ready for school. Ready for life

YEAR 4

	AUTUMN 1 How do musicians know when to start and stop?	AUTUMN 2 How can changing the dynamics create drama in music?	SPRING 1 What makes a great musical performance?
Composers, Genres and History	Children will learn about Beethoven as a composer – when did he live? What is significant about his work?		Children will recognise features of 80s and 90s rock music.
Vocabulary	Orchestra Classical Mouthpiece, window, tongue	Forte/ fortissimo Piano/ pianissimo Crescendo – Gradually getting louder Diminuendo – Gradually getting quieter	Crotchet, quaver, semiquaver, minim, semibreve, f, ff, p, pp
Composers, pieces and songs	Beethoven's Symphony no.5 Take the A Train	For the Beauty of the Earth, Christmas concert songs	Wonderwall, Don't Stop Believing

STANLEY GROVE ACADEMY

MUSIC CONCEPT MAP



Ready for school. Ready for life

YEAR 4

	SPRING 2 How can music tell my story?	SUMMER 1 Would the world be boring if music was all the same?	SUMMER 2 Why is creating music such fun?
Recognising the inter-related dimensions of music (elements)			Children will be able to describe how the elements of music are used for purpose in the compositions of John Williams.
Applying the inter-related dimensions of music (elements)			Children will add dynamics to their performances and will recognise if the pitch and tempo of their playing is not accurate.
Play and perform	Children will play 5 notes on their recorders with increased accuracy.	Children will play with an increased range of notes with accuracy in a tuneful way.	Children will polish and perform some of their pieces to an audience.
Listening and appraising	Children will listen to 'Mars' from the Ten Planets and will be able to describe what they hear in terms of instruments, musical effects and the elements of music.		Children will listen to music by the composer John Williams. They will learn about his life and will describe his music in terms of musical effects, purpose and musical elements.
Read, write, compose and record using notation		Children will compose short melodies using the pentatonic scale to perform on their recorder. They will record on the stave with scaffolding.	Children will read musical notes from the stave when playing the recorder.
Responding and reviewing		Children will review their performances and will be able to recognise how they can improve.	Children will review their performances and will be able to recognise how they can improve



YEAR 4

	SPRING 2 How can music tell my story?	SUMMER 1 Would the world be boring if music was all the same?	SUMMER 2 Why is creating music such fun?
Composers, Genres and History	Children will listen to 'Mars' from the Ten Planets, find out about the composer, Gustav Holst and will understand it is 20th century classical music. They will compare to the music of Beethoven they heard earlier in the year.		Children will listen to and compare the music of John Williams.
Vocabulary	Musical effect – major, minor. Solo, ensemble Forte, piano	Pentatonic scale Stave Bar line Line note, space note	Purpose Pitch Tempo Review all vocabulary
Composers, pieces and songs	O Eucharist (Early), Tropical Bird (Calypso) BBC Ten Pieces - Mars	Bhabhaye Akh Larr Gayee	John Williams



YEAR 5

	AUTUMN 1 How can we create different types of sounds?	AUTUMN 2 How can we create different types of sounds?	SPRING 1 How can music bring us all together?
Recognising the inter-related dimensions of music (elements)	Children will be able to recognise how timbre and texture are used to create different effects in music.		
Applying the inter-related dimensions of music (elements)		Children will perform using different dynamics, they will consider how to vary the texture of their performance and will think about how changing the timbre could improve their performance.	
Play and perform	Children will learn and perform the 'Cup Song' from Pitch Perfect – singing and playing the rhythmic part on cups.	Children will perform songs in the Christmas concert. They will show an awareness of accuracy for pitch, tempo and dynamics.	Children will perform the piece 'Chinatown' (Music in Action Together) on classroom percussion.
Listening and appraising	Children will listen to the piece 'Night on a Bare Mountain'. They will describe what they hear. Children will recognise that music is written using different time signatures and will be able to recognise the difference between $\frac{3}{4}$ and $\frac{4}{4}$.		
Read, write, compose and record using notation			Children will read musical notation to play 'Chinatown'
Responding and reviewing			
Composers, Genres and History	Children will learn about the life and works of Mussorgsky		



YEAR 5

	AUTUMN 1 How can we create different types of sounds?	AUTUMN 2 How can we create different types of sounds?	SPRING 1 How can music bring us all together?
Vocabulary	Rhythm, pulse, timbre, texture, time signature – 3/4, 4/4	Pitch, tempo, dynamics, ensemble, solo	Ensemble, solo, stave, bar lines
Composers, pieces and songs	English Folk Song Suite, Vaughan Williams BBC Ten Pieces – Night on a Bare Mountain	This little babe from Ceremony of Carols Christmas Songs	Symphonic Variations on an African Air Play Dead (Bjork)



YEAR 5

	SPRING 2 Are all sounds I create music?	SUMMER 1 How has music changed over time?	SUMMER 2 Which notes can I play together?
Recognising the inter-related dimensions of music (elements)	Children will recognise the musical elements texture, timbre and structure and will be able to describe music using these terms.		Children will recognise how certain notes cannot be played together and will describe the pitch of the music.
Applying the inter-related dimensions of music (elements)			Children will choose the pitch, structure and dynamics of their chime bar composition.
Play and perform	Children will sing 'Happy' in two parts and will perform tuned percussion parts with the song.	Children will perform the song 'Living on a Prayer'	Children will play the pieces 'Whackerblast' and 'Walk the line' from Boomwhackers in Action on boomwhackers and then chime bars (to increase the note range).
Listening and appraising	Children will listen to music on the theme of 'Happy'. They will be able to express their views on the song and will be able to describe the instruments, genre and the musical elements (see above)	Children will listen to rock music from different decades and will compare. They will describe the instruments, structure and texture of each song.	
Read, write, compose and record using notation	Children will compose a four bar pattern to play with Happy and will record on the stave.		Children will compose a short melody using ABCEF to play on chime bars to 'Whackerblast'. They will record them on the stave with some accuracy.
Responding and reviewing		Children will respond to their performance and be able to describe in detail how to improve.	Children will respond to the compositions they have created and will be able to say whether the notes fit or clash with the backing track.



YEAR 5

	SPRING 2 Are all sounds I create music?	SUMMER 1 How has music changed over time?	SUMMER 2 Which notes can I play together?
Composers, Genres and History		Children will compare rock music across the decades and will describe the similarities and differences.	
Vocabulary	Texture, timbre, structure, stave, crotchets, minim	Structure, texture	Melody, pitch, scales
Composers, pieces and songs	Smalltown Boy, Happy	Jin-go-la-ba (Nigeria) Livin' on a Prayer	Inkanyezi Nezazi (South Africa)



YEAR 6

	AUTUMN 1 How does music bring us together?	AUTUMN 2 What is the universal language of music?	SPRING 1 How do great composers organise their ideas?
Recognising the inter-related dimensions of music (elements)	Children will recognise that there are 7 inter-related dimensions of music – pulse, rhythm, pitch, structure, dynamics, texture and timbre and will know what they are.	Children will recognise which of the ITD of Music they need to improve for their performance eg pitch, rhythm etc	
Applying the inter-related dimensions of music (elements)	Children will select a IRD of music and will show how they can vary their performance by changing it.	Children will vary the dynamics and texture of their performance.	
Play and perform	Children will perform the songs 'Do what you want' and 'It's all about love' (Charanga Model Music) and will play instruments with the songs.	Children will perform Christmas songs in the Christmas concert.	Children will perform the 'Fresh Prince of BelAir' and will play instruments with the song.
Listening and appraising	Children will listen to the 1812 overture and will be able to describe it in terms of the IRD of music	Children will listen to the 'Sprinting Gazelle' and will be able to compare to music from this country.	Listen will listen to and appraise different hip hop songs from the 80s, 90s and 00s.
Read, write, compose and record using notation	Children will compose a short piece on chime bars to play with the song.		Children will compose a short melody to perform with the song and will record it on the stave. Children will compose a short rap of their own.
Responding and reviewing			Children will review their performance and will be able to say how to improve it.
Composers, Genres and History			Children will understand the history of Hip Hop – where it started and how it has developed.



YEAR 6

	AUTUMN 1 How does music bring us together?	AUTUMN 2 What is the universal language of music?	SPRING 1 How do great composers organise their ideas?
Vocabulary	Structure, pulse, rhythm, pitch, dynamics, texture, timbre	Dynamics, texture	Rap, Hip Hop, rhythm, beat
Composers, pieces and songs	1812 Overture	Sprinting Gazelle (Middle East)	Say my Name, Fresh Prince of Bel Air

STANLEY GROVE ACADEMY

MUSIC CONCEPT MAP



Ready for school. Ready for life

YEAR 6

	SPRING 2 How has music made lives easier?	SUMMER 1 What have I learnt at primary school? Where do I go from here?	SUMMER 2 What have I learnt at primary school? Where do I go from here?
Recognising the inter-related dimensions of music (elements)		Children will be able to list and describe the seven IRD of music.	Children will be able to list and describe the seven IRD of music.
Applying the inter-related dimensions of music (elements)		Children will be able to use the IRD of music to improve their performances.	
Play and perform	Children will sing sea shanties including 'The Wellerman'	Children will learn songs for their Year 6 play.	Children will perform songs in their Year 6 play. Children will perform a rhythmic pattern on cups to Sir Duke
Listening and appraising	Children will listen to and compare different Sea Shanties		
Read, write, compose and record using notation	Children will compose their own sea shanty to the tune of 'The Wellerman'		Using rhythmic notation, children will compose rhythms to play on cups to Sir Duke.
Responding and reviewing			Children will review their performance and will describe how to improve.
Composers, Genres and History	Children will learn about the history of the sea shanty and the role it played in sailor's lives.		
Vocabulary	Sea shanty, melody, rhythm	All vocabulary	All vocabulary
Composers, pieces and songs	Sea Shanties	Mazurkas Op.24	Libertango