Music Sticky Knowledge Mapping

Performing 5

• maintain own part whilst others are performing their part

Performing 6

- sing in harmony confidently and accurately
- perform parts from
- · take the lead in a performance

Compose 5

- · compose music which meets specific criteria
- choose the most appropriate tempo for a piece of music

Compose 6

· use a variety of different musical devices in composition (including melody, rhythms and chords).

Listen 5

• repeat a phrase from the music after listening intently.

Listen 6

· accurately recall a part of the music listened to

Use and understand 5

 use music diary to record aspects of the composition process

Use and understand 6

· analyse features within different pieces of music

Appreciate 5

- describe, compare and evaluate music using musical vocabulary
- explain why they think music is successful or unsuccessful

Appreciate 6

· evaluate how the venue, occasion and purpose affects the way a piece of music is created

History of music 5

 contrast the work of a famous composer with another and explain preferences

History of music

 compare and contrast the impact that different composers from different times have had on people of that time

Years 5&6

History of music 3 · recognise the work of at least one famous composer

History of music 4

 begin to identify the style of work of Beethoven, Mozart and Elgar

Appreciate 3

- · use musical words to describe a piece of music and compositions
- use musical words to describe what they like and do not like about a piece of music

Appreciate 4

 identify and describe the different purposes of music

Use and understand 3

- create repeated patterns with different instruments
- · improve my work; explaining how it has been improved

Use and understand 4

· use notation to record and interpret sequences of pitches

Listen 3

· listen carefully and recognise high and low phrases

Listen 4

 explain why silence is often needed in music and explain what effect ithas

Compose 3

· combine different sounds to create a specific mood or feeling

Compose 4

 use notation to record compositions in a small group or individually

Performing 3

 play clear notes on instruments and use different elements in composition

Performing 4

 sing songs from memory with accurate

ELG Being Imaginative and Expressive Invent, adapt and recount narratives and

- stories with peers and their teacher Sing a range of wellknown nursery rhymes
- and songs Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with

Years 1&2

Singing 1

- · make different sounds with voice and with instruments follow instructions
- about when to play and sing

Singing 2

• sing or clap increasing and decreasing tempo perform simple patterns and accompaniments

rhythmic

keeping a steady pulse

Playing an instrument 1

 use instruments perform and choose sounds to represent different things

Playing an instrument 2

• play simple patterns on an instrument

Listening and appreciate 1

· say whether they like or dislike a piece of music

Listening and appreciate 2

 make connections between notations and musical sounds

Years 3&4

Create own music 1

- clap and repeat short rhythmic and melodic patterns
- make a sequence of sounds and respond different moods in

Create own music 2

- order sounds to create a beginning, middle and an end
- create music in response to different starting points

Adapted from Assessing a Knowledge Rich Curriculum - Focus Education

EYFS

Music Curriculum Mapping



At Everton Heath Primary School we follow the "Kapow" scheme for delivering our music curriculum:

Year Group	Themes					
	Cycle A			Cycle B		
Years 1 & 2	Pulse & Rhythm: all about me Orchestral instruments: trad stories	Myths and legends Dynamics, timbre, tempo and motifs: Space	Classical music, dynamics & tempo: Animals Vocal and body sounds: By the sea	Musical Me: singing and playing a song Timbre & rhythmic pattern: Fairy Tales,	Pitch & Tempo: Superheroes African call and response: Animals	Chanting and tunes percussions: Space On this Island: British songs and sounds
Years 3 & 4	Body and tuned percussion: Rainforest Samba & carnival sounds & instruments: South America	Pentatonic melodies & compositions: Chinese New Year Composition notation: Egyptians Ballads	Traditional instruments & improvisation: Around the World – India Jazz	Rock & Roll Developing singing techniques and keeping in time: Vikings	Creating compositions in response to an animation: mountains Haiku, music and performance: Hanami	Adapting and transposing motifs: Romans Ballads
Years 5 & 6	Developing pitch, control and confidence when singing: Songs of WW2 Changes in pitch, tempo and dynamics: Rivers	African songs and instruments: South and West Africa Coast: Fingal's Cave by Mendelsohn	Looping and remixing: Dance Music Composing and performing a Leavers' song	Blues Advanced Rhythms	Composition to represent the festivals of colour: Holi Transposition: Pop Art	Musical Theatre Film music