

Ranelagh Curriculum Music Map 2019-2020

| | Autumn Term 1: Our Planet Earth | Autumn Term 2: British History 1 | Spring Term 1: Ingenious Innovations | Spring Term 2: British History 2 | Summer Term 1: Global Studies | Summer Term 2: Ancient History |
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| Nursery | <p>Marvellous Me</p> <p>Head, shoulders, knees and toes</p> <p>Busy Body</p> <p>If you're happy and you know it</p> <p>Finger Family</p> | <p>Superheroes</p> <p>Let's be superheroes</p> | <p>Journeys</p> <p>Going on a Bear Hunt</p> <p>Wheels on the Bus</p> <p>Twinkle Chocolate Bar</p> <p>Horsey Horsey</p> <p>Over the Mountain</p> <p>Troika Ma Vlaet</p> | <p>Once Upon a Time</p> <p>Who's Afraid of the Big Bad Wolf</p> <p>There was a princess</p> <p>Gonna Build a House</p> | <p>In the Garden</p> <p>Mary, Mary</p> <p>Tiny Caterpillar on a Leaf</p> <p>Ladybird, Ladybird</p> <p>Lark Arising</p> <p>English Country Garden</p> | <p>Pirates</p> <p>Over the Irish Sea</p> <p>What shall we do with a Lazy Sailor</p> <p>Sea Shanties</p> |
| Reception | <p>All About Me</p> <p>Head, shoulders, knees and toes</p> <p>If you're happy and you know it</p> <p>Explore instruments while singing these songs</p> | <p>To Infinity and Beyond! (Space)</p> <p>Estrellita Donde Esta</p> <p>Solar System Song</p> <p>I'm a Little Alien (link to story Aliens love Underpants)</p> | <p>Food Wonderful Food</p> <p>Apples and Bananas</p> <p>Hot Cross Buns !</p> <p>One Potato, Two Potato</p> | <p>Super Heroes</p> <p>Let's Be Superheroes</p> | <p>Where the Wild Things Are (Animals)</p> <p>We're going to the zoo</p> <p>Down in the jungle</p> <p>Animals march in two by two</p> | <p>Dinosaurs</p> <p>Stomp, Chomp, Roar! Here comes the Dinosaurs</p> |
| Year 1 | <p>Oceans and Seas</p> <p>Finding the singing voice.</p> <p>Explore pulse and beat using body percussion and instruments.</p> <p>Create an oceans song to the tune of 'The Wheels on the Bus'</p> | <p>Kings and Queens</p> <p>Listening to Elizabeth I's court music.</p> <p>Royal Day - listen to Tudor music and perform royal dance.</p> <p>Nativity.</p> | <p>It's a Toy Story</p> <p>Clap along with basic notations and pair notations to create patterns.</p> <p>Create simple lyrics to pair to notations.</p> <p>Perform and appraise.</p> | <p>Brilliant Brits</p> <p>Listen to song created for Amy Johnson - "Amy, Wonderful Amy".</p> <p>Examine a song by Brilliant Brit musicians from the 21st century (the Beatles, Queen). Why were these musicians popular?</p> | <p>What a Wonderful World</p> <p>Explore moods created by different pieces of music.</p> <p>Create art in response to a piece of music: Vivaldi's Four Seasons</p> | <p>The Olympic Games</p> <p>Song: Chariots of Fire</p> <p>Explore context and influence of song. Discuss mood.</p> <p>Play Chariots of Fire on glockenspiels.</p> |

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| <p>Year 2</p> | <p>Ice Worlds</p> <p>Explore music from Scandinavian cultures (Frozen's 'Vuelie').</p> <p>Use simple notation to create and represent rhythms.</p> | <p>The Terrible Tudors</p> <p>Listening to Tudor dance music.</p> <p>Royal Day - listen to Tudor music and perform royal dance.</p> <p>Nativity.</p> | <p>From A to B (Travel and Transport)</p> <p>Listen to "train-inspired" musical pieces and explore short, repeated vocal and melodic patterns.</p> <p>Compose train departure vocal rhythms. Pair with vocal sounds. Focus on tempo and long and short notes.</p> | <p>Monarchs and their Influence</p> <p>Song: Greensleeves Discuss possible links to Henry VIII and monarch's love of music.</p> <p>Begin to learn music notes and use of staff.</p> <p>Play Greensleeves on glockenspiels.</p> | <p>Somewhere Beyond the Sea</p> <p>Reggae music: Jamaica Farewell by Harry Belafonte (colonialism links)</p> <p>Identify instruments, discuss mood and lyrics.</p> | <p>Explorers</p> <p>Sea shanties: John Kanakanaka</p> <p>Explore what sea shanties are.</p> <p>Learn sea shanty and corresponding dance sequence. Children to explore solo parts.</p> |
| <p>Year 3</p> | <p>The Rainforest</p> <p>Create a rainforest song using body percussion and voices (rainsticks, claves, wind instruments, animal calls). Use lyrics and notation.</p> <p>Create performance and evaluate.</p> | <p>Stone Age and Iron Age Britain</p> <p>Recreate 'Stone Age' instruments to create rhythms and performance (in the style of Stomp).</p> <p>Percussion focus.</p> <p>Evaluate performance</p> | <p>Inventions</p> <p>Listening to sounds of machines and engines and noticing differences in tempo and duration.</p> <p>Create machine soundscape using vocal sounds. Create graphic score to match vocal sounds.</p> | <p>Ruthless Romans</p> <p>Recreate music for loss/victory/dramatic battles.</p> <p>Song composition</p> | <p>You're Lookin' at Country</p> <p>Recreate sounds of the countryside or city by creating loops using Garage Band.</p> <p>Appraise and evaluate compositions.</p> | <p>Ancient Egypt</p> <p>Learning to sing and play the melody of <i>Camel Driver</i>.</p> <p>Links to dance.</p> |
| <p>Year 4</p> | <p>Deep in the Desert</p> <p>Identifying dynamics and texture in desert-themed music using graphic scores.</p> <p>Identifying melodic shapes in Egyptian-inspired music.</p> | <p>Vicious Vikings and Edward the Confessor</p> <p>Looking at oral storytelling and Viking poems in order to compose and create Viking war song.</p> | <p>Buildings and Bridges</p> <p>Create backing track for clips of construction site scenes. Experiment with different genres (classical, rock, techno).</p> | <p>Anglo-Saxons and Scots (settlement of Britain)</p> <p>Creating lyrics about the Anglo Saxons to the tune of <i>Blame it on Me</i>.</p> | <p>The Streets of London</p> <p>Looking at Stomp, its origins and influence.</p> <p>Recreate 'Stomp' physical theatre performance. Percussion focus.</p> | <p>Ancient Greece</p> <p>FOV</p> |

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| <p>Year 5</p> | <p>Extreme Enviroments</p> <p>Explore and compare major and minor scales using tuned instruments.</p> <p>Use minor scales to evoke 'stormy' mood. Explore crescendo/diminuendo.</p> | <p>Victorians</p> <p>Look at single-staff bars of music and begin to practise playing notes on glockenspiels.</p> <p>Create bars using 4/4 timing.</p> <p>Create compositions of Victorian Street Cries</p> | <p>A galaxy far, far away...</p> <p>Explore Gustav Holt's, <i>The Planets</i>, as a basis for compositions. Identifying the use of ostinato and dynamics in <i>Mars, the Bringer of War</i>.</p> <p>Create rhythms and notations using ostinato and dynamics.</p> | <p>Iron Age</p> <p>Using poems about the Iron Age to create rhythms and melodies. Exploring formal notation, use of staves and time signature.</p> | <p>Rivers</p> <p>Creating art in response to music - <i>Vltava's</i> melodic shapes.</p> <p>Sing two Native American river songs. Explore singing in rounds.</p> | <p>The Benin Empire</p> <p>African drumming- using djembes. Look at African composer, Babatunde Olatunji.</p> <p>Explore rhythm and beat. Create layers of rhythms on a marked beat.</p> <p>Evaluate performance.</p> |
| <p>Year 6</p> | <p>From Pole to Pole</p> <p>Comparing two musicians from similar regions, their styles and their influences.</p> <p>Sound-scape using instruments, voices, sound effects.</p> <p>Evaluate sound-scapes.</p> | <p>Frightful First World War (chrono. study)</p> <p>Learn famous WWI songs in order to understand its context and cultural impact.</p> <p>It's a Long Way to Tipperary</p> <p>Pack up your Troubles</p> | <p>The Shang Dynasty</p> <p>Create music using the scales used in the Shang Dynasty.</p> <p>Notation, scales, bars.</p> | <p>The World at War (WW2) (chrono. study)</p> <p>British Music in WWII. <i>White Cliffs of Dover</i>, <i>In the Mood</i></p> <p>Compare WWI and WWII British war songs.</p> <p>Listen to WWII soundscapes and pair them to scenarios and events.</p> | <p>Where in the World is...</p> <p>Hip Hop and Grime. Looking at historical and locational context of rap genre. Analyse and evaluate rap song.</p> <p>Option to change words to existing rap, that could link to any topic in school e.g. graffiti art, literacy, Science.</p> | <p>Lights, Camera, Action!</p> <p>Exploring soundtracks. understanding mood and effects. Choose sounds and/or instruments to create desired effect</p> <p>School Show</p> |
| | <p>Driver: Science/Geog. Enhancer: PHSCE Community Action Projects</p> | <p>Driver: History Enhancer: DT (cooking) <i>Place of Worship visits (November)</i> <i>Anti-bullying week</i></p> | <p>Driver: DT Enhancer: Music</p> | <p>Driver: Art Enhancer: History <i>Poetry Performances</i></p> | <p>Driver: Geog (fieldwork) Enhancer: FL (Spanish) SRE</p> | <p>Driver: Art/Music/Drama Enhancer: History <i>FOV voices / Yr 6 school show</i></p> |