

Mixed Age Music Curriculum Map

At Farcet C of E Primary School we teach mixed age classes from Year One to Year Six. Our classes are structured into four classes: Reception EYFS, Year One/Two, Year Three/Four and Year Five/Six.

To ensure complete and thorough coverage of our curriculum, we follow a two-year teaching cycle comprising of Cycle A and Cycle B. Reception EYFS follow a single year curriculum that is completed each year. The following curriculum maps outline the sequence for teaching the units of the Music curriculum across the two cycles.



	Art	DT	Music
Unit focus:	Exploring colours <i>Skills/Concept focus: Dull colours, bright colours, straight lines, curved lines, painting, drawing lines</i>	Using different materials <i>Process focus: Making using materials, cutting, sticking</i>	Different sounds <i>Musical focus: Sounds, putting sounds together to make music, listening, moving to music</i>
Art/Objects /Music:	- Elmer illustrations by David McKee 'Coming out of school' by L.S. Lowry - Houses in Vienna and 'Kuchlbauer Tower' designed by Hundertwasser	- Puppets - Our homes	'Stand by Me' by Ben E. King 'Connect It' by Anna Meredith 'The Lapaich' by Chris Watson 'Winter' by Vivaldi
Sessions:	Session 2: To know we can paint a picture in different colours Session 4: To know that colours can be dull Session 5: To know that colours can be bright	Session 1: To know we can show different parts of ourselves on a puppet Session 3: To know that we can make things from different materials	Session 1: To know that we can make sounds with our bodies Session 2: To know that we can make music with other people in a group Session 3: To know that we can listen to sounds around us Session 4: To know that animals make different sounds Session 5: To know that Vivaldi wrote music about the different seasons
Outcomes:	- Paintings of Elmer - Drawing/painting their own homes - Drawing/painting imaginary houses	- Lollipop stick puppets of themselves - Model of their own homes	- Sing and explore other sounds they can make with their voices and their bodies - Sing songs together as a group, coordinating actions and sounds they make with their bodies - Sing 'Old MacDonald' making animal noises - Create actions and move in response to music
ELG coverage:	- Hold a pencil effectively - Begin to show accuracy and care when drawing - Use a range of small tools including paintbrushes - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and form	- Hold a pencil effectively - Begin to show accuracy and care when drawing - Use a range of small tools including scissors - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and function	- Sing a range of well-known nursery rhymes and songs - Perform songs and when appropriate move in time with the music - Negotiate space and obstacles safely with consideration for themselves and others - Move energetically
Curriculum Links:	Y1: Art, <i>Colour</i> Y1: Art, <i>Line</i>	R: <i>Understanding the world, All about me</i> Y1: Science, <i>Materials and Magnets</i> Y1: DT, <i>Animal Sock Puppets</i> Y1: DT, <i>Vehicles</i>	R: <i>Understanding the world, All about me</i> Y1: Music, <i>Ostinato I</i> Y1: Music, <i>What can you hear?</i> Y3: Music, <i>Vivaldi's Winter</i> Y6: Music, <i>Voice and Body Percussion</i>

	Art	DT	Music
Unit focus:	Colours of the seasons <i>Skills/Concept focus: colours associated with the seasons, painting, collage</i>	Designing transport <i>Process focus: designing, making using materials and tools</i>	Beat and speed <i>Musical focus: beat/pulse, speed</i>
Art/Objects /Music:	Pissarro paintings showing different seasons	- High viz jackets - Aeroplanes	'Triumphal March' from Aida by Verdi 'The Elephant' by Saint-Saëns 'The Flight of the Bumblebee' by Rimski Korsakov 'Chattanooga Choo Choo' by Glen Miller - Away in a Manger/Twinkle Twinkle - Rudolph the Red Nose Reindeer
Sessions:	Session 3: To know that there are different colours for different seasons Session 4: To know that we can use collage to make a picture Session 5: To know that there are four seasons which Pissarro showed in his paintings	Session 1: To know that a designer is a person who makes designs Session 2: To know that we need tools and materials to make things	Session 1: To know that the beat is like the heartbeat of the music Session 2: To know that music can move at different speeds Session 3: To know that music can sound like other things, like the sound of a train Session 4/5: To know that different speeds of music create different moods
Outcomes:	Season calendar showing painted and collaged trees	- Hi Viz jacket design - Model aeroplane	- March, clap, move to the beat at different speeds - Sing/Perform Twinkle Twinkle/Away in a Manger and Rudolph the Red Nose Reindeer
ELG coverage:	- Begin to show accuracy and care when drawing - Safely use and explore a variety of materials, tools and techniques, experimenting with colour and design	- Hold a pencil effectively - Begin to show accuracy and care when drawing - Use a range of small tools including scissors - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	- Sing a range of well-known nursery rhymes and songs - Perform songs and when appropriate move in time with the music - Move energetically
Curriculum Links:	R: Understanding the world, <i>All about me</i> R: Expressive Arts, Music/Art, <i>Autumn A</i>	R: <i>Understanding the world</i> , Transport R: Expressive Arts, DT, <i>Autumn A</i> Y1: DT, <i>Animal Sock Puppets</i> Y1: DT, <i>Vehicles</i>	R: <i>Understanding the world</i> , Transport Y1: Music, <i>Marching Music</i> Y1: Music, <i>Animals in Music</i> ; Y1: Music, <i>What can you hear?</i> Y2: Music, <i>Ostinato II</i>

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KS1	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Cycle A	Marching Music	Samba	Animals in Music Y2 children, in lesson 5 should do the exercise from the 'warm up' and 'teach' sections of lesson 3 of the Cycle B unit, <i>Peter and the Wolf</i> for learning hand signals and dot notation for the song 'Sorida'. This will ensure that they have practised using these signals/symbols in preparation for building on this knowledge in LKS2.	Ostinato I Y2 children, in lesson 2 should do the exercise from the 'teach' section of lesson 3 of the Cycle B unit, <i>Emotions in Sound</i> for learning symbols that can be used to represent rhythmic patterns for 'ta', 'ti' and a rest. This will ensure that they have practised using these symbols in preparation for building on this knowledge in LKS2.	What can you hear?	Stories in Sound I
	Ostinato II Ensure that Y1 children understand the difference between pulse/beat and rhythm as explained in the Cycle A unit, <i>Marching Music</i>. Ensure that Y1 children understand the definition of a rhythmic ostinato as explained in detail in the Cycle A unit, <i>Ostinato I</i>. Ensure that Y1 children understand how to create sounds using untuned percussion instruments as explained in the Cycle A unit <i>Samba</i> (lesson 3, 'create' section).	Beat Music Y1 children may find learning symbols that can be used to represent rhythmic patterns for 'ta' and a rest in lesson 4 challenging. This activity will be repeated again in the Cycle B unit <i>Emotions in Sound</i> and the Cycle A unit <i>Ostinato I</i>.	Peter and the Wolf	Gamelan Y1 children may find reading the letters which indicate what notes to play on untuned percussion in lesson 1 challenging. Pair Y1 and Y2 children together so that Y2 children can assist their younger peers with this activity.	Emotions in Sound Y1 children may find learning symbols that can be used to represent rhythmic patterns for 'ta', 'ti' and a rest in lesson 3 challenging. Ensure that children repeat the activity from the 'teach' section of this lesson when doing the unit <i>Ostinato I</i> in Cycle A.	Lullabies

LKS2	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Cycle A	Off-Beat	Pachelbel's Canon	Vivaldi's Winter	Sounds of the Sea	Stories in Sound II	Indian Classical Music
Cycle B	Working Songs In the 'warm up' section of lesson 5 the children read symbols used to represent rhythmic patterns for 'ta', 'ti', 'ta-a' and rests. Y3 children will have not encountered the symbol for 'ta-a' prior to this lesson and teachers should use the 'teach' and 'create' sections of lessons 3 and 4 of the Cycle A unit <i>Off-Beat</i> to teach this new knowledge.	Take the 'A' Train	Beethoven's 5th In the 'warm up' section of lesson 2 the children read symbols used to represent pitch on the staff for the song 'Sorida'. Y3 children will have not encountered these symbols prior to this lesson and teachers should use the 'teach' section of lesson 4 of the Cycle A unit <i>Pachelbel's Canon</i> to teach this new knowledge.	Solo	Stories in Sound III	Announcing an Entrance

 Music PKC Mixed Age Music Curriculum Map PKC Primary Knowledge Curriculum						
UKS2	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Cycle A	The Lark Ascending	This Little Babe	Jin-Go-La-Ba	Beethoven's Eroica	African American Spirituals	English Folk Songs
Cycle B	Voice and Body Percussion	The Hallelujah Chorus	Blues and the Groove Children in Y5 will have not yet studied <i>African American Spirituals</i> in Cycle A. Lesson 1 explores how spirituals were influential on the blues. Teachers should ensure Y5 pupils understand that they were a genre of American Christian music associated with the suffering of slaves during the slave trade.	Minimalism and Soundscapes	Rock, Pop and the Influence of the Blues	Protest Songs