



Curriculum Map

Music- Our Why?

Music at Abbey exposes our pupils to a range of range of music styles and builds towards their knowledge of voice, instruments, improvising, composing as well as developing confidence and performing. Music is extremely important to our pupils as it give them an opportunity to express themselves as well as supporting with recall, expanding communication and imagination and building connections.

The curriculum enriches the development of pupil's communication and progression with the subject feeding into to the communication progression document. Please note: The Curriculum Map begins with L1 at the bottom of this document

Big Ideas promoted in our Music Curriculum

Areas of coverage



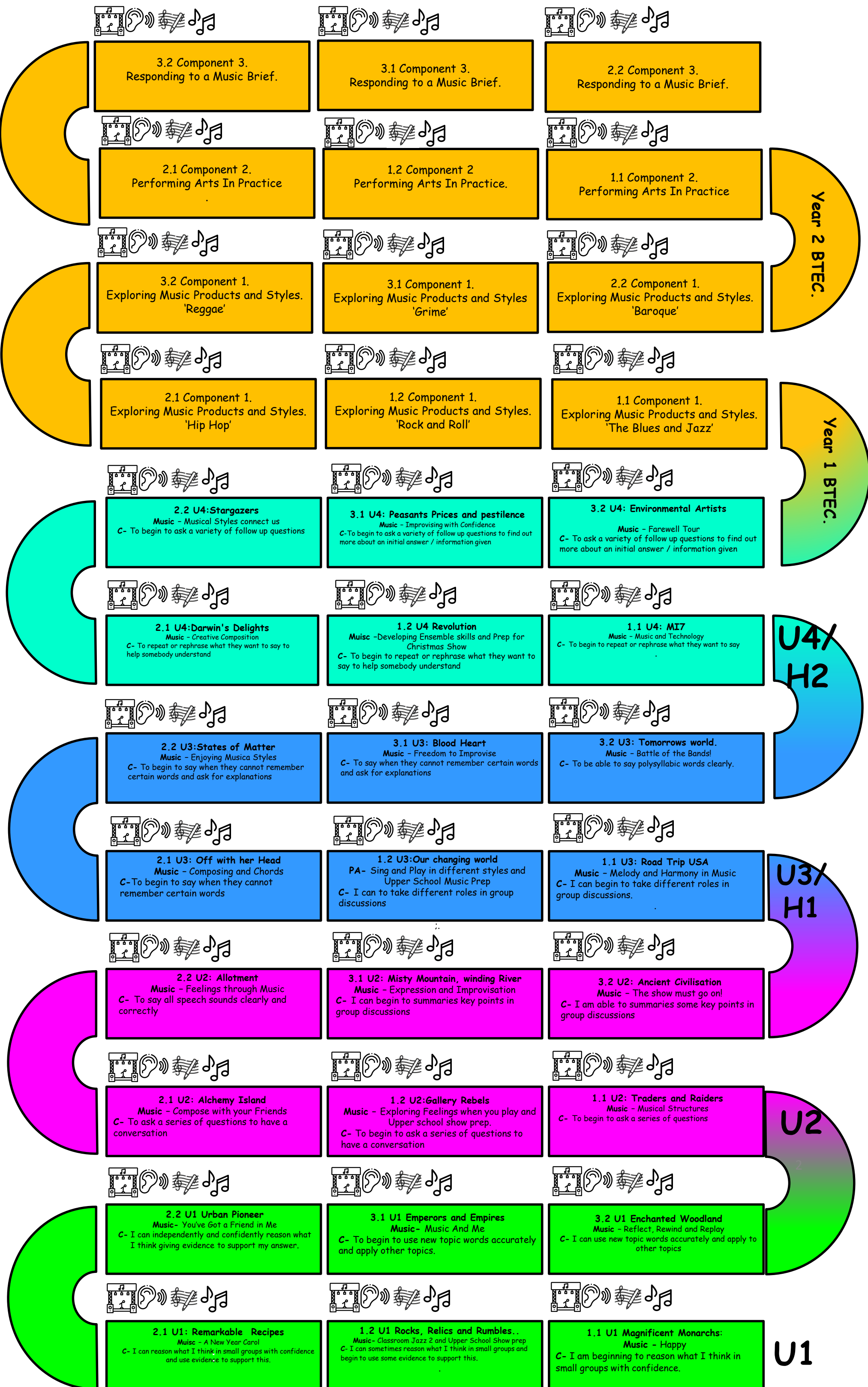
M - Music
C- Communication

Substantive Concepts of our Music Curriculum

Performance		Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
Improvise and Compose		Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
Musical Theory		use staff and other relevant notations appropriately and accurately in a range of musical styles, genres. identify and use the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure) and appropriate musical notations. Understand and explore how music is created, produced and communicated
Listening Skills		listen with increasing discrimination to a wide range of music from composers and musicians develop a deepening understanding of the music that they perform and to which they listen, and it's history



Curriculum Map Upper School and Horizon Hub





Curriculum Map Lower School



2.2 Rocks, relics and rumbles
 Music - The Fresh Prince of Bel-Air
 C- To reason for what I think in small group discussions.

3.1 Predator
 Music - Dancing in the Street
 C- To begin to start conversations with unfamiliar people

3.2 Urban Pioneer
 Music- Reflect, Rewind and Replay
 C- To start conversations with unfamiliar people



2.1 L6: Eat well cook well
 Music - Make You Feel My Love
 C- To begin to reason for what I think in small group discussions

1.2 L6: Gods and Mortals
 Music - Classroom Jazz 1 and Nativity preparation
 C- To agree and disagree with what others say

1.1 L6: Spirit
 Music - Livin' On a Prayer
 C- To begin to agree and disagree with what others say

L6



2.2 L5: Wriggle and Crawl
 Music- Lean on Me!
 C- I can say when I don't understand and say why when given .

3.1 L5: Coastline
 Music- Blackbird
 C- To begin to listen to information and find a key word with support

3.2 L5: Muck, Mess and Mixtures
 Music- Reflect, Rewind and Replay
 C- To listen to information and find a key word with support



2.1 L5: Towers Tunnels and Turrets Structures
 Music - Stop!
 C- To communicate when they do not understand more reliably

1.2 L5 Beat Bang Boogie
 Music- Glockenspiel Stage 2 and Nativity preparation
 C- To communicate when they don't understand and help is required

1.1 L5 Bounce
 Music- Mamma Mia
 C- To begin to communicate when stuck and needs help

L5



2.2 L4: Paws claws and whiskers
 Music- The Dragon Song
 C- To begin to express ideas, feelings and events

3.1 L4: Our Wonderful World
 Music -Bringing Us Together
 C- To express ideas, feelings and events

3.2 L4: Rio Da Vida
 Music- Reflect, Rewind and Replay
 C- To say some words clearly



2.1 L4 Enchanted woodland
 Music - Three Little Birds
 C- To develop knowledge of information texts, instructions, persuasive and letters. To begin to express ideas and feelings

1.2 L4: Memory box
 Music- Glockenspiel Stage 1 and Nativity preparation
 C- To listen in simple conversations or discussions (understand simple talk rules)

1.1 L4: TEAM
 Music- Let your spirit Fly
 C- To begin to listen in simple conversations or discussions (understand simple talk rules)

L4



2.2 L3: Why don't snakes have legs?
 Music - Zoo time
 C- To respond to questions that require simple recall

3.1 L3: Plant Parts - How does it grow?
 Music - Friendship Song
 C- Begin to ask how or why when responding to simple questions

3.2 L3: Can you build it?
 Music- Reflect, Rewind and Replay
 C- To ask how or why when responding to simple questions



2.1 L3: Puppets and Popups
 Music - I wanna play in a band
 C- Begin to respond to questions that require simple recall

1.2 L3: Winter Wonderland
 Music - Ho Ho Ho and Nativity Preparation
 C- To use language to communicate needs or feelings.

1.1 L3: Marvelous machines
 Music- Hands, Feet, Heart
 C- To begin to use language to communicate needs or feelings

L3



2.2 L2: Lets Explore
 Music- Round And Round
 C- To combine single words, signs or symbols to communicate meaning to a range of listeners.

3.1 L2: Sunshine and Sunflowers
 Music - Your Imagination
 C- To begin to demonstrate some understanding by answering simple questions using single words, signs or symbols

3.2 L2: Ready, Steady Grow
 Music- Reflect, Rewind and Replay
 C- To demonstrate some understanding by answering simple questions using single words, signs or symbols



2.1 L2: Shadows and reflection
 Music -In the Groove!
 C- To begin to combine single words, signs or symbols to communicate meaning to a range of listeners.

1.2 L2: Chop slice and Mash
 Music - Rhythm in The Way we walk and Nativity Preparation
 C- To use speech sounds, signs or symbols in play.

1.1 L2: Sparkle and shine
 Music - Hey You!
 C- To begin to use sounds, signs or symbols in play

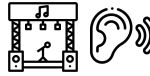
L2



2.2 L1: Animal safari
 Music: Our World
 C- Begin to use sounds, signs or symbols for familiar objects

3.1 L1: Creep, Crawl and Wriggle
 Music: Big Bear Funk
 C- To use simple words, signs and symbols for familiar objects and to communicate about familiar events and feelings

3.2 L1: On The Beach
 Music- Reflect, Rewind and Replay
 C- To use simple words, signs and symbols for familiar objects and to communicate about familiar events and feelings



2.1 L1: Big Wide World
 Music: Everyone!
 C- Use noises or gestures to communicate needs or feelings

1.2 L1: Stories and Rhymes
 PA- My stories and Nativity preparation
 C- Begin to use noises or gestures to communicate needs or

1.1 L1: Me and My Community-
 Music - Me!
 C- Use noises or gestures to communicate needs

L1