

# SEMI-FORMAL Music Curriculum Map

Music Semi-Formal Curriculum Map						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<p><b>Hello, how are you? (My independence)</b></p> <p>Students learn a variety of greeting songs to get to know staff and peers. Students will learn the music and Makaton to 'hello, how are you?' and 'Hello friends'. Students will focus on singing with expression and eye contact.</p>	<p><b>My voice</b></p> <p>Students sing a variety of songs and develop a love of music and singing. Students explore their voice and learn their vocal potential and limitations.</p>	<p><b>Introducing Instruments</b></p> <p>Students will learn the 'I am the music man' song. They will discover, play and experience a variety of different instruments.</p>	<p><b>Choosing Instruments</b></p> <p>Students learn how to make their own choices through choosing instruments.</p>	<p><b>Introducing Sway</b></p> <p>Students learn about beats and timings and use their bodies to sway in time to different music.</p>	<p><b>Introducing March</b></p> <p>Students continue learning about the importance of timing and learn how to march in time to the music.</p>
	<p><b>Outcomes: A child...</b></p> <p>Stills / animates to sounds Works coactively Works independently Passes on Makes choices Uses eye contact. Communicates through music.</p>	<p><b>Outcomes: A child...</b></p> <p>Stills / animates to sounds Works coactively Works independently Passes on Makes choices Experiments with their voice.</p>	<p><b>Outcomes: A child...</b></p> <p>Stills / animates to sounds Works coactively Works independently Passes on Makes choices</p>	<p><b>Outcomes: A child...</b></p> <p>Stills / animates to sounds Works coactively Works independently Passes on Makes choices Alternates between instruments.</p>	<p><b>Assessment:</b></p> <p>Touches / plays for short time Plays for longer Plays with confidence</p>	<p><b>Assessment:</b></p> <p>Moves coactively Moves independently Moves with the beat Plays coactively Plays independently Plays with awareness of style Plays coactively with a beater Plays with awareness of style with a beater. Plays independently with a beater.</p>
<b>Year 8</b>	<p><b>Introducing Loud and Quiet</b></p> <p>Students learn about loud and quiet. Students</p>	<p><b>Fast and Slow</b></p> <p>Students learn about fast and slow. Students learn how to</p>	<p><b>High and Low</b></p> <p>Students learn about pitch. Students learn how</p>	<p><b>Contrast</b></p> <p>Students learn about timbre. They will discover how hitting</p>	<p><b>Imitation</b></p> <p>Students will imitate sounds of different animals using their</p>	<p><b>Waltz</b></p> <p>Students will learn to dance to different time signatures.</p>

# SEMI-FORMAL Music Curriculum Map

	learn how to identify when a sound is loud or quiet.	identify when music is fast and when music slow.	to identify when music is high and low.	different materials make different sounds.	voices and percussion instruments.	
	<b>Outcomes: A child...</b> Reacts to change Plays an instrument in the loudly Plays an instrument quietly Plays with awareness of style	<b>Outcomes: A child...</b> Reacts to change Plays an instrument fast Plays an instrument slow Plays with awareness of style	<b>Outcomes: A child...</b> Reacts to change Identifies high and low sounds Uses the full range of their voice.	<b>Outcomes: A child...</b> Plays coactively Plays independently with beater. Plays with awareness of style Shows a preference for metal/wood	<b>Outcomes: A child...</b> Vocalises on cue Vocalises with awareness of style Vocalises with clarity Shows a preference Stops their sound on cue	<b>Outcomes: A child...</b> Imitates the modelled sound Plays with a sense of beat Plays with awareness of their partner.
	<b>March</b>  Students will develop their multitasking skills by learning how to march and play and instrument at the same time with the music.	<b>Boogie Train</b>  The students will learn a song called the Boogie Train. They will play music as part of an ensemble.	<b>Instrument Skill</b>  Students play a solo and duet in the instrumental part of a song.	<b>Right Sound- Right Time</b>  Students are challenged to count during a piece of music and play their own part at the right time.	<b>Playing in a Group</b>  Students will develop communication and team work and sharing skills when playing music in a group.	<b>Directing</b>  The teacher uses flashcards to direct students and the students learn how to respond.
<b>Year 9</b>	<b>Outcomes: A child...</b> Imitates the modelled sound. Plays with a sense of beat. Follows flash cards directions	<b>Outcomes: A child...</b> Plays with a group Stops when the music stops Accepts their role as part of the main group Accepts their role as part of solo group. Anticipates cyclic structure.	<b>Outcomes: A child...</b> Makes an independent choice Matches cards to instruments Recognises their cue to play Shows awareness of mood and style Plays with a partner	<b>Outcomes: A child...</b> Anticipates “Whoosh” Vocalises “Whoosh” Uses gestures on “Whoosh” Creates and appropriate sound on the cymbal Plays an appropriate sound in the correct place. Controls ocean drum effectively Plays specified instrument at the right time. Plays specified instrument with control.	<b>Outcomes: A child...</b> Joins in actions Anticipates “splash” Vocalises on “splash” Creates an appropriate sound on the cymbal Plays an appropriate sound in the correct place Shows an awareness of pulse Plays with appropriate style Plays with appropriate volume Accepts and executes role of: <ul style="list-style-type: none"> <li>• Cymbal player</li> <li>• Glockenspiel player</li> <li>• Group player</li> <li>• Solo vocalist</li> </ul>	<b>Outcomes: A child...</b> Follows direction to play in chorus Follows direction to play solo Directs the group using flash cards Directs the group using gesture Follows direction to play

# SEMI-FORMAL Music Curriculum Map

Music Y7-13 Curriculum Map						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	<p><b>Shake-Tap-Ring</b></p> <p>The classroom is divided into instruments that you can shake, tap and ring over matching flashcards. Students play when their flashcard is shown.</p>	<p><b>Shhh!</b></p> <p>The students learn a song called 'The Gorilla' Each chorus is an exercise in getting quieter.</p>	<p><b>Playing Quietly</b></p> <p>Students learn about discipline through playing music quietly.</p>	<p><b>Using flash cards</b></p> <p>Children play and respond to music using flashcards.</p>	<p><b>Composition</b></p> <p>Students experiment with making choices. They will rearrange flash cards to create their own piece of music.</p>	<p><b>Patterns</b></p> <p>Students learn about musical structures. They create their own structures using flash cards.</p>
	<p><b>Outcomes: A child...</b> Recognises and reacts to flash cards:</p> <ul style="list-style-type: none"> <li>• With physical and verbal prompts</li> <li>• With subtle prompt</li> <li>• Without prompt</li> </ul> <p>Selects a card and finds the associated instrument with:</p> <ul style="list-style-type: none"> <li>• Physical and verbal</li> <li>• Subtle prompt</li> <li>• No prompt</li> </ul>	<p><b>Outcomes: A child...</b> Anticipates getting quieter Shows awareness of getting quieter Shows gross motor control Show fine motor control Gives clear example of getting quieter Follows clear example of getting quieter.</p>	<p><b>Outcomes: A child...</b> Listens carefully to the verse Plays with appropriate volume level Accepts solo role Demonstrates dexterity and awareness in the solo Accepts group role; waiting, turn-taking Makes independent choices Accepts ensemble role; Waiting, turn-taking</p>	<p><b>Outcomes: A child...</b> Matches a card to an instrument Responds when they see their card Starts on sight of card Stops when card is out of sight Clear leadership using flash cards</p>	<p><b>Outcomes: A child...</b> Recognises instrument flash cards Responds when they see their card Directs the group using cards Starts on sight of card Stops when card is out of sight Gives clear indication from left to right Tracks 3-5 cards in a horizontal line left to right</p>	<p><b>Outcomes: A child...</b> Follows direction Anticipates direction Creates a pattern using flash cards with support Creates a pattern using flash cards independently Follow direction Anticipates direction</p>
<b>Year 11</b>	<p><b>Pulse</b></p> <p>Students develop their understanding of pulse and perform to different pulses.</p>	<p><b>Rhythm</b></p> <p>Students learn different rhythms. Students create and perform their own rhythm grid using body percussion.</p>	<p><b>Improvise and Groove</b></p> <p>Students move around, experiment and use their voices.</p>	<p><b>Music to Dance to</b></p> <p>Students will dance to music.</p>	<p><b>Sensory India</b></p> <p>Developing musicianship in the context of a multi-sensory journey.</p>	<p><b>Make a Music Video</b></p> <p>Students create their own music video using the music production studio facilities.</p>
	<p><b>Outcomes: A child...</b> Shows fine motor control Shows stylistic awareness Shows a sense of structure</p>	<p><b>Outcomes: A child...</b> Shows fine motor control</p>	<p><b>Outcomes: A child...</b> Shows understanding of the music technology.</p>	<p><b>Outcomes: A child...</b> Students understand features of dance music Create fast music</p>	<p><b>Outcomes: A child...</b> Students experience music from another culture</p>	<p><b>Outcomes: A child...</b> Students communicate and work with others.</p>

## SEMI-FORMAL Music Curriculum Map

	Shows a sense of ensemble Can maintain regular slow pulse Maintains a fast regular pulse in balance with the track	Imitates a variety of rhythms Perform their own rhythms.	Comes up with some creative ideas.	Record their own music	Students create and record music from another culture. Students play instruments from another culture.	Students use technology in creative ways.
--	--	---	------------------------------------	------------------------	---	---

<b>Music Y7-13 Curriculum Map</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 12</b>	<b>Ukulele 1</b>  Students learn the Ukulele basics. Posture and technique and learn and song called 'My dog has fleas'.	<b>Recorders 1</b>  Students learn the basics of playing the recorder.	<b>African Drumming</b>  Students learn about African music and develop musical imitation through call and response.	<b>Samba</b>  Students learn about the Brazilian culture and play, create and perform their own Samba piece of music.	<b>Boom-Whackers</b>  Students learn how to play a variety of pieces on the Boom-Whackers.	<b>Sing</b>  Students sing songs that they enjoy listening to.
	<b>Outcomes: A child...</b> Students can set up their instrument. Students can strum in time with their group Students can play a C chord.	<b>Outcomes: A child...</b> Students can set up and hold their recorder. Students can play a C. Students play some simple pieces.	<b>Outcomes: A child...</b> Shows fine motor control Shows stylistic awareness Imitates the teacher.	<b>Outcomes: A child...</b> Shows fine motor control Shows stylistic awareness Imitates the teacher	<b>Outcomes: A child...</b> Shows fine motor control Shows stylistic awareness Imitates the teacher	<b>Outcomes: A child...</b> Shows fine motor control Imitates the teacher Performs in an ensemble Follows music and comes in at the right time
<b>Year 13</b>	<b>Ukulele 2</b>  Students learn how to play chords on the ukulele which will enable them to play a variety different music.	<b>Recorders 2</b>  Students learn more complex songs on the recorders.	<b>Steel Pan Drums</b>  Students learn how to play the Steel Pan drums and play a variety of different music.	<b>Free Improvisation</b>  Students will communicate through music and improvisation. They will respond to different sounds that their peers make.	<b>iPad Ensemble</b>  Students will perform music using iPads.	<b>Sing</b>  Students sing songs that they enjoy listening to.
	<b>Outcomes: A child...</b> Students can set up their instrument. Students can play a G chord.	<b>Outcomes: A child...</b> Students can set up and hold their recorder. Students can play a C & G	<b>Outcomes: A child...</b> Shows fine motor control Shows stylistic awareness	<b>Outcomes: A child...</b> Shows fine motor control Shows stylistic awareness	<b>Outcomes: A child...</b> Shows fine motor control Shows stylistic awareness Come in on cue Stops on cue	<b>Outcomes: A child...</b> They sing on their own and in a group Show a love for singing

## SEMI-FORMAL Music Curriculum Map

--	--	--	--	--	--	--