

KFJS
Music Curriculum Map

In each project children listen to, create and perform music.

ear 4

Project	It's Christmas!	Listen2Me
Key Question	How can I tell a story through musical performance?	
Essential understanding	Sing using a wider vocal range. Sing with awareness of pulse and rhythm. Duet – melody and accompaniment Call and response. (e.g. don't clap this one back)	As year 3, include rests. Reading musical dot notation do-so (C to G – 5 notes) Getting faster (accelerando), getting slower (rallentando), Legato (smooth), staccato (detached) getting louder (crescendo), getting softer (decrescendo) Listen and repeat a phrase (a short melody within do- so) on an instrument. Call and response. (e.g. don't clap this one back)
Play and Perform	Performing a Christmas musical with 2 part singing within the year group to parents	Perform learnt pieces on the given instrument as an ensemble
Listen and recall	Learning a number of songs by repetition and rehearsing.	
Appreciate a wide range of music	Christmas carols and performance songs	
Use and understand musical notations		Reading music to perform their instrument
Skills	Internalise sounds by singing parts of a song 'in their heads.' Sing a round in two parts and identify the melodic phrases and how they fit together. Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.	Reading and following musical dot notation (CtoG - 5 notes) Identify and recall and melodic patterns. Identify melodic phrases and play them by ear. Subdivide the pulse while keeping to a steady beat. Explore and perform different types of accompaniment.

KFJS
Music Curriculum Map

In each project children listen to, create and perform music.

ear 4

Project	It's Christmas!	Listen2Me
		Identify melodic phrases and play them by ear.
Assessment	How can I tell a story through musical performance? Children have taken part in creating a story based production. Teachers need to allow time during final rehearsals or performances to assess whether children are engaged and able to follow the story during a performance.	
WTS	Children have taken part and but may find it difficult to follow the story or cues in their performance. Children can sing the songs but lack enthusiasm.	
EXS	Children enthusiastically take part in the performance and are able to follow cues and direction. Are able to sing in 2 parts.	
GDS	As EXS but with elements of leading a performance. In depth knowledge of their own and others songs. May have a solo	