



Runnymede St Edward's Curriculum Mapping for Music

Year Group	Term	Focus	Unit Study/Composer	Skill Progression	Vocabulary
Reception	Autumn	Introduction to a wide variety of musical styles.	Me! by Joanna Mangona. My Stories by Joanna Mangona.	Listen and Appraise: Enjoy listening to the music and respond through dancing or other movements. To begin finding the pulse naturally. To recognise and name some of the characters and stories in the songs. To invent imaginary characters through movement or dancing. Explore and Create: Copy back the rhythm of their name. Copy back a rhythm from the words of the song. . Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. Find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song. Enjoy thinking up and sharing their own ideas for actions. Singing: Learn to sing the song in unison with support. To sing along with a pre-recorded song and add actions. To sing along with the backing track. Instrument Playing: Play a pitched note or sound in time with the pulses. Performance: Perform any of the nursery rhymes by singing and adding actions or dance.	Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, boogie. phrase. .
	Spring	Wide variety of musical styles as an introduction.	Everyone! by Joanna Mangona. Our World by Joanna Mangona.	Listen and Appraise: Enjoy listening to the music and responding to different speeds through dancing or other movements. Find the pulse naturally. To learn that music can touch your feelings. Explore and Create: Enjoy thinking up and sharing their own ideas for actions. Copy back the rhythms of phrases in the song. Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. Singing: Learn to sing the song in unison with support. Add actions or substitute a word in some sections. To sing along with a pre-recorded song and add actions. To sing along with the backing track. Instrument Playing: Play a 1-note pattern in time with the pulse. Performance: Choose one of the songs and perform it with any actions you have created with just the backing track.	Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, congo, rondo, concerto, phrase.
	Summer	Funk. Classical.	Big Bear Funk by Joanna Mangona. Reflect, Rewind	Listen and Appraise: Enjoy listening and dancing to funk music. To talk about funk music. Explore and Create: Find the pulse in different ways and show this through actions eg funky monkey, funky chicken or funky bear. Copy back the rhythm of words from the video. Clap the rhythm of words from the song. Clap a whole line of the song.	Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, Funk.

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			and Replay.	Singing: Learn to sing the songs in unison with support. Add actions or substitute a word in some sections. Enjoy singing a song from memory. To sing along with the backing track. Instrument Playing: Play the pulse with a pitched note or untuned percussion instrument together in groups or as a class. Add one pitched sound to the rhythm of words and short phrases from the song. Enjoy playing and experimenting with 2-note or 3-note patterns. Performance: Choose one of the songs and perform it with any actions you have created with just the backing track. Record the performance to talk about it.	
Year 1	Autumn	How pulse, rhythm and pitch work together. Pulse, rhythm and pitch, rapping, dancing and singing.	Hey You! By Joanna Mangona. Rhythm In The Way We Walk and The Banana Rap by Joanna Mangona and Jane Sebba.	Listen and Appraise: To find pulse when listening to songs and understand that it is the heartbeat of the music. To copy and clap back rhythms and make up your own rhythms. To recognise instruments in a range of songs, including male vocal, bass guitar, drums, decks. Listen and Appraise other styles of music and embed the interrelated dimensions of music through games and singing. Singing: Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to rap and sing in time to music. Learn about voices, singing notes of different pitches (high and low) Instrument Playing: Play untuned instruments accurately and in time as part of the performance. Treat instruments carefully and with respect. Improvisation: Listen and clap back, then listen and clap your own answer (rhythms of words). Compose: Clap the rhythm of their name over the track. Create their own rhythm for others to copy. Compose a simple melody using simple rhythms, choosing from the notes C + D. Perform: Perform a class performance of 'Hey You!', 'Rhythm in The Way We Walk' and 'The Banana Rap' - with rapping, singing and playing.	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, bass, percussion, trumpets and saxophone.
	Spring	How to be in the groove with different styles of music. Pulse, rhythm and pitch in different styles of music.	In The Groove by Joanna Mangona. Round and Round by Joanna Mangona.	Listen and Appraisal: To listen to different musical styles (Blues, Baroque, Latin, Irish Folk and Funk) To move and dance to the pulse of the different musical styles. Singing: Learn about voices, singing notes of different pitches in all different styles. Sing together and in time, in all the different styles. The song together with the actions. Instrument Playing: Play a tuned instrumental part with the song they perform. Play accurately and in time as part of the performance using C. Listen to and follow musical instructions from a leader. Improvisation: Using voices and instruments, listen and sing back, then listen and	Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.

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				play your own answer using two notes, with C moving to D. Compose: Clap the rhythm of their favourite food. Make up their own rhythms. Compose a simple melody using simple rhythms, choosing from the notes C and D or C, D and E. Perform: Perform a class performance of 'In The Groove' and 'Round and Round' with singing and playing. They can add their ideas to the performance i.e. funky moves.	
	Summer	Using your imagination. The history of music, look back and consolidate your learning, learn some of the language of music.	Your Imagination by Joanna Mangona and Pete Readman. Reflect, Rewind and Replay.	Listen and Appraisal: Listen and Appraise the song Your Imagination and other songs about using your imagination. Singing: Learn to start and stop singing when following a leader. Sing in unison and in two parts. Instrument Playing: Play accurately and in time as part of the performance. Play C or C + D. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Improvisation: Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E. Composition: Clap the rhythm of their favourite animal. Clap the rhythm of their favourite colour. Make up their own rhythms for others to clap back. Compose a simple melody using simple rhythms choosing from the notes C + D or C, D + E. Learn how the notes of the composition can be written down and changed if necessary. Performance: As a class perform 'Your Imagination' – with singing and playing. Introduce performance to audience. They can add their ideas to the performance i.e. funky moves. Record the performance and say how they were feeling about it. Consolidate: Revise learning that has occurred during the year, focusing on revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.	Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination.
Year 2	Autumn	South African music. Festivals and Christmas.	Hands, Feet, Heart by Joanna Mangona. Ho, Ho, Ho by	Listen and Appraise: To find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. To recognise and name two or more instruments they hear (keyboard, bass, drums, electric guitar, saxophone, trumpet and vocals). To learn how songs can tell a story or describe an idea. To listen to and copy back short rhythmic phrases with one or two syllables.	Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose,



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			Joanna Mangona.	Singing: To use voice to listen and sing back. Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to start and stop singing when following a leader. Playing Instruments: Play untuned instruments accurately and in time. To treat instruments carefully and with respect. Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. Improvisation: Listen and clap back, then listen and clap your own answer (rhythms of words). Composition: To create own rhythms for others to copy. Recognise that songs sometimes have a question and answer section and a chorus. A simple melody using simple rhythms, and use as part of the performance, choosing from the notes C + D or C, D + E. Performance: As a class, perform 'Hands, Feet. Heart' and 'Ho, Ho, Ho'. Introducing performance to audience. To include moves to fit in with pulse and song.	perform, audience, question and answer, melody, dynamics, tempo, percussion, rap, improvise.
	Spring	Playing together in a band. Reggae and animals.	I Wanna Play in a Band by Joanna Mangona. Zootime by Joanna Mangona.	Listen and Appraise: Learn how they can enjoy moving to music by dancing, marching, being animals or popstars. To find the pulse. To develop understanding that songs have a musical style. To explore rock and reggae music. Copy and clap back rhythms. Singing: Learn to find a comfortable singing position. Using voices and instruments, listen and singing or play answer back using one or two notes. Learn to start and stop singing when following a leader. Sing and dance together, in time and using actions. Playing Instruments: Learn to play a tuned instrumental. Play accurately and in time. Most will play D + C. Some will play G, F + C. Exploring high and low sounds (pitch) we add to the pulse and rhythm when we sing/play an instrument. Improvisation: Use voices and tuned instruments, listen and sing back, then listen and play own answer using one or two notes (F + C and C + D. Some to use F + G and C + D). Composition: Clap the rhythm of their name. Clap the rhythm of their favourite colour. Create their own rhythms for the class to copy back. Compose a simple melody using simple rhythms, and use as part of the performance, using F, G + A and C, D + E. Performance: Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance.	Keyboard, drums, bass, electric guitar, Rock, Reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.

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	Summer	Friendship. The history of music, look back and consolidate learning, learn some of the language of music.	Friendship Song by Joanna Mangona and Pete Readman. Reflect, Rewind and Replay.	Listen and Appraise: To recognise and name some of the instruments they hear: Keyboard, drums, bass, a female singer and a glockenspiel. Singing: To sing in simple two parts. Playing Instrument: Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. Most play E + G. Some will play C. Improvisation: Take in turns to improvise using one or two notes C or C + D. Composition: To create three simple melodies with the Units using four different notes E, G A + B. Learn how the notes of the composition can be written down and changed if necessary. Performance: Record the performance and say how they were feeling about it.	Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo
Year 3	Autumn	RnB and other styles. Exploring and developing playing skills.	Let Your Spirit Fly by Joanna Mangona. Glockenspiel Stage 1	Listen and Appraise: To identify the piece's structure. To identify the instruments/voices. To find the pulse while listening. Singing: To sing in simple two-parts. To demonstrate a good singing posture. Instrument Playing: Learn to play and read the notes C, D, E and F. Learn to play different tunes on glockenspiel. To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. Improvisation: To improvise using up to 3 notes – C, D + E. Improvise with Dee Cee's Blues using the notes C + D on glockenspiel. Composition: To compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G. Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Performance: In groups, perform improvisations, instrumental performances or compositions. To choose what to perform and create a programme.	Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture structure, and melody.



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	Spring	Reggae, happiness and animals Traditional Folk tunes from around the world, celebrating our differences and being kind to one another.	Three Little Bird by Bob Marley. The Dragon Song by Joanna Mangona and Pete Readman.	Listen and Appraise: To confidently identify and move to the pulse. To think about what the words of a song mean. Singing: To sing in unison and in simple two-parts. To enjoy exploring singing solo. To follow a leader when singing. Instrument Playing: Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, A + G. Explore rhythm patterns. To learn how to read notes C and D. Improvisation: To take it in turns to improvise using one or two notes on glocks (C or D). Composition: To compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E or C, D, E, G + A (pentatonic scale). Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Performance: To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit.	Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae, pentatonic scale, pulse.
	Summer	Disco, friendship, hope and unity. The history of music, look back and consolidate your learning, learn some of the language of music	Bringing Us Together by Joanna Mangona and Pete Readman. Reflect, Rewind and Replay.	Listen and Appraise: To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. Singing: To sing in simple two-parts. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. Improvisation: Improvise in the lessons and as part of the performance, using notes G, A + B. Composition: To play instrumental parts on glocks accurately and in time, as part of the performance. To play G, A + B by ear and from notation. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Compose a simple melody using simple rhythms and use as part of the performance. Use notes G, A + B or D, E, G, A + B. Use notes C, A + G or C, D, E, G + A. Performance: To perform improvisations, instrumental performances or compositions. To decide how to perform and how it tells an important story. record the performance and say how they were feeling, what they were pleased with, what they would change and why.	Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff and melody.
Year 4	Autumn	ABBA's music.	Mamma Mia by	Listen and Appraise: To confidently identify and move to the pulse. To talk about	Keyboard, electric



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		Exploring and developing playing skills using the glockenspiel.	ABBA. Glockenspiel Stage 2	the musical dimensions working together in 'Mamma Mia'. Singing: To sing in unison. To demonstrate a good singing posture. To follow a leader when singing. Instrument Playing: Play instrumental parts with the song 'Mamma Mia' by ear using the easy and medium part of the melody of the song from memory. Revise, play and read the notes C, D, E, F and G using glocks. Revisit tunes from Glockenspiel Stage 1. Learn to play a range of songs in different music styles. Improvisation: Listen and sing back melodic patterns. Using instruments, listen and play your own answer. Improvise using up to three notes (G, A and B). Performance: To talk about the best place to be when performing and how to stand or sit. Rehearse and perform own part within 'Mamma Mia'. Perform own compositions using glocks and record the performances to talk about afterwards. Composition: Create at least one simple melody using simple rhythms choosing from the notes G, A and B or G, A, B, D and E (the pentatonic scale). Compose a tune using glock and the notes C, D, E, F and G.	guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns,
	Spring	Writing lyrics linked to a theme. Soul/Gospel music and helping one another	Stop! by Joanna Mangona. Lean On Me sung by Bill Withers.	Listen and Appraise: Listen to the Unit songs and discuss structures as well as the instruments and voices that can be heard. Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. Singing: To sing in unison and in simple two-parts. To enjoy exploring singing solo. To rejoin the song if lost. To listen to the group when singing. Instrumental Playing: Play instrumental parts with the song 'Lean on Me' by ear and from notation using the easy or medium part, using up to 4 notes - C, E, F and G. Improvisation: Improvise using up to 3 notes - F, G and A. Performance: Sing and rap in unison and in parts compositions and instrumental performances. To communicate the meaning of the words and clearly articulate them. Tell the audience how you learnt the song and why. To sing with awareness of being 'in tune'. Composition: Compose own rapped lyrics about bullying. Talk about how it was created. Listen to and reflect upon the developing compositions and make music decisions about pulse, rhythm, pitch, dynamics and tempo. Add some choreography to match the rapped lyrics that they composed. Compose a simple melody using simple rhythms choosing from the notes F, G and A or D, E, F, G and A.	Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, by ear, notation, composition, backing vocal, piano, bass, drums, organ.

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	Summer	The Beatles, equality and civil rights. The history of music, look back and consolidate your learning, learn some of the language of music.	Blackbird by The Beatles. Reflect, Rewind and Replay.	Listen and Appraise: To talk about themes. To use musical vocabulary when talking about the music and how it makes them feel. Singing: To sing in unison. To rejoin the song if lost. To listen to the group when singing. Improvisation: Listen and copy back using instruments, two different notes. Using instruments, listen and play your own answer using two different notes. Improvise using three different notes. Instrument Playing: Play instrumental with the song from notation using the easy or medium part, using up to 3 notes - C, D and E. To experience leading the playing by making sure everyone plays in the playing section of the song. Composition: Compose a simple melody using simple rhythms choosing from the notes. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). Performance: Present a musical performance designed to capture the audience. Decide how they are going to perform this song as it tells an important story.	Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, 3 – Perform & Share melody, solo
Year 5	Autumn	Rock anthems. Jazz, improvisation and Swing.	Livin' on a Prayer by Bon Jovi. Three Note Bossa and Five Note Swing.	Listen and Appraise: To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. To identify and move to the pulse with ease. To think about the message of songs. Singing: To sing in unison. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. Improvisation: Improvise using up to 3 notes – G, A + B. Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern). Instrument Playing: Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. Composition: Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale). Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the	Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, solo.

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				Unit song. Performance: To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them.	
	Spring	Pop ballads. Old-school Hip Hop.	To Make You Feel My Love sung by Adele. Fresh Prince of Bel-Air rapped by Will Smith.	Listen and Appraise: To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. To think about the message of songs. Singing: To follow a leader when singing. To sing with awareness of being 'in tune'. To experience rapping and solo singing. Improvisation: To improvise using up to 3 notes – C, D + E and D, E + F. Instrument Playing: Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – D, G + A. Composition: To compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Performance: To talk about the venue and how to use it to best effect.	Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison.
	Summer	Motown	Dancing in the Street sung by Martha and The Vandellas. Reflect, Rewind & Replay.	Listen and Appraise: To use musical vocabulary when talking about music. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel. Singing: To listen to each other and be aware of how you fit into the group. To sing in unison and to sing backing vocals. Improvisation: To improvise using up to 3 notes – D, E + F. Instrument Playing: To play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 2 notes – F + G (complex rhythms). Composition: To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). Performance: To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"	Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.
Year 6	Autumn	Being happy!	Happy by	Listen and Appraise: To describe the style indicators of the song/music. To describe	Style indicators,



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		Jazz, improvisation and composition	Pharrell Williams. Bacharach Anorak and Meet The Blues	the structure of the song. To identify the instruments/voices they can hear. To talk about the musical dimensions used in the song. To identify and move to the pulse with ease. Singing: To sing in 2 parts. To demonstrate a good singing posture. To follow a leader when singing. Improvisation: To improvise in Being Happy! using up to 3 notes – A, G + B. Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C. Improvise in a Blues style using the notes C, B ♭, G, F + C. Instrument Playing: To select and learn an instrumental part that matches musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. Children to use up to 3 notes - A, G + B. To play instrumental parts with glocks with the music by ear using the notes C, D, E, F, G, A, B + C and C, B ♭, G, F + C (Meet The Blues). Composition: To compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B. Performance: To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To include some choreography to help communicate the meaning of the words and song. To perform improvisations for Bacharach Anorak or in a Blue Style.	melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, blues, Jazz, improvisation, by ear, melody, pulse, timbre.
	Spring	Benjamin Britten's music and cover versions. The music of Carole King.	A New Year Carol by Benjamin Britten. You've Got A Friend by Carole King.	Listen and Appraise: To talk about the music and how it makes you feel, using musical language to describe the music. Singing: Singing in unison. Sing the song in its original style and the Urban Gospel version. Improvisation: To improvise using up to 3 notes – A, G + E. Instrument Playing: Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – B, A + G and C, D, E + F. Composition: To compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D. Performance: To perform improvisations, instrumental performances and compositions. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance.	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel, hook, riff, solo, civil rights, gender equality, unison, harmony.



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	Summer	Music and Me: Identity The history of music, look back and consolidate your learning, learn some of the language of music.	Music from four different inspirational female artists.	Listen and Appraise: To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Historical content: To be introduced to artists and learn about their identity and how they express it through their music. Composition: To use new knowledge about the artists to create their own music. To write their own music using 'Music and Me' ('Identity') as theme. To explore options and tools to use which consolidate previous knowledge and skills. Performance: To introduce and perform their own compositions. Discuss how they put their own identity into the music and the performance. Record the performance and talk about it afterwards.	Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.
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