

## Ickford School Music Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class 1</b>	<p>Learn about the recorder and breathing.</p> <p>Learn to play and read the note B on the stave.</p> <p>Learn to read and play crotchets using simple 4 bar melodies.</p> <p>Sing simple action songs and begin developing musical appreciation.</p>	<p>Learn to read and count crotchet rests. Apply this knowledge playing short pieces with backing.</p> <p>Begin identifying minims and quavers and their equivalent rests.</p> <p>Learn performance skills and good diction through singing nativity songs.</p>	<p>Begin reading semibreves and developing more complex breathing skills.</p> <p>Using rhythm cards, read a mixture of crotchets, quavers, minims and semibreves at speed to music.</p> <p>Identify these note values through song.</p>	<p>Introduce the note A.</p> <p>Read and play more complex and longer pieces using more note values with increasing difficulty.</p> <p>Sing more call and response songs.</p>	<p>Introduce the concept of dynamics.</p> <p>Play more sophisticated melodies with a variety of rhythms and pitch.</p>	<p>Introduce the note G.</p> <p>Start preparing for performance to parents and peers.</p> <p>Begin developing good individual practise techniques.</p>
<b>Class 2</b>	<p>Listen and copy with B,A and G.</p> <p>Learn more repertoire with these notes.</p>	<p>Introduce the note C.</p> <p>Learn performance skills and good diction through singing nativity songs.</p>	<p>Learn more complex rhythmic patterns using song.</p>	<p>More focus on dynamics.</p> <p>Learn about The Great Composers through listening and song.</p>	<p>Identify and discuss articulation and style.</p>	<p>Start preparing for performance to parents and peers.</p>
<b>Class 3</b>	<p>Learn how to handle and care for the violin and be able to name the parts.</p> <p>Learn to how hold the violin with good posture, standing and sitting.</p> <p>Learn to pluck the open strings, GDAE and read from music.</p>	<p>Practice a good bow hold.</p> <p>Play very simple melodies using the bow.</p> <p>Learn to change between multiple strings.</p> <p>Begin learning how to retake the bow.</p>	<p>The left hand is introduced, beginning with the 1<sup>st</sup> finger.</p> <p>Work on sound quality, bow speed and ensemble playing.</p>	<p>Playing simple tunes using 2<sup>nd</sup> and 3<sup>rd</sup> fingers on all strings.</p> <p>Learn how to hold the bow whilst playing pizzicato.</p> <p>Develop good singing practice.</p>	<p>Continue to develop good bow skills, for example starting on up bows as well as retakes.</p> <p>Continue to work on ensemble singing.</p>	<p>Start working on class performance and good performance etiquette.</p>

<p><b>Class 4</b></p>	<p>Practice pieces using all 3 fingers and simple rhythmic patterns. Learn a D major scale. Practice tongue twisters through song.</p>	<p>Using more sophisticated rhythms, start thinking about using good bow distribution.  Good coordination through song.</p>	<p>Focus on better bow control, small amounts on faster notes.  Faster and more frequent changes between string and finger patterns.</p>	<p>Developing techniques learned in term one, focusing on whole class sound production.  Revisit bow holds, posture and left-hand technique.</p>	<p>Preparing for KS2 concert.  More focus on listening to a wide range of varied performance from all genres.</p>	<p>Work of performance etiquette.  Introduction of left hand pizzicato.  Clapping challenges, singing rounds, and more tongue twisters.</p>
<p><b>Class 5</b></p>	<p>Lessons are more rehearsal based.  Develop D major scales and more complex pieces.  Singing in harmony introduced.  ICT sessions begin with learning score set up and note inputs in MuseScore.</p>	<p>Faster tempo pieces with faster crossing strings.  Pupils are encouraged to comment and make suggestions with whole class playing.  Pupils begin their first composition, by playing, handwriting notes and then entering in MuseScore</p>	<p>Pupils continue to work on more sophisticated music.  A focus on listening and musical appreciation.  More challenging singing techniques.  Weekly composition classes working towards a summer term performance piece.</p>	<p>The class splits into smaller groups and learn to rehearse independently.  The children learn to 'conduct' their groups, listen to each other, use constructive criticism effectively and make improvements.</p>	<p>Preparing for KS2 concert.  Whole class learns pieces composed by pupils in Spring term 1.  Discuss what makes good performance and using performance anxiety positively.</p>	<p>Post performance, practise complex rhythmic challenges.  Learn a new finger position for 'Ukulele' style piece.  Re visit MuseScore and write leaving songs/pieces of their choosing.</p>