

Music Curriculum Map

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Memory Box	Bright Lights, Big City	Dinosaurs	Moon Zoom	Splendid Skies	Rio de Vida
Music unit	Sounds Interesting Exploring the sounds of different instruments. Creating sounds to represent different objects/events. Song: One of a Kind	The Long and The Short of it Explore durations of sound by performing pieces using voices and instruments. Song: Fly to London Christmas Play: All pupils in Year 1 will sing in the Christmas Play.	Feel the Pulse Learn to keep the pulse, and understand the difference between pulse and rhythm by performing a range of pieces using voices and instruments. Songs: We are the Dinosaurs, I Never Saw A Dinosaur	Exploring Pitch Be able to identify whether sounds are high, low or the same and describe sounds which get higher/lower though performing a range of pieces using instruments and voices. Songs: I See The Moon, Moon River	What's the Score? Explore a range of instruments and ways of notating music using symbols. Learn about important musical symbols such as crescendo and how to respond to them. Songs: Lovely Summer's Day, Waddaly Ocean	Composition Toolbox- Improvising. Improvise and 'compose' music which matches an image/story. Experiment with the sounds which different instruments make, and how sounds can be layered and notated. Singing The children will be a range of songs from different traditions, they will work on their singing technique and key skills such as following a conductor, singing in simple parts and listening to each other. Songs: Superhero Song
Links to National Curriculum	<i>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.</i> Learn to sing and to use their voices. <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i> Play tuned and untuned instruments musically. <i>To create and compose music on their own and with others.</i> Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i> Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. <i>Listen with concentration and understanding to a range of high-quality live and recorded music.</i>					

Skills	<ul style="list-style-type: none"> Enjoys singing and can sing simple songs (e.g. nursery rhymes) broadly in tune and time. Can keep a pulse within a group with some accuracy (e.g. tapping)/can perform simple pieces in time. Can follow simple musical instructions (e.g. stop, louder). Can make basic comments on classroom performances and suggest basic ideas for improvement (e.g. you need to make it slower so it sounds more like a snail). Demonstrates increased understanding of music (e.g. getting louder/softer, names common instruments). Can play tuned and untuned instruments musically using limited resources. Listens to other children's ideas and takes turns. 				
	<ul style="list-style-type: none"> Experiment with making, changing and combining sounds with some success. 	<ul style="list-style-type: none"> Create music using a range of instruments with some musicality. Shows thoughtfulness towards musical outcome through trial and error. Explores the voice's ability to make different sounds. 	<ul style="list-style-type: none"> Can use shapes to represent sounds (simple graphic notation). 	<ul style="list-style-type: none"> Explores the voice's ability to make different sounds. Beginning to link pitch to shapes showing the rise and fall of the music. 	<ul style="list-style-type: none"> Experiment with making, changing and combining sounds with some success. Create music using a range of instruments with some musicality. Shows thoughtfulness towards musical outcome through trial and error. Can use shapes to represent sounds (simple graphic notation). Beginning to link pitch to shapes showing the rise and fall of the music. Can use shapes to represent sounds (simple graphic notation).

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Street Detective	Land Ahoy!	Towers, Turrets and Tunnels	Muck, Mess and Mixtures	The Scented Garden	Beat, Band, Boogie
Music unit	<p>Music Festival/Nativity</p> <p>Pupils will mainly be preparing for the Infant Music Festival and the Nativity-they will work on developing good singing technique through learning the set songs.</p> <p>Songs: London Medley, The Pirate Song, Pirates.</p>		<p>Feel the Pulse</p> <p>Pupils will develop their understanding of pulse and rhythm through performing a range of songs and pieces.</p> <p>Pupils will be introduced to a range of different musical instruments, and pitch, tempo and dynamics.</p> <p>Songs: There was a Princess (signing), The King is in the Castle</p> <p>Christmas Play: All pupils in Year 2 will sing in the Christmas Play.</p>	<p>Exploring Pitch</p> <p>Pupils will develop their understanding of pitch through performing a wide range of repertoire. They will follow a range of musical score to performing pieces on tuned percussion instruments such as xylophones.</p> <p>Song: Basil Plant Song</p>	<p>Learning the Recorder</p> <p>The children will begin to develop their technique on the recorder.</p> <p>They will develop their confidence and control on the instrument and perform as part of a group as well as individually,</p> <p>Pupils will appraise their own and others' performances, focusing on aspects such as note accuracy and musicality.</p> <p>They will learn to read basic musical notation as well as how to create their own music.</p> <p>Songs: Hey Mr Miller, In the Wood there was a Tree</p>	
Links to National Curriculum	<p><i>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.</i></p> <p><i>Learn to sing and to use their voices.</i></p> <p><i>Have the opportunity to learn a musical instrument.</i></p> <p><i>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</i></p> <p><i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i></p> <p><i>Play tuned and untuned instruments musically.</i></p> <p><i>To create and compose music on their own and with others.</i></p> <p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p> <p><i>Listen with concentration and understanding to a range of high-quality live and recorded music.</i></p>					

Skills	<ul style="list-style-type: none"> Enjoys singing and can sing simple songs (e.g. nursery rhymes) broadly in tune and time. Explores the voice's ability to make different sounds. Can keep a pulse within a group with some accuracy (e.g. tapping)/can perform simple pieces in time. Can follow simple musical instructions (e.g. stop, louder). Demonstrates increased understanding of music (e.g. getting louder/softer, names common instruments). Can make basic comments on classroom performances and suggest basic ideas for improvement (e.g. you need to make it slower so it sounds more like a snail). Listens to other children's ideas and takes turns. 			
		<ul style="list-style-type: none"> Can play tuned and untuned instruments musically using limited resources (e.g. selecting notes from the pentatonic scale, or performing using two notes). 	<ul style="list-style-type: none"> Can use shapes to represent sounds (simple graphic notation). Beginning to link pitch to shapes showing the rise and fall of the music. Can play tuned and untuned instruments musically using limited resources (e.g. selecting notes from the pentatonic scale, or performing using two notes). 	<ul style="list-style-type: none"> Can play tuned and untuned instruments musically using limited resources (e.g. selecting notes from the pentatonic scale, or performing using two notes). Shows thoughtfulness towards musical outcome through trial and error. Can use shapes to represent sounds (simple graphic notation). Beginning to link pitch to shapes showing the rise and fall of the music.

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stone, Bronze, Iron	Stone, Bronze, Iron	Tremors	Gods and Mortals	Predator!	Urban Pioneers
Music unit	Recorder Skills Throughout this year, Year 3 pupils will develop their technique on the recorder. They will develop their confidence and control on the instrument and perform both as part of a group and individually. Pupils will frequently appraise their own and others' performances, focusing on aspects such as note accuracy and musicality. Pupils will learn to read basic musical notation (notes within the stave in the treble clef and basic note lengths) and be able to perform the recorder from the notation. Pupils will also have the opportunity to create their own music using the recorder.					
	Song: We will Rock You. Stone Age Song.	Christmas Play: Year 3 will have the main roles in the Nativity, and sing all of the songs. Song: Pure Imagination	Song: About volcanoes Mr Parr	Song: 12 Greek Gods Olympian Rap	Song: Roar/Lion Sleeps Tonight (signing)	Song: Pupil choice (pop song)
Links to National Curriculum	<i>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.</i> Learn to sing and to use their voices. <i>Have the opportunity to learn a musical instrument.</i> Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> To create and compose music on their own and with others. <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> Listen with attention to detail and recall sounds with increasing aural memory. <i>Use and understand staff and other musical notations.</i> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.					
Skills	♪ Can sing a basic (simple intervals and range of less than an octave) part in tune and in time. ♪ Can confidently join in with simple part songs such as rounds when following an adult/leader singing their part. ♪ Can perform simple parts (using only basic rhythms and no more than an octave range) with technical accuracy. ♪ Can perform in time and in tune with some success when performing simple pieces with a group. ♪ Can respond to and lead simple performance directions (e.g. dynamics, tempo, starting).					

	<ul style="list-style-type: none"> ♫ Experiment with making, changing and combining sounds (e.g. using voices, musical instruments and body percussion) with increasingly musical outcomes. ♫ Begin to create simple rhythmic patterns, melodies and accompaniments. ♫ Responds to music from a range of traditions, showing basic understanding of the musical outcome and context. ♫ Can perform from a range of notation including graphic scores and simple rhythm and staff notation. Can aurally identify sounds correlating to notation (e.g. recognise rhythms). ♫ Can discuss their own and others' music showing a basic musical understanding (e.g. dynamics, tempo). ♫ Can successfully carry out improvements on their own work based on feedback. ♫ Listens to other children's ideas and works sensibly within a group when given a specific role/task.
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Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ruthless Romans	Road Trip USA	Anglo-Saxons	Blue Abyss	Seen and not Heard	Bottoms, burps and bile
Music unit	Ukulele Skills Throughout this year, Year 4 pupils will develop their technique on the ukulele. They will develop their confidence and control on the instrument and perform both as part of a group and individually. Pupils will frequently appraise their own and others' performances, focusing on aspects such as note accuracy and musicality. Pupils will learn to read basic ukulele notation including chord symbols and tab.					
	Songs: Hey Romans, Roman Numerals		Song: Blank Space 1066 by Miss Holmes? BEAT Music Festival	BEAT Music Festival	BEAT Music Festival	End of year show
Links to National Curriculum	<i>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.</i> Learn to sing and to use their voices. <i>Have the opportunity to learn a musical instrument.</i> Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> To create and compose music on their own and with others. <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> Listen with attention to detail and recall sounds with increasing aural memory. <i>Use and understand staff and other musical notations.</i> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. <i>Develop an understanding of the history of music.</i>					
Skills	<ul style="list-style-type: none"> ♫ Can sing a basic (simple intervals and range of less than an octave) part in tune and in time. ♫ Can confidently join in with simple part songs such as rounds when following an adult/leader singing their part. ♫ Can perform simple parts (using only basic rhythms and no more than an octave range) with technical accuracy. ♫ Can perform in time and in tune with some success when performing simple pieces with a group. ♫ Can respond to and lead simple performance directions (e.g. dynamics, tempo, starting). ♫ Experiment with making, changing and combining sounds (e.g. using voices, musical instruments and body percussion) with increasingly musical outcomes. ♫ Begin to create simple rhythmic patterns, melodies and accompaniments. ♫ Responds to music from a range of traditions, showing basic understanding of the musical outcome and context. ♫ Can perform from a range of notation including graphic scores and simple rhythm and staff notation. Can aurally identify sounds correlating to notation (e.g. recognise rhythms). ♫ Can discuss their own and others' music showing a basic musical understanding (e.g. dynamics, tempo). ♫ Can successfully carry out improvements on their own work based on feedback. ♫ Listens to other children's ideas and works sensibly within a group when given a specific role/task. 					

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Raiders or Settlers?	Pharaohs	Scream Machine	Stargazers	Misty Mountain, Winding River	Allotment
Music unit	<p>Ukulele Skills</p> <p>Throughout this year, Year 5 pupils will continue to develop their technique on the ukulele. They will develop their confidence and control on the instrument and perform and compose both as part of a group and individually. Pupils will frequently appraise their own and others' performances, focusing on aspects such as note accuracy and musicality. Pupils will learn to read basic ukulele notation including chord symbols and tab.</p>					
	Songs: Scarborough Fair Henry VIII Horrible Histories	Song: Phunky Pharoahs	Songs: Fast Car/One More Song (Ride)-change the lyrics	Songs: How Far I'll Go, Touch The Sky	Songs: Shining Star, End of Year Show	Song: Gonna Rise Up Singing, Vegetable Samba, End of Year Show
Links to National Curriculum	<p><i>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.</i></p> <p><i>Learn to sing and to use their voices.</i></p> <p><i>Have the opportunity to learn a musical instrument.</i></p> <p><i>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</i></p> <p><i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p> <p><i>To create and compose music on their own and with others.</i></p> <p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory.</i></p> <p><i>Use and understand staff and other musical notations.</i></p> <p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i></p> <p><i>Develop an understanding of the history of music.</i></p>					
Skills	<ul style="list-style-type: none"> 🎵 Can sing a basic (simple intervals and range of less than an octave) part in tune and in time. 🎵 Beginning to be able to sing simple 2 part sections in songs without following a leader. 🎵 Can perform simple parts (using only basic rhythms and no more than an octave range) accurately, fluently and in time with others. 🎵 Considers expression whilst performing. 🎵 Can perform in time and in tune with a group when performing simple pieces. 🎵 Can recognise when they are out of tune/time and attempt to correct themselves. 🎵 Experiment with using voice and instruments creatively, investigating ideas and techniques. 🎵 Able to improvise basic melodic and rhythmic phrases in scaffolded situations (e.g. notes to use provided, backing track given). 🎵 Creates music which demonstrates an understanding of structure and has been musically thought out. 🎵 Can listen to and evaluate music from a range of traditions showing understanding of the musical outcome and context. 🎵 Can use and create basic notation (can follow the basic shapes of music and simple staff notation though singing and playing). 🎵 Can discuss their own and others' music, justifying their opinions musically. 🎵 Can act on feedback successfully and independently improve their own work based on independent reflection. 🎵 Can work sensibly within a group, listening to others' ideas with a willingness to try them out. 					

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project	Battle of Barnet WWII	WWII	Frozen Kingdoms	Hola Mexico!	Breathing Spaces	Gallery Rebels
Music unit	Blues Pupils will learn about the history and key features of the blues, and perform C Jam Blues as a class. They will use this knowledge to write lyrics for and perform a Blues song. Pupils will use a range of instruments including keyboards, iPads and ukuleles. Song: Blues Composition about WWII	Class Band-Winter Wonderland Pupils will read the music for Winter Wonderland and perform it using a range of instruments including ukuleles, glockenspiels, keyboards and iPads. Song: Winter Wonderland	Ready Steady Compose Pupils will learn how to successfully select musical ideas to represent a scene/story (focused on film music). They will use percussion, tuned instruments, voice and technology. Song: Big Yellow Taxi	Salsa Pupils will develop their ensemble and rhythmic skills through learning to play a Salsa piece as a class. Song: La Morenada, Peanut Vendor	Songwriting/School Production Pupils will work on the Summer Production through learning a number of songs as a class, in small groups and as solos. Pupils will develop their confidence and technique as singers and sing songs in unison and in parts. They will work on a song as a class to be performed at the leaver’s assembly. Songs: End of Year Show	
Links to National Curriculum	<i>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.</i> Learn to sing and to use their voices. <i>Have the opportunity to learn a musical instrument.</i> Use technology appropriately. <i>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</i> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <i>To create and compose music on their own and with others.</i> Improvise and compose music for a range of purposes using the inter-related dimensions of music. <i>Listen with attention to detail and recall sounds with increasing aural memory.</i> Use and understand staff and other musical notations. <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i> Develop an understanding of the history of music.					

Skills	<ul style="list-style-type: none"> ♫ Can sing a basic (simple intervals and range of less than an octave) part in tune and in time. ♫ Beginning to be able to sing simple 2 part sections in songs without following a leader. ♫ Can perform simple parts (using only basic rhythms and no more than an octave range) accurately, fluently and in time with others. ♫ Considers expression whilst performing. ♫ Can perform in time and in tune with a group when performing simple pieces. ♫ Can recognise when they are out of tune/time and attempt to correct themselves. ♫ Experiment with using voice, technology and instruments creatively, investigating ideas and techniques. ♫ Can listen to and evaluate music from a range of traditions showing understanding of the musical outcome and context. ♫ Can use and create basic notation (can follow the basic shapes of music and simple staff notation though singing and playing). ♫ Can discuss their own and others' music, justifying their opinions musically. ♫ Can act on feedback successfully and independently improve their own work based on independent reflection. ♫ Can work sensibly within a group, listening to others' ideas with a willingness to try them out. 				
	<ul style="list-style-type: none"> ♫ Able to improvise basic melodic and rhythmic phrases in scaffolded situations (e.g. notes to use provided, backing track given). ♫ Creates music which demonstrates an understanding of structure and has been musically thought out. 		<ul style="list-style-type: none"> ♫ Able to improvise basic melodic and rhythmic phrases in scaffolded situations (e.g. notes to use provided, backing track given). ♫ Creates music which demonstrates an understanding of structure and has been musically thought out. 		<ul style="list-style-type: none"> ♫ Able to improvise basic melodic and rhythmic phrases in scaffolded situations (e.g. notes to use provided, backing track given). ♫ Creates music which demonstrates an understanding of structure and has been musically thought out.