

## Music Curriculum Map

Nursery					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Respond emotionally and physically to music when it changes.</p> <p>Move and dance to music.</p> <p>Anticipate phrases and actions in rhymes and songs.</p> <p>Explore their voices and join in with songs and rhymes, making some sounds.</p>	<p><b><i>Christmas Show rehearsal</i></b></p> <p>Begin to use movement and facial expressions in short story performances.</p> <p>Use a loud, clear voice to project speaking and singing to an audience.</p> <p>Follow instructions on using space and movement.</p> <p>Enjoy and take part in moving and dancing to music copying actions. such as 'Reindeer hokey pokey' song</p>	<p>Play instruments identifying which to bang, scrape, or tap.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound-makers and instruments</p>	<p><b><i>Dance unit in PE (see Physical Development Area)</i></b></p> <p>Move and dance to music creating your own actions.</p> <p>Listen to music with increased attention to sounds (high, low, fast, slow).</p>	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Begin to use body percussion during a performance.</p> <p>Respond to what they have heard, expressing their thoughts, ideas and feelings.</p>	<p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>

Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me!		Our World		Big Bear Funk	
<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p><b><i>Christmas Show rehearsal</i></b></p>		<p>Use body percussion during a performance.</p> <p>Identify tapping, banging, shaking and scraping instruments.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>		<p>Sing in a group (or on their own), matching the pitch and following a melody.</p> <p>Sing and dance in a group (or on their own), matching the pitch and following a melody whilst moving in time to the music (copying movement patterns).</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	

	Term 1	Term 2	Term 3
Year 1	<ol style="list-style-type: none"> <li>1. The King is in the Castle</li> <li>2. Colonel Hathi's March</li> <li>3. Magical Musical Aquarium</li> </ol>	<ol style="list-style-type: none"> <li>1. Who Stole my Chickens and Hens</li> <li>2. Dawn from the Sea Interludes</li> <li>3. Musical Conversations</li> </ol>	<ol style="list-style-type: none"> <li>1. Come Dance with Me</li> <li>2. As I was Walking Down the Street</li> </ol>
Year 2	<ol style="list-style-type: none"> <li>1. Tony Chestnut</li> <li>2. Carnival of the Animals</li> <li>3. Composing Music Inspired by Bird Song</li> </ol>	<ol style="list-style-type: none"> <li>1. Grandma Rap</li> <li>2. Minibeasts</li> </ol>	<ol style="list-style-type: none"> <li>1. Time</li> </ol>
Year 3	<ol style="list-style-type: none"> <li>1. I've Been to Harlem</li> <li>2. Nao Chariya and Mingulay Boat Song</li> <li>3. Sound Symmetry</li> </ol>	<ol style="list-style-type: none"> <li>1. English National Opera Finish This...</li> </ol>	<ol style="list-style-type: none"> <li>1. Mangrove Twilight</li> </ol>
Year 4	<ol style="list-style-type: none"> <li>1. Ukuleles</li> <li>2. The Pink Panther</li> <li>3. Composing with Colour</li> </ol>	<ol style="list-style-type: none"> <li>1. Ukuleles</li> <li>2. Fanfare</li> <li>3. Spain</li> </ol>	<ol style="list-style-type: none"> <li>1. Ukuleles</li> <li>2. Global Pentatonic</li> <li>3. The Horse in Motion</li> </ol>
Year 5	<ol style="list-style-type: none"> <li>1. What Shall we do with a Drunken Sailor</li> <li>2. Why we Sing</li> <li>3. Introduction to Song Writing</li> </ol>	<ol style="list-style-type: none"> <li>1. English National Opera Finish This...</li> </ol>	<ol style="list-style-type: none"> <li>1. Balinese Music</li> <li>2. Composing in Ternary Form</li> <li>3. Kisne Banaaya</li> </ol>
Year 6	<ol style="list-style-type: none"> <li>1. Hey Mr. Miller</li> <li>2. Shadows</li> <li>3. Composing for Protest</li> </ol>	<ol style="list-style-type: none"> <li>1. Ain't Gonna Let Nobody</li> <li>2. You to me are Everything</li> <li>3. Twinkle Variations</li> </ol>	<ol style="list-style-type: none"> <li>1. Race</li> <li>2. Exploring Identity Through Song</li> <li>3. Ame Sau Vala Tara Bal</li> </ol>

# Improvise and Compose - Term 1



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Participate in creating a dramatic group performance using kitchen-themed props.	Improvise rhythms along to a backing track using the note C or G.	Compose a pentatonic ostinato.	Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).	Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.	Compose a syncopated melody using the notes of the C major scale.
Compose music to march to using tuned and untuned percussion.	Compose call-and-response music.	Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.	Improvise and compose, creating atmospheric music for a scene with a given set of instruments.	Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook.	Create their own song lyrics.
Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.	Select instruments and compose music to reflect an animal's character.		Create short sounds inspired by colours and shapes.	Create fragments of songs that can be developed into fully fledged songs.	Fit their lyrics to a pulse, creating a chant.
	Invent simple patterns using voices, body percussion, and then instruments.		Structure musical ideas into a composition.		Write a melody and sing it.
	Follow signals given by a conductor/leader.		Create and read graphic scores.		Structure their ideas into a complete song.
	Structure compositional ideas into a bigger piece.				
	Improvise solos using instruments.				

# Improvise and Compose - Term 2



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).	Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.	Compose a 4-beat rhythm pattern to play during instrumental sections of a song.	'Doodle' with voices over the chords in the song.	Improvise freely over a drone.	Compose an 8-bar piece on percussion, in 3-time, and using chords F major and C major.
Compose musical sound effects and short sequences of sounds in response to a stimulus.	Improvise and compose, structuring short musical ideas to form a larger piece.	Working in small groups, sing a call-and-response song with an invented drone accompaniment.	Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.	Show understanding of how a drum pattern, bassline, and riff fit together to create a memorable and catchy groove.	Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.
Improvise question-and-answer conversations using percussion instruments.	Begin to understand duration and rhythm notation.	Explore ways to create word-based pieces of music.	Compose a fanfare using a small set of notes and short, repeated rhythms.	Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group.	Learn some simple choreography to accompany a disco song.
	Structure musical ideas into a whole-class composition.	Explore ways to communicate atmosphere and effect.	Invent a melody.	Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.	Create variations using a wide variety of composing techniques.
			Fit two patterns together.		Improvise on top of a repeating bassline.
			Structure musical ideas into their own compositions.		

# Improvise and Compose - Term 3



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.	Create action patterns in 2- and 3-time.	Invent simple patterns using rhythms and notes C-D-E.	Compose a pentatonic melody.	Compose a kecak vocal piece as part of a group.	Create an accompaniment.
Attempt to record compositions with stick and other notations.	Compose a soundtrack to a clip of a silent film.	Compose music, structuring short ideas into a bigger piece.	Improvise and create pentatonic patterns.	Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo.	Create an extended melody with four distinct phrases.
Create musical phrases from new word rhythms that children invent.	Understand and use notes of different duration.	Notate, read, and follow a 'score'.	Use notation to represent musical ideas.	Notate their ideas to form a simple score to play from.	Experiment with harmony.
	Understand and use notes of different pitch.		Create ostinatos.	Compose a simple accompaniment using tuned instruments.	Structure their ideas into a full soundtrack.
	Understand and use dynamics.		Layer up different rhythms.	Create and perform their own class arrangement.	Create a rhythmic piece for drums and percussion instruments.
			Create and follow a score.		

# Sing and Play - Term 1



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sing a cumulative song from memory, remembering the order of the verses.	Play the melody on a tuned percussion instrument.	Sing a call-and-response song in groups, holding long notes confidently.	Sing in a Gospel style with expression and dynamics.	Sing a sea shanty expressively, with accurate pitch and a strong beat.	Sing a syncopated melody accurately and in tune.
Play classroom instruments on the beat.	Sing with good diction.	Play melodic and rhythmic accompaniments to a song.	Play a bass part and rhythm ostinato along with <i>This little light of mine</i> .	Play bass notes, chords, or rhythms to accompany singing.	Sing and play a class arrangement of the song with a good sense of ensemble
Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.		Sing by improvising simple melodies and rhythms.	Sing Part 1 of a partner song rhythmically.	Sing in unison while playing an instrumental beat (untuned).	
Sing a unison song rhythmically and in tune.				Keep the beat playing a 'cup' game.	
Play percussion instruments expressively, representing the character of their composition.				Develop and practise techniques for singing and performing in a Gospel style.	

# Sing and Play - Term 2



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chant together rhythmically, marking rests accurately.	Chant <i>Grandma rap</i> rhythmically and perform to an accompaniment children create.	Sing the syncopated rhythms in <i>Latin dance</i> and recognise a verse/chorus structure.	Sing swung rhythms lightly and accurately.	Sing a song in two parts with expression and an understanding of its origins.	Sing a round accurately and in a <i>legato</i> style.
Play a simple ostinato on untuned percussion.	Chant and play rhythms using the durations of 'walk' (crotchets), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.	Play a one-note part, contributing to the chords accompanying the verses.		Sing a round and accompany themselves with a beat.	Sing a chorus in two-part harmony with dancing on the beat.
Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.	Learn a clapping game to <i>Hi lo chicka lo</i> that shows the rhythm.	Learn a part on tuned percussion and play as part of a whole-class performance.		Play a drone and chords to accompany singing.	Decipher a graphic score.
Sing a simple singing game, adding actions to show a developing sense of beat.	Sing and play, performing composed pieces for an audience.	Sing Part 2 of a partner song rhythmically. Adapt a rhythmic accompaniment while singing.			Play <i>Twinkle, twinkle, little star</i> .
Create, interpret, and perform simple graphic scores.	Learn a simple rhythm pattern and perform it with tempo and volume changes.	Play repeating rhythmic patterns.			
	Learn about the musical terms <i>crescendo</i> , <i>diminuendo</i> , <i>accelerando</i> , <i>ritenuto</i> .	Count musically.			
	Follow signals from a conductor.				

# Sing and Play - Term 3



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perform actions to music, reinforcing a sense of beat.	Demonstrate an internalised sense of pulse through singing games.	Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.	Sing with expression and a sense of the style of the music.	Sing/chant a part within a kecak vocal performance.	Sing the chorus of <i>Throw, catch</i> in three-part harmony with dancing.
Sing and chant songs and rhymes expressively.	Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.	Perform vocal percussion as part of a group.	Sing the chorus of <i>Throw, catch</i> in three-part harmony with dancing.	Sing and play the melody of <i>Kis nay banaayaa</i> .	
Sing either part of a call-and-response song.	Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.	Play the chords of <i>Fly with the stars</i> on tuned percussion as part of a whole-class performance.	Play an instrumental part as part of a whole-class performance.	Sing in a 4-part round accompanied with a pitched ostinato.	
Play the response sections on tuned percussion using the correct beater hold.		Sing solo or in a pair in call-and-response style.	Sing a part in a partner song, rhythmically and from memory.		
Echo sing a line independently with teacher leading, then move on to pair singing in echo format.					



# Listen and Appraise - Term 1

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and move in time to the song.	Recognise and play echoing phrases by ear.	Listen and identify where notes in the melody of the song go down and up.	Listen and move in time to songs in a Gospel style.	Talk about the purpose of sea shanties and describe some of the features using music vocabulary.	Listen to historical recordings of big band swing, and describe features of the music using music vocabulary.
Respond to musical characteristics through movement.	Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.	Begin to develop an understanding and appreciation of music from different musical traditions.	Listen and appraise, recognising elements of the music that establishes the mood and character (e.g. the rhythm).	Recognise individual instruments and voices by ear.	Explore the influences on an artist by comparing pieces of music from different genres.
Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).	Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made).	Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things.	Talk about the effect of particular instrument sounds (timbre).	Listen to a selection of Gospel music and spirituals, and identify key elements that give the music its unique sound.	Identify features of timbre, instrumentation, and expression in an extract of recorded music.
Listen to 'Aquarium', reflecting the character of the music through movement.	Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.	Understand that a folk song is music that belongs to the people of a particular place.	Understand that instruments can be used individually and in combination to create different effects of timbre and texture.	Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.)	Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.
		Identify how the pitch and melody of a song has been developed using symmetry.		Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor.	Create a shadow movement piece in response to music.
				Understand techniques for creating a song, and develop a greater understanding of the songwriting process.	

# Listen and Appraise - Term 2



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise the difference between a pattern with notes (pitched) and without (unpitched).	Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers).	Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.	Listen and identify similarities and differences between acoustic guitar styles.	Listen and copy back simple rhythmic and melodic patterns.	Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).
Listen actively by responding to musical signals and musical themes using appropriate movement.	Listen and appraise, with focus and attention to detail, recalling sounds and patterns.	Develop active listening skills by responding to musical themes through movement.	Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.	Identify drum patterns, basslines, and riffs, and play them using body percussion and voices.	Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.
Create a musical movement picture.	Listen to and analyse four pieces of music inspired by travel/vehicles.	Understand the structure of rondo form (A-B-A-C-A).		Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.	
Recognise how graphic symbols can represent sound.		Develop a sense of beat and rhythmic pattern through movement.		Demonstrate an understanding of the history of Argentine Tango.	
		Experience call-and-response patterns through moving with a partner.			
		Listen and compare how different composers have approached creating word-based compositions.			

# Listen and Appraise - Term 3



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.	Listen actively and mark the beat by tapping, clapping, and swinging to the music.	Recognise and copy rhythms and pitches C-D-E.	Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.	Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak.	Identify ways songwriters convey meaning: through lyrics, the music, and the performance.
Develop awareness of duration and the ability to move slowly to music.	Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skippy').	Move in time with the beat of the music.	Watch a film and analyse it in a musical context.	Listen and match vocal and instrumental sounds to each other, and to notation.	Understand different ways that rhymes work in songs.
Create art work, drawing freely and imaginatively in response to a piece of music.	Understand and explain how beats can be grouped into patterns and identify them in familiar songs.	Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival).	Identify similarities and differences between pieces of music in a folk/folk-rock style.	Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story.	Identify different elements of a song's structure.
Listen and copy rhythm patterns.	Move freely and creatively to music using a prop.	Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.		Understand and recognise ternary form.	Understand the concept of identity and how you can express that in songs.
Listen and copy call-and-response patterns on voices and instruments.	Listen and match the beat of others and recorded music, adapting speed accordingly.				Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.
	Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.				Demonstrate coordination and keeping a steady beat by dancing to bhangra music.

# Improvise and Compose - Optional units

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore using sound quality (timbre), dynamics, and pitch to tell a story.	Improvise and compose a sequence of sounds in response to a given stimulus.	Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers.	Identify, play from, and combine rhythm patterns to make a sequence using crotchets, quavers, and crotchet rests.	Use the notes C-E-G (C major triad) to compose a fanfare melody.	Improvise extended melodies using the pentatonic scale.
Compose new lyrics and create short body percussion patterns to accompany the song.	Compose an accompaniment using tuned percussion, playing chords and creating sound effects.	Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes.		Compose a gentle melody inspired by lullabies in 3/4 time, using a pentatonic scale and question-and-answer phrasing.	Improvise over the chords C minor and G7.
Compose new words for the greeting section of the song.					In groups, compose a short song on the theme of leavers.
					Create an arrangement of a song considering the texture and structure.

# Sing and Play - Optional units



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Change their voice to suit different characters while performing appropriate actions.	Sing small intervals accurately and confidently, and vary dynamic contrast.	Rap accurately and rhythmically with dynamic contrasts.	Perform a whole-class 'rondo' made up of playing and singing.	Sing with expression and an appreciation of the song's history and purpose. Perform for an audience as part of Remembrance services, or a class history topic assembly.	Sing accurately in two parts, with dynamic contrast and expression.
Play contrasting accompaniments to reinforce the verse structure.	Play a piece, following a graphic score.	Perform crotchet and quaver actions ('walk' and 'jogging') on the beat, and adapt these actions when the speed of the music changes.	Sing a stepping melody accurately, and with clear articulation and diction.	Play the <i>Home fires fanfare</i> as a class from the score.	Play the drone, bass note, or chord for a chorus of <i>Skye boat song</i> .
Sing familiar songs in low and high voices, recognising higher and lower.	Sing clearly articulated words, smoothly, and together in time.			Sing the verse in unison and the chorus in harmony.	Sing accurately in three parts.
Play a partner clapping game while singing a song.	Match voices accurately in a singing game.			Know what a triad is and how to play one.	Play chords on tuned percussion, ukulele, keyboard, or apps.
Sing a song that includes a time change from march to a jig.	Learn an interlocking spoken part.			Play the chords D and G major, following a score of the chorus.	Perform expressively as part of group, and make a recording of their songs.
Play untuned percussion instruments and use movement to show the beat changing.	Sing a rock 'n' roll-style song confidently.			Organise and rehearse for a performance.	
Perform a song and dance simultaneously.	Play an introduction on tuned percussion.			Play the melodic riff (or melody of the chorus) by ear.	
				Sing a lullaby accurately and with expression.	
				Play an accompaniment using tuned percussion.	

# Listen and Appraise - Optional units



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify a simple song structure and rhyme pattern.	Listen to and appraise music in a minor key, recognising small steps in the music.		Move to music, marking the pulse with action durations: 'walk' (crotchets), 'jogging' (quavers), 'stride' (minims), 'skippy' (dotted quaver/semiquaver) and 'shh' (crotchet rest).	Recognise and respond to crotchet, quaver, minim, semiquaver, and dotted quaver/semiquaver durations with actions.	Identify some of the features of traditional Scottish music that have influenced the composition of the song <i>Touch the sky</i> .
Listen to and copy short rhythm patterns by ear. Mark rests in the song with actions, their voices, and instruments.	Listen to the music and create minibeast-inspired dance.			Develop knowledge and understanding of the history, and social context of music associated with the First World War.	Develop knowledge and understanding of the origins, history, and social context of a song used in the civil rights movement in the USA.
Listen to a jig and move in time to the music.	Listen actively and learn about rock 'n' roll music.			Listen and appraise, demonstrating knowledge and understanding of the origins, history, and social context of Reggae music.	
				Show an understanding of why people sing lullabies to babies.	
				Understand the differences between 3/4 and 4/4 time signatures.	