

Whole School Music Curriculum Map

Year Group	Music Express	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1	Unit of Work	Ourselves / Our School	Our Bodies / Animals	Number / Pattern	Storytime / Machines	Travel / Water	Seasons / Weather	
	Musical Focus	Exploring Sounds / Exploring Sounds	Beat / Pitch	Beat / Beat	Exploring Sounds / Beat	Performance / Pitch	Pitch / Exploring Sounds	
	Subject Link	English / Geography	Science / PE	Maths / Maths	English / PSHE	PE / Art	Science / Geography	
	Key Vocabulary (Tier 2/Tier 3)	Vocal, sources, dynamics, duration, soundscape, percussion, performance	Steady, beat, tempi, repeated, rhythm, pattern, pitch, low pitch, high pitch	Tempo, metre, steady beat, pattern, perform	Fast, slow, loud, quiet, sequence, rehearse, perform, tempi, speed	Chant, rhythm, movement, repeated, pattern	Contrast, changes, pitch, dynamics, volume, graphic, symbols, vocals, pitched, unpitched, orchestral, duration, timbre, structure	
	Prior Knowledge	In EYFS, pupils will demonstrate the following outcomes (Understanding the World and Expressive Arts and Design) which are prerequisite skills for Music within the National Curriculum: <ul style="list-style-type: none"> ➤ To imitate movement in response to music ➤ To tap out simple repeated rhythms ➤ To explore and learn how sounds can be changed ➤ To sing to self and make up simple songs ➤ To make up rhythms ➤ To explore the different sounds of instruments ➤ To begin to build a repertoire of songs and dances 						
	Sticky Knowledge	Some instruments are tuned and some are un-tuned Different instruments have different sounds Understand what is meant by rhythm	Understand what is meant by rhythm (prior) Instruments can produce different sounds. Understand what is meant by (musical) sequence, pitch, tempo, pulse, timbre	Understand what is meant by (musical) structure, pitch, tempo, pulse (prior), metre	Understand ways in which music creates an effect on a listener Understand tempi	Understand ways in which music creates an effect on a listener (prior)	Different sounds can create different moods Understand (musical) sequence, pitch, tempo, pulse, timbre	

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<p style="text-align: center; color: blue; font-weight: bold;">Year 1</p>		<p>I can change the volume of my voice and instruments</p>					
	<p style="text-align: center;">Specific skills to be taught/applied (taken from subject skills progression map)</p> <p style="color: red; text-align: center;">(Skills from previous units of work/year groups will also be revisited over the course of the year)</p>	<p><u>Techniques:</u></p> <ul style="list-style-type: none"> ✓ I can use my voice to develop my musical skills ✓ I can use un-tuned instruments to develop my musical skills <p><u>Creativity and Composition:</u></p> <ul style="list-style-type: none"> ✓ I can choose to represent ideas with different instruments <p><u>Musical Dimensions – Duration:</u></p> <ul style="list-style-type: none"> ✓ I can repeat rhythmic patterns <p><u>Musical Dimensions – Dynamics:</u></p> <ul style="list-style-type: none"> ✓ I can play and sing quietly and loudly <p><u>Performance:</u></p> <ul style="list-style-type: none"> ✓ I can perform with an 	<p><u>Creativity and Composition:</u></p> <ul style="list-style-type: none"> ✓ I can make up rhythmic patterns <p><u>Musical Dimensions – Structure:</u></p> <ul style="list-style-type: none"> ✓ I can make short musical patterns <p><u>Musical Dimensions - Pitch:</u></p> <ul style="list-style-type: none"> ✓ I can repeat melodic patterns ✓ I can follow pitch movements with my hand, recognising high and low <p><u>Musical Dimensions – Tempo:</u></p> <ul style="list-style-type: none"> ✓ I can keep a steady pulse ✓ I can play at different speeds 	<p><u>Musical Dimensions – Tempo:</u></p> <ul style="list-style-type: none"> ✓ I can keep a steady pulse ✓ I can play at different speeds <p><u>Creativity and Composition:</u></p> <ul style="list-style-type: none"> ✓ I can make up rhythmic patterns 	<p><u>Musical Dimensions – Sequence:</u></p> <ul style="list-style-type: none"> ✓ I can order sounds with simple structures <p><u>Performance:</u></p> <ul style="list-style-type: none"> ✓ I can perform using expression ✓ I can perform with an awareness of others 	<p><u>Learning from Others – Appreciation:</u></p> <ul style="list-style-type: none"> ✓ I can give my opinion on music I've listened to ✓ I can say whether music makes me feel happy or sad <p><u>Performance:</u></p> <ul style="list-style-type: none"> ✓ I can sing songs, chants and rhymes 	<p><u>Musical Dimensions – Timbre:</u></p> <ul style="list-style-type: none"> ✓ I can describe the sounds that different instruments make ✓ I can choose different instruments for different effects <p><u>Musical Dimensions – Musical Notation:</u></p> <ul style="list-style-type: none"> ✓ I can use my own made up symbols to make up sounds <p><u>Learning from Others – Listening:</u></p> <ul style="list-style-type: none"> ✓ I can listen with concentration to recorded music <p><u>Learning from Others – Appreciation:</u></p> <ul style="list-style-type: none"> ✓ I can give my opinion on music I've listened to

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		awareness of others					✓ I can describe music using dimensions words and how they affect the mood (e.g. high, low, slow, fast, long, short)
Year 1	Learning Sequence	<u>Ourselfes:</u> 1. To know how to create and respond to vocal sounds 2. To explore how to change sounds 3. To know how to create and place vocal and body percussion sounds <u>Our School:</u> 1. To explore different sound sources and materials 2. To know how to analyse the dynamics and duration of sounds 3. To know how to create a soundscape as	<u>Our Bodies:</u> 1. To know how to perform a steady beat at two different speeds (tempi) 2. To know how to identify a repeated rhythm pattern 3. To know how to perform rhythm patterns on body percussion to a steady beat <u>Animals:</u> 1. To understand pitch and how to create high and low vocal sounds 2. To know how to identify and play high and low pitches in music	<u>Number:</u> 1. To know how to recognise and develop a sense of steady beat through using voices and body percussion 2. To know how to identify and perform changes in tempo 3. To know how to identify and keep a steady beat using movement, body percussion and instruments <u>Pattern:</u> 1. To know how to count and perform a steady beat in patterns of 2, 3 and 4 beats (metre)	<u>Storytime:</u> 1. To understand and use basic musical terms 2. To know how to create music that matches an event in a story 3. To know how to rehearse and perform with others <u>Machines:</u> 1. To understand how to sequence sounds 2. To know how to play at different speeds (tempi) 3. To understand how to control changes in speed (tempo)	<u>Travel:</u> 1. To know how to combine voices, movement and instruments to perform a chant 2. To explore how create and perform word rhythms with movement 3. To know how to play and combine simple word rhythms <u>Water:</u> 1. To understand how to create a picture in sound 2. To understand musical structure by listening and responding 3. To know how to perform a	<u>Seasons:</u> 1. To know how to contrast changes in pitch with changes in dynamics (volume) 2. To understand how to relate pitch changes to graphic symbols and perform pitch changes vocally 3. To know how to distinguish between pitched and un-pitched percussion sounds <u>Weather:</u> 1. To understand how to control dynamics, duration and timbre with voices, body



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<p style="text-align: center;">Year 1</p>		<p>part of a song performance</p>	<p>3. To know how to recognise and perform pitch changes and contrasts</p>	<p>2. To know how to identify metre by recognising its pattern 3. To explore different ways to emphasise beats to form a group (metre)</p>		<p>simple repeated pattern</p>	<p>percussion and instruments 2. To know how to improvise descriptive music 3. To know how to identify a sequence of sounds in a piece of music</p>
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Year Group	Music Express	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Unit of Work	Ourselves / Toys	Number / Our Land	Seasons / Weather	Storytime / Pattern	Animals / Our Bodies	Water / Travel
	Musical Focus	Exploring Sounds / Beat	Beat / Exploring Sounds	Pitch / Exploring Sounds	Exploring Sounds / Beat	Pitch / Beat	Pitch / Performance
	Subject Link	English / PSHE	Maths / Geography	Science / Geography	English / Maths	PE / PE	Science / English
	Key Vocabulary (Tier 2/Tier 3)	Expression, pitch shape, percussion, duration, mood, structure, response, expressive, notation, beat, tempi, chant, metre, tempo	Beat, rhythm, timbre, texture, contrast, evaluate, composition, rehearse, perform	Expression, melody, pitch shape, instrumental, ostinati, rising, falling, pitch, sequence, rhythmic, chant, compose	Effect, descriptive, vocal, percussion, beat, rhythm, three-beat rhythm, four-beat rhythm, beat pattern, interpret, score	Pitch, steady beat, pitch line notation, upwards pitch direction, downwards pitch direction, pitch lines, tuned percussion, rhythm, ostinato pattern, tempi	Pitch, melody, pitch shapes, tuned instruments, musical scales, notes, note names, composition, rhythm, contemporary, orchestral, tempi, notation
	Sticky Knowledge	Understand (musical) duration, pitch, pulse (prior Y1)	Understand that instruments played together add layers of sound. Understand ways in which music creates an effect on a listener (prior Y1)	Understand that instruments played together add layers of sound.(prior) Understand ways in which music creates an effect on a listener (prior)	Understand duration and tempo (prior)	Some instruments are tuned and some are un-tuned (prior Y1) Understand that instruments played together add layers of sound (prior) Understand ways in which music creates an effect on a listener (prior)	Some instruments are tuned and some are un-tuned (prior) Understand that instruments played together add layers of sound (prior) Understand ways in which music creates an effect on a listener (prior)
	Specific skills to be taught/applied	<u>Musical Dimensions</u> – Duration:	<u>Musical Dimensions</u> – Texture: ✓ I can combine instruments	<u>Performance:</u> ✓ I can perform using expression	<u>Musical Dimensions</u> – Duration:	<u>Techniques:</u> ✓ I can use tuned instruments to	<u>Techniques:</u> ✓ I can use tuned instruments to

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<p style="text-align: center; color: blue;">Year 2</p>	<p>(taken from subject skills progression map)</p> <p style="color: red;">(Skills from previous units of work/year groups will also be revisited over the course of the year)</p>	<ul style="list-style-type: none"> ✓ I can play and sing short and long notes <p><u>Musical Dimensions</u> – <u>Pitch:</u></p> <ul style="list-style-type: none"> ✓ I can repeat melodic patterns <p><u>Musical Dimensions</u> – <u>Tempo:</u></p> <ul style="list-style-type: none"> ✓ I can keep a steady pulse ✓ I can play at different speeds <p><u>Performance:</u></p> <ul style="list-style-type: none"> ✓ I can sing songs, chants and rhymes 	<p>together in group compositions and performances</p> <p><u>Musical Dimensions</u> – <u>Use of Instruments:</u></p> <ul style="list-style-type: none"> ✓ I know how to make sounds on a range of instruments <p><u>Creativity and Composition:</u></p> <ul style="list-style-type: none"> ✓ I can make up melodic patterns ✓ I can choose to represent ideas with different instruments <p><u>Learning from Others:</u></p> <ul style="list-style-type: none"> ✓ I can listen with concentration to recorded music <p><u>Performance:</u></p> <ul style="list-style-type: none"> ✓ I can perform with an awareness of others 	<p><u>Musical Dimensions</u> – <u>Pitch:</u></p> <ul style="list-style-type: none"> ✓ I can repeat melodic patterns <p><u>Creativity and Composition:</u></p> <ul style="list-style-type: none"> ✓ I can choose to represent ideas with different instruments 	<ul style="list-style-type: none"> ✓ I can play and sing short and long notes ✓ I can repeat rhythmic patterns <p><u>Musical Dimensions</u> – <u>Tempo:</u></p> <ul style="list-style-type: none"> ✓ I can keep a steady pulse ✓ I can play at different speeds 	<p>develop my musical skills</p> <p><u>Musical Dimensions</u> – <u>Texture:</u></p> <ul style="list-style-type: none"> ✓ I can combine instruments together in group compositions and performances <p><u>Creativity and Composition:</u></p> <ul style="list-style-type: none"> ✓ I can choose to represent ideas with different instruments <p><u>Performance:</u></p> <ul style="list-style-type: none"> ✓ I can perform with an awareness of others 	<p>develop my musical skills</p> <p><u>Musical Dimensions</u> – <u>Structure:</u></p> <ul style="list-style-type: none"> ✓ I can order sounds with simple structures <p><u>Learning from Others – Listening:</u></p> <ul style="list-style-type: none"> ✓ I can listen with concentration to recorded music <p><u>Learning from Others – Appreciation:</u></p> <ul style="list-style-type: none"> ✓ I can give my opinion on music I've listened to ✓ I can describe music using dimensions words and how they affect the mood (e.g. high, low, slow, fast, long, short)
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Year 2

	<p>Learning Sequence</p>	<p><u>Ourselves:</u></p> <ol style="list-style-type: none"> To know how to create and respond to vocal sounds and body percussion To understand how to note pitch shape and duration using simple line graphics To understand how to develop an expressive song performance with voices and instruments <p><u>Toys:</u></p> <ol style="list-style-type: none"> To know how to mark beats with a four-beat metre To know how to develop a sense of steady beat through chant, actions and instruments To know how to demonstrate changes in tempo 	<p><u>Number:</u></p> <ol style="list-style-type: none"> To understand and differentiate between beat and rhythm To know how to perform simple rhythms using movement and percussion To know how to perform a steady beat and simple rhythms using movement and body percussion <p><u>Our Land:</u></p> <ol style="list-style-type: none"> To explore timbre and texture to understand how sounds can be descriptive To know how to listen to and identify contrasting sections of descriptive music To know how to listen to and evaluate a composition 	<p><u>Seasons:</u></p> <ol style="list-style-type: none"> To know how to accompany a song with vocal and instrumental ostinati To know how to identify and perform a rising pitch sequence in a song To know how to listen and respond to pitch changes with movements <p><u>Weather:</u></p> <ol style="list-style-type: none"> To know how to listen in detail to a piece of orchestral music To know how to accompany a song with different repeated word patterns To know how to compose music to illustrate a story 	<p><u>Storytime:</u></p> <ol style="list-style-type: none"> To know how to combine sounds to create a musical effect To know how to explore voices to create descriptive musical effects To know how to perform to an audience <p><u>Pattern:</u></p> <ol style="list-style-type: none"> To know how to play different patterns of steady beat within four beats and match to a simple score To know how to create and perform simple three-beat rhythms using a simple score To know how to interpret a score to perform different beat patterns 	<p><u>Animals:</u></p> <ol style="list-style-type: none"> To know how to identify and respond to changes in pitch, upwards and downwards To know how to read pitch line notation To know how to play pitch lines on tuned percussion <p><u>Our Bodies:</u></p> <ol style="list-style-type: none"> To know how to recognise and respond to a rhythm ostinato pattern To know how to play steady beats at different tempi on body percussion and instruments To know how to perform rhythmic patterns on percussion 	<p><u>Water:</u></p> <ol style="list-style-type: none"> To demonstrate an understanding of pitch through singing, movement and note names To demonstrate an understanding of melody through songs, movement, and performing pitch shapes on tuned instruments To know how to use musical scales, high notes and low notes in a composition <p><u>Travel:</u></p> <ol style="list-style-type: none"> To know how to use simple musical vocabulary to describe music To know how to listen and respond to contemporary orchestral music
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Year 2							3. To know how to prepare and improve a performance using movement, voice and percussion
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Year Group	Music Express	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Unit of Work	Environment / Building	Sounds / Poetry	China / Time	In the Past / Communication	Human Body / Singing French	Ancient Worlds / Food and Drink
	Musical Focus	Composition / Beat	Exploring Sounds / Performance	Pitch / Beat	Pitch / Composition	Structure / Pitch	Structure / Performance
	Subject Link	Geography / D&T	Geography / English	Maths / Maths	PE / Computing	Science / MFL	History / D&T
	Key Vocabulary (Tier 2/Tier 3)	Harmony, melodic, ostinato, timbre, ternary form, expression, lyrics, accompaniment, chant, rondo structure, sequences, layers	Musical conversation structure, idiophones, call and response, chordophones, vocal patterns, layers, mood, improvise	Pentatonic scale, graphic notation, pitch, composing, notating, tuned, un-tuned, metre, simultaneous, ostinato, accompaniment, rhythmic ostinati, layered rhythms, rhythm patterns, staff notation	Pitch notation, rhythm notation, expressive, symbol score	Call and response, word rhythms, binary form, melody, notation	Un-tuned percussion, repetitive, ostinati, musical phrases, melodic imitation, melodic rounds, balance, beat pattern, rhythm pattern, texture, accompaniment
	Sticky Knowledge	Understand timbre (prior Y1) and texture Some instruments are tuned and some are un-tuned (prior Y1/2) How to manipulate sounds from pitched instruments	Understand pitch and sequence/ structure (prior) Understand ways in which music creates an effect on a listener (prior Y1/2)	Musical notation carries meaning	Role and signals of musical conductor Reading simple music charts Roles of musicians in group performances	Role and signals of musical conductor (prior) Understand ways in which music creates an effect on a listener (prior) Roles of musicians in group performances (prior)	Instruments make different sounds (prior) How to manipulate sounds from pitched instruments (prior)

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<p style="text-align: center; color: blue; font-weight: bold;">Year 3</p>	<p style="text-align: center;">Specific skills to be taught/applied (taken from subject skills progression map)</p> <p style="color: red; text-align: center;">(Skills from previous units of work/year groups will also be revisited over the course of the year)</p>	<p><u>Techniques:</u></p> <ul style="list-style-type: none"> ✓ I can use un-tuned instruments to develop my music skills ✓ I can use tuned instruments to develop my music skills <p><u>Musical Dimensions</u> <u>– Timbre:</u></p> <ul style="list-style-type: none"> ✓ I can describe the effect different sounds and instruments have and explain why using dimensional words <p><u>Musical Dimensions</u> <u>– Texture:</u></p> <ul style="list-style-type: none"> ✓ I can recognise and explore how sounds can be combined ✓ I can create texture by combining sounds in several layers and in different ways 	<p><u>Techniques:</u></p> <ul style="list-style-type: none"> ✓ I can use my voice to develop my music skills <p><u>Musical Dimensions</u> <u>– Pitch:</u></p> <ul style="list-style-type: none"> ✓ I can sing simple songs in tune <p><u>Musical Dimensions</u> <u>– Structure:</u></p> <ul style="list-style-type: none"> ✓ I can play a call and response <p><u>Learning from Others – Appreciation:</u></p> <ul style="list-style-type: none"> ✓ I can give and justify my opinions on a range of music that I have listened to <p><u>Creativity and Composition:</u></p> <ul style="list-style-type: none"> ✓ I can make up short tunes and rhythms and organise them in structures (e.g. call and response, rondo) 	<p><u>Musical Dimensions</u> <u>– Duration:</u></p> <ul style="list-style-type: none"> ✓ I can improvise and perform repeated patterns, keeping a steady beat <p><u>Musical Dimensions</u> <u>– Musical Notation:</u></p> <ul style="list-style-type: none"> ✓ I can read graphic notation to play a rhythm or pulse <p><u>Creativity and Composition:</u></p> <ul style="list-style-type: none"> ✓ I can record compositions using graphic notation 	<p><u>Musical Dimensions</u> <u>– Pitch:</u></p> <ul style="list-style-type: none"> ✓ I can adjust pitch in response to a conductor's hand signals <p><u>Musical Dimensions</u> <u>– Musical Notation:</u></p> <ul style="list-style-type: none"> ✓ I can read chord charts to know when to change chords on a ukulele <p><u>Performance:</u></p> <ul style="list-style-type: none"> ✓ I can sing in parts as part of a performance 	<p><u>Musical Dimensions</u> <u>– Pitch:</u></p> <p>I can adjust pitch in response to a conductor's hand signals</p> <p><u>Learning from Others – Listening:</u></p> <ul style="list-style-type: none"> ✓ I can listen to recorded music with attention to detail <p><u>Learning from Others – Appreciation:</u></p> <ul style="list-style-type: none"> ✓ I can give and justify my opinions on a range of music that I have listened to <p><u>Creativity and Composition:</u></p> <ul style="list-style-type: none"> ✓ I can suggest improvements to group compositions, using appropriate dimensions vocabulary 	<p><u>Techniques:</u></p> <ul style="list-style-type: none"> ✓ I can use un-tuned instruments to develop my music skills ✓ I can use tuned instruments to develop my music skills <p><u>Musical Dimensions</u> <u>– Duration:</u></p> <ul style="list-style-type: none"> ✓ I can improvise and perform repeated patterns, keeping a steady beat <p><u>Musical Dimensions</u> <u>– Structure:</u></p> <ul style="list-style-type: none"> ✓ I can play a simple ostinato or repeated phrase on a pitched instrument <p><u>Musical Dimensions</u> <u>– Use of Instruments:</u></p> <ul style="list-style-type: none"> ✓ I can vary the way I play an instrument
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		<u>Musical Dimensions</u> – Structure: ✓ I can sing a rondo				<u>Performance:</u> ✓ I can perform cyclic patterns as part of a group performance, with different patterns played by others	<u>Performance:</u> ✓ I can play/sing a solo part in a performance
Year 3	Learning Sequence	<u>Environment:</u> 1. To know how to accompany a song with a melodic ostinato 2. To explore timbre to create a descriptive piece of music 3. To understand how to choose timbre to make an accompaniment <u>Building:</u> 1. To understand how music can be organised in sequences 2. To understand how music can be organised in layers 3. To know how to create music	<u>Sounds:</u> 1. To know how to sounds and produced and instruments are classified 2. To understand how an idiophone works 3. To understand how to create a call and response <u>Poetry:</u> 1. To know how to create a piece of music using layered vocal patterns as part of a performance piece 2. To explore contrasting moods and	<u>China:</u> 1. To understand the pentatonic scale 2. To understand how to use graphic notation with the pentatonic scale 3. To know how to play in steps using graphic notation <u>Time:</u> 1. To know how to identify the metre in a piece of music 2. To know how to identify and perform an ostinato 3. To know how to recognise	<u>In the Past:</u> 1. To understand how to read simple pitch notation 2. To understand how to use pitch notations 3. To understand how to read simply rhythm notation <u>Communication:</u> 1. To know how to represent sounds with symbols 2. To know how to use my voice creatively and expressively 3. To know how to create and perform from a symbol score	<u>Human Body:</u> 1. To understand how to perform word rhythms 2. To understand how to sing in two parts 3. To understand and perform binary form <u>Singing French:</u> 1. To demonstrate an understanding of pitch through melody 2. To demonstrate an understanding of pitch through singing and playing a melody 3. To know how to read notations	<u>Ancient Worlds:</u> 1. To explore tuned and un-tuned percussion to create music based on ostinati 2. To explore musical phrases, melodic imitation and rounds 3. To understand how to arrange an accompaniment with attention to balance and musical effect <u>Food and Drink:</u> 1. To explore simple accompaniments using beat and rhythm patterns



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Year 3		making choices about musical structure	effects as part of a performance 3. To know how to combine two rhythmic patterns using body percussion and percussion instruments	rhythm patterns in staff notation		to play a melody	2. To know how to use a score and combine sounds to create different musical textures 3. To explore different types of accompaniment
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Year Group	Music Express	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Unit of Work	Poetry / Environment	Sounds / Recycling	Building / Around the World	Ancient Worlds / Singing Spanish	Communication / Time	In the Past / Food and Drink
	Musical Focus	Performance / Composition	Exploring Sounds / Structure	Beat / Pitch	Structure / Pitch	Composition / Beat	Notation / Performance
	Subject Link	English / Science	Science / Art	PSHE / Geography	History / MFL	English / Maths	PE / D&T
	Key Vocabulary (Tier 2/Tier 3)	Musical notation, metre, accent, canon, ostinati, diminuendo, balance, beatbox, rhythmic accuracy, timbre, drone, composer	Beatboxing, aerophone, expressive effects, verse, chorus, interpret, improvise, notation, repeating rhythm, chant, rondo form	Verse, chorus, four body percussion, ostinati, texture, layered structure, rhythmic, melody, drone, orchestral, clock score, rondo structure, pentatonic, graphic notation	Phrases, layers, layering, structure, minimalist, minor key	Rhythm, short melody, ostinati, metre, notation, syncopation, off-beat rhythms, improvisation	Renaissance, notation, fanfare, musical structures, expressive, sequences, rondo structure, rhythmic, melodic
	Sticky Knowledge	Historical composer and famous pieces of music Modern music composers and music styles.	Understand tempo (prior) Role and signals of musical conductor (prior)	Understand and interpret graphic notation	Musical structure/ texture as sequences and layers of sound	Understand ways in which music creates an effect on a listener (prior)	Historical composer and famous pieces of music Modern music composers and music styles (link to prior Y4)
	Specific skills to be taught/applied (taken from subject skills progression map)	<u>Techniques:</u> ✓ I can use my voice to develop my music skills <u>Musical Dimensions – Timbre:</u> ✓ I can describe the effect	<u>Musical Dimensions – Tempo:</u> ✓ I can create a change in tempo ✓ I can adjust tempo in response to a conductor's hand signals	<u>Musical Dimensions – Dynamics:</u> ✓ I can adjust volume in response to a conductor's hand signals	<u>Musical Dimensions – Texture:</u> ✓ I can recognise and explore how sounds can be combined ✓ I can create texture by combining	<u>Techniques:</u> ✓ I can use tuned instruments to develop my music skills ✓ I can use un-tuned instruments to	<u>Musical Dimensions – Structure:</u> ✓ I can sing a rondo <u>Learning from Others – Appreciation:</u>

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<p style="text-align: center; color: blue;">Year 4</p>	<p>(Skills from previous units of work/year groups will also be revisited over the course of the year)</p>	<p>different sounds and instruments have and explain why, using dimensional words</p> <p><u>Learning from Others – Genres and Styles:</u></p> <ul style="list-style-type: none"> ✓ I can name a famous composer and recognise one of their famous compositions ✓ I can name several famous modern composers from a range of musical styles and recognise one of their famous compositions 	<p><u>Musical Dimensions – Structure:</u></p> <ul style="list-style-type: none"> ✓ I can sing a rondo <p><u>Performance:</u></p> <ul style="list-style-type: none"> ✓ I can sing in parts as part of a performance ✓ I can play/sing a solo in a performance <p><u>Learning from Others – Listening:</u></p> <ul style="list-style-type: none"> ✓ I can listen to recorded music with attention to detail 	<p><u>Musical Dimensions – Musical Notation:</u></p> <ul style="list-style-type: none"> ✓ I can read graphic notation to play a rhythm or pulse <p><u>Creativity and Composition:</u></p> <ul style="list-style-type: none"> ✓ I can record compositions using graphic notation 	<p>sounds in several layers and in different ways</p> <p><u>Musical Dimensions – Structure:</u></p> <ul style="list-style-type: none"> ✓ I can play a simple ostinato or repeated phrase on a pitched instrument <p><u>Musical Dimensions – Use of Instruments:</u></p> <ul style="list-style-type: none"> ✓ I can vary the way I play an instrument <p><u>Performance:</u></p> <ul style="list-style-type: none"> ✓ I can perform cyclic patterns as part of a group performance, with different patterns played by others 	<p>develop my music skills</p> <p><u>Creativity and Composition:</u></p> <ul style="list-style-type: none"> ✓ I can select an instrument or sound to achieve a desired effect ✓ I can comment on whether a group composition has the intended effect and suggest changes 	<ul style="list-style-type: none"> ✓ I can give and justify my opinions on a range of music that I have listened to <p><u>Learning from Others – Genres and Styles:</u></p> <ul style="list-style-type: none"> ✓ I can name a famous composer and recognise one of their famous compositions ✓ I can name several famous modern composers from a range of musical styles and recognise one of their famous compositions
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Whole School Music Curriculum Map

<p>Year 4</p>	<p>Learning Sequence</p>	<p><u>Poetry:</u></p> <ol style="list-style-type: none"> To understand musical notation with reference to metre and accent To know how to perform a rap with a vocal beatbox accompaniment To understand how to devise a rhythmic accompaniment based on repeated text fragments <p><u>Environment:</u></p> <ol style="list-style-type: none"> To explore how different timbres can be descriptive To explore combinations of different timbres to accompany a song To explore the descriptive music of two major composers 	<p><u>Sounds:</u></p> <ol style="list-style-type: none"> To know how to sing a song, adding beatboxing sounds To understand how an aerophone produces sound To explore the combined expressive effects of different instrument groups <p><u>Recycling:</u></p> <ol style="list-style-type: none"> To know how to perform verse and chorus structure To know how to interpret notation and improvise using ABA structure To know how to perform rondo form 	<p><u>Building:</u></p> <ol style="list-style-type: none"> To know how to combine four body percussion ostinati as a song accompaniment To understand how to create rhythmic ostinati, accompanying a melody with a drone To understand how to read a clock score to play a piece combining drone and melodic ostinati <p><u>Around the World:</u></p> <ol style="list-style-type: none"> To understand the pentatonic scale To know how to describe music using musical and non-musical terms To know how to play a pentatonic song with leaps, combining tuned 	<p><u>Ancient Worlds:</u></p> <ol style="list-style-type: none"> To understand that melodies have phrases To know how to compare and contrast structure, identifying key features of minimalist structure To know how to combine sections of music in a layered structure <p><u>Singing Spanish:</u></p> <ol style="list-style-type: none"> To understand how to create descriptive music To know how to develop descriptive song accompaniments To know how to perform repeating rhythms 	<p><u>Communication:</u></p> <ol style="list-style-type: none"> To know how to copy rhythms and a short melody To know how to use music to communicate a meaning To know how to play ostinati and layer them in a performance <p><u>Time:</u></p> <ol style="list-style-type: none"> To know how to play and sing repeated patterns from notation To understand syncopation and use off-beat rhythms in improvisation To know how to create music which tells a story 	<p><u>In the Past:</u></p> <ol style="list-style-type: none"> To understand simple musical structures To know how to play music used for celebrations To know how to create a performance inspired by 1960s pop music <p><u>Food and Drink:</u></p> <ol style="list-style-type: none"> To know how to perform sequences of sounds matched to visual sequences To understand and perform rondo structure To learn rhythmic and melodic accompaniments for a song and combine them in a performance
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Whole School Music Curriculum Map



Year 4				and un-tuned percussion and singing			
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Whole School Music Curriculum Map

Year Group	Music Express	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Unit of Work	Our Community	At the Movies	Solar System	Keeping Healthy	Life Cycles	Celebration
	Musical Focus	Performance	Composition	Listening	Beat	Structure	Performance
	Subject Link	History	English	Science	PE	PSHE	English
	Key Vocabulary (Tier 2/Tier 3)	Metre, conducting, lyrics, heritage, ostinato, invented, improvised, rhythm, media	Notation, storyboard, narrative structure, phrase structure, cliché, timesheet, composition, cue score	Dynamics, texture, ostinato, staff notation, tone, phrasing, musical dimensions	Tempi, syncopated melody, scales, chromatic melody, drone, syncopated rhythm, unison, bassline, grid notation, staff notation	Staff notation, opera	Three-part harmony, ostinati, structure, ensemble
	Sticky Knowledge	Role of musicians in group performances (synchronisation, accuracy, fluency, control and expression)	Role of musicians in group performances (synchronisation, accuracy, fluency, control and expression)	Understand the purpose of graphic notation (duration)	Role of musicians in group performances (synchronisation, accuracy, fluency, control and expression)	Role of musicians in group performances (synchronisation, accuracy, fluency, control and expression)	Understand crescendo and diminuendo Understand harmony Understand melody (prior)
Specific skills to be taught/applied (taken from subject skills progression map) (Skills from previous units of work/year groups will also be revisited over the course of the year)	<u>Techniques:</u> ✓ I can use my voice to develop my music skills ✓ I can use tuned instruments to develop my music skills ✓ I can use un-tuned instruments to develop my music skills	<u>Musical Dimensions - Tempo:</u> ✓ I can synchronise tempo as part of a group, including changes <u>Musical Dimensions - Texture:</u> ✓ I can identify and explore the	<u>Musical Dimensions - Texture:</u> ✓ I can identify and explore the relationship between sounds <u>Musical Dimensions - Duration:</u> ✓ I can sing/play rhythms and patterns as part of a group,	<u>Techniques:</u> ✓ I can use my voice to develop my music skills <u>Musical Dimensions - Pitch:</u> ✓ I can sing part of a song, maintaining my own part	<u>Techniques:</u> ✓ I can use my voice to develop my music skills <u>Musical Dimensions - Pitch:</u> ✓ I can sing part of a song, maintaining my own part	<u>Techniques:</u> ✓ I can use my voice to develop my music skills ✓ I can use tuned instruments to develop my music skills ✓ I can use un-tuned instruments to develop my music skills	

Whole School Music Curriculum Map

<p style="text-align: center; color: blue; font-weight: bold;">Year 5</p>		<p><u>Musical Dimensions - Pitch:</u></p> <ul style="list-style-type: none"> ✓ I can sing part of a song, maintaining my own part <p><u>Performance:</u></p> <ul style="list-style-type: none"> ✓ I can play/sing a solo part in a performance with accuracy, fluency, control and expression ✓ I can perform by ear, maintaining my own part 	<p>relationship between sounds</p> <p><u>Musical Dimensions - Timbre:</u></p> <ul style="list-style-type: none"> ✓ I can explain how choices of sounds or instruments are appropriate to the intentions <p><u>Musical Dimensions - Musical Notation:</u></p> <ul style="list-style-type: none"> ✓ I can create graphic scores which identify the duration of notes ✓ I can recognise and use some symbols from staff notation <p><u>Creativity and Composition:</u></p> <ul style="list-style-type: none"> ✓ I can compose music as part of a group for different reasons and audiences ✓ I can suggest appropriate sounds and effects for the purpose of my 	<p>maintaining my own part</p> <p><u>Musical Dimensions - Structure:</u></p> <ul style="list-style-type: none"> ✓ I can identify and describe structures of different songs <p><u>Musical Dimensions - Musical Notation:</u></p> <ul style="list-style-type: none"> ✓ I can create graphic scores which identify the duration of notes ✓ I can recognise and use some symbols from staff notation <p><u>Creativity and Composition:</u></p> <ul style="list-style-type: none"> ✓ I can compose a short song to my own lyrics based on everyday phrases <p><u>Performance:</u></p> <ul style="list-style-type: none"> ✓ I can play/sing a solo part in a performance with accuracy, 	<p><u>Musical Dimensions - Tempo:</u></p> <ul style="list-style-type: none"> ✓ I can synchronise tempo as part of a group, including changes <p><u>Musical Dimensions - Duration:</u></p> <ul style="list-style-type: none"> ✓ I can sing/play rhythms and patterns as part of a group, maintaining my own part <p><u>Musical Dimensions - Timbre:</u></p> <ul style="list-style-type: none"> ✓ I can explain how choices of sounds or instruments are appropriate to the intentions <p><u>Musical Dimensions - Texture:</u></p> <ul style="list-style-type: none"> ✓ I can identify and explore the relationship between sounds 	<p><u>Musical Dimensions - Dynamics:</u></p> <ul style="list-style-type: none"> ✓ I can create a crescendo and diminuendo <p><u>Musical Dimensions - Musical Notation:</u></p> <ul style="list-style-type: none"> ✓ I can recognise and use some symbols from staff notation <p><u>Learning from Others - Appreciation:</u></p> <ul style="list-style-type: none"> ✓ I can identify and explore how music can reflect different intentions ✓ I can give and justify my opinions about a range of musical styles and historical periods using dimensional vocabulary <p><u>Learning from Others - Famous Musicians:</u></p> <ul style="list-style-type: none"> ✓ I can name musicians from 	<p><u>Musical Dimensions - Duration:</u></p> <ul style="list-style-type: none"> ✓ I can sing/play rhythms and patterns as part of a group, maintaining my own part <p><u>Musical Dimensions - Pitch:</u></p> <ul style="list-style-type: none"> ✓ I can sing part of a song, maintaining my own part <p><u>Musical Dimensions - Dynamics:</u></p> <ul style="list-style-type: none"> ✓ I can create a crescendo and diminuendo <p><u>Musical Dimensions - Timbre:</u></p> <ul style="list-style-type: none"> ✓ I can explain how choices of sounds or instruments are appropriate to the intentions <p><u>Performance:</u></p> <ul style="list-style-type: none"> ✓ I can sing using harmony and melody in an

Whole School Music Curriculum Map

<p style="text-align: center; color: blue;">Year 5</p>			<p>composition and justify using dimensional vocabulary</p>	<p>fluency, control and expression</p> <ul style="list-style-type: none"> ✓ I can perform by ear, maintaining my own part <p><u>Learning from Others - Listening:</u></p> <ul style="list-style-type: none"> ✓ I can recall and identify individual sounds with increasing aural memory <p><u>Learning from Others - Appreciation:</u></p> <ul style="list-style-type: none"> ✓ I can identify and explore how music can reflect different intentions 	<p><u>Musical Dimensions – Musical Notation:</u></p> <ul style="list-style-type: none"> ✓ I can create graphic scores which identify the duration of notes ✓ I can recognise and use some symbols from staff notation <p><u>Creativity and Composition:</u></p> <ul style="list-style-type: none"> ✓ I can compose music as part of a group for different reasons and audiences ✓ I can compose rhythmic and melodic phrases developing ideas within musical structure <p><u>Performance:</u></p> <ul style="list-style-type: none"> ✓ I can perform from simple notation, maintaining my own part 	<p>a range of historical periods and compare their musical styles using dimensional vocabulary</p>	<p>ensemble context</p>
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Whole School Music Curriculum Map

<p style="text-align: center; color: blue;">Year 5</p>	<p>Learning Sequence</p>	<ol style="list-style-type: none"> 1. To demonstrate my understanding of metre through singing and playing instruments 2. To know how to conduct metres of two and three 3. To know how to extend arrangements of a song 4. To know how to sing a song from our musical heritage 5. To know how to develop accompaniments using ostinato and invented or improvised rhythms 6. To understand how to develop a performance by adding other media with awareness of audience 	<ol style="list-style-type: none"> 1. To know how to use a storyboard to structure sounds 2. To know how to compose sound effects to perform with a movie 3. To know how to identify changes in tempo and their effects 4. To know how to use musical dimensions to create and perform music for a movie 5. To know how to create sounds, following a timesheet 6. To demonstrate my understanding of cue scores 	<ol style="list-style-type: none"> 1. To know how to interpret images to create descriptive sound sequences 2. To learn a melodic ostinato using staff notation 3. To know how to develop techniques of performing rap using texture and rhythm 4. To demonstrate my understanding of the sound of the whole tone scale 5. To know how to listen to music and describe its effects and use of the musical dimensions 6. To know how to create and present a performance of song, music and poetry 	<ol style="list-style-type: none"> 1. To explore beat at different tempi 2. To know how to sing and play chromatic melodies 3. To know how to accompany a song with sung and played drones 4. To understand how to read grid or staff notation to play a bassline 5. To know how to perform a song with syncopated rhythms 6. To know how to use a score to notate and guide selected elements of a performance 	<ol style="list-style-type: none"> 1. To understand how to read a melody in staff notation 2. To know how to compose and perform, singing in two parts 3. To know how to create a performance using voices and instruments in four parts 4. To understand how to develop a structure to combine sounds 5. To know how to create musical effects using contrasting pitch 6. To demonstrate my understanding of the music of an early opera 	<ol style="list-style-type: none"> 1. To know how to play a melody and harmony part on instruments to accompany a song 2. To demonstrate my understanding of a song arrangement and its structure 3. To know how to develop a song performance with awareness of audience 4. To understand and use a song structure 5. To know how to control short, loud sounds on a variety of instruments 6. To know how to rehearse and improve an ensemble performance
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Whole School Music Curriculum Map

Year Group	Music Express	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit of Work	Roots	Class Awards	Growth	Journeys	World Unite	Moving On
	Musical Focus	Performance	Performance	Performance	Performance	Performance	Performance
	Subject Link	English	PSHE	Geography	PSHE	PE	Computing
	Key Vocabulary (Tier 2/Tier 3)	Rhythmical actions, rhythm cycle, finale		Three-beat pulse, melodic ostinato, rhythmic ostinato, chords	Three-part harmony, expressive singing, part-song, echo, song cycle, major, minor, note patterns, mixed media	Syncopation, rhythmic sequence, notation, pitch shape	Two-part harmony, sustained notes, song rhythm, structure, chordal accompaniment, modulation
	Sticky Knowledge	Prior knowledge Y1-5	Prior knowledge Y1-5	Prior knowledge Y1-5	Prior knowledge Y1-5	Prior knowledge Y1-5	Prior knowledge Y1-5
Year 6	<p>Specific skills to be taught/applied (taken from subject skills progression map)</p> <p>(Skills from previous units of work/year groups will also be revisited over the course of the year)</p>	<p><u>Musical Dimensions - Duration:</u></p> <ul style="list-style-type: none"> ✓ I can sing/play rhythms and patterns as part of a group, maintaining my own part <p><u>Musical Dimensions - Duration:</u></p> <ul style="list-style-type: none"> ✓ I can sing/play rhythms and patterns as part of a group, maintaining my own part <p><u>Musical Dimensions - Timbre:</u></p> <ul style="list-style-type: none"> ✓ I can explain how choices of 	<p><u>Techniques:</u></p> <ul style="list-style-type: none"> ✓ I can use my voice to develop my music skills ✓ I can use tuned instruments to develop my music skills ✓ I can use un-tuned instruments to develop my music skills <p><u>Creativity and Composition:</u></p> <ul style="list-style-type: none"> ✓ I can compose music as part of a group for different reasons and audiences 	<p><u>Techniques:</u></p> <ul style="list-style-type: none"> ✓ I can use tuned instruments to develop my music skills ✓ I can use un-tuned instruments to develop my music skills <p><u>Musical Dimensions - Duration:</u></p> <ul style="list-style-type: none"> ✓ I can sing/play rhythms and patterns as part of a group, maintaining my own part 	<p><u>Techniques:</u></p> <ul style="list-style-type: none"> ✓ I can use my voice to develop my music skills <p><u>Musical Dimensions - Pitch:</u></p> <ul style="list-style-type: none"> ✓ I can sing part of a song, maintaining my own part <p><u>Musical Dimensions - Duration:</u></p> <ul style="list-style-type: none"> ✓ I can sing/play rhythms and patterns as part of a group, maintaining my own part 	<p><u>Techniques:</u></p> <ul style="list-style-type: none"> ✓ I can use un-tuned instruments to develop my music skills <p><u>Musical Dimensions - Duration:</u></p> <ul style="list-style-type: none"> ✓ I can sing/play rhythms and patterns as part of a group, maintaining my own part <p><u>Musical Dimensions - Pitch:</u></p> <ul style="list-style-type: none"> ✓ I can sing part of a song, maintaining my own part 	<p><u>Techniques:</u></p> <ul style="list-style-type: none"> ✓ I can use my voice to develop my music skills <p><u>Musical Dimensions - Duration:</u></p> <ul style="list-style-type: none"> ✓ I can sing/play rhythms and patterns as part of a group, maintaining my own part <p><u>Musical Dimensions - Texture:</u></p> <ul style="list-style-type: none"> ✓ I can identify and explore the relationship between sounds

Whole School Music Curriculum Map

<p style="text-align: center; color: blue; font-weight: bold;">Year 6</p>		<p>sounds or instruments are appropriate to the intentions</p> <p><u>Musical Dimensions - Structure:</u></p> <ul style="list-style-type: none"> ✓ I can play a ternary structure <p><u>Creativity and Composition:</u></p> <ul style="list-style-type: none"> ✓ I can compose music as part of a group for different reasons and audiences ✓ I can compose rhythmic and melodic phrases developing ideas within musical structure ✓ I can suggest appropriate sounds and effects for the purpose of my composition and justify using dimensional vocabulary 	<ul style="list-style-type: none"> ✓ I can compose rhythmic and melodic phrases developing ideas within musical structure ✓ I can suggest appropriate sounds and effects for the purpose of my composition and justify using dimensional vocabulary ✓ I can write lyrics to a known song ✓ I can compose a short song to my own lyrics based on everyday phrases <p><u>Performance:</u></p> <ul style="list-style-type: none"> ✓ I can sing using harmony and melody in an ensemble context ✓ I can play/sing a solo part in a performance with accuracy, 	<p><u>Musical Dimensions - Texture:</u></p> <ul style="list-style-type: none"> ✓ I can identify and explore the relationship between sounds <p><u>Performance:</u></p> <ul style="list-style-type: none"> ✓ I can play/sing a solo part in a performance with accuracy, fluency, control and expression ✓ I can perform by ear, maintaining my own part <p><u>Learning from Others - Appreciation:</u></p> <ul style="list-style-type: none"> ✓ I can suggest improvements to compositions and other music, commenting on how intentions have been achieved 	<p><u>Musical Dimensions - Dynamics:</u></p> <ul style="list-style-type: none"> ✓ I can create a crescendo and diminuendo <p><u>Musical Dimensions - Texture:</u></p> <ul style="list-style-type: none"> ✓ I can identify and explore the relationship between sounds <p><u>Musical Dimensions - Structure:</u></p> <ul style="list-style-type: none"> ✓ I can play a ternary structure ✓ I can identify and describe structures of different songs <p><u>Performance:</u></p> <ul style="list-style-type: none"> ✓ I can play/sing a solo part in a performance with accuracy, fluency, control and expression ✓ I can perform by ear, maintaining my own part 	<p><u>Musical Dimensions - Texture:</u></p> <ul style="list-style-type: none"> ✓ I can identify and explore the relationship between sounds <p><u>Musical Dimensions - Tempo:</u></p> <ul style="list-style-type: none"> ✓ I can synchronise tempo as part of a group, including changes <p><u>Musical Dimensions - Timbre:</u></p> <ul style="list-style-type: none"> ✓ I can explain how choices of sounds or instruments are appropriate to the intentions <p><u>Learning from Others - Appreciation:</u></p> <ul style="list-style-type: none"> ✓ I can suggest improvements to compositions and other music, commenting on how intentions have been achieved 	<p><u>Musical Dimensions - Structure:</u></p> <ul style="list-style-type: none"> ✓ I can identify and describe structures of different songs <p><u>Performance:</u></p> <ul style="list-style-type: none"> ✓ I can sing using harmony and melody in an ensemble context ✓ I can play/sing a solo part in a performance with accuracy, fluency, control and expression ✓ I can perform by ear, maintaining my own part

Whole School Music Curriculum Map

			<p>fluency, control and expression</p> <p>✓ I can perform by ear, maintaining my own part</p> <p><u>Learning from Others - Appreciation:</u></p> <p>✓ I can identify and explore how music can reflect different intentions</p>				
Year 6	Learning Sequence	<ol style="list-style-type: none"> To know how to devise rhythmical actions to music To know how to improvise descriptive music To understand how to combine rhythm structures in a percussion piece To understand how to develop a descriptive composition To know how to plan and structure pieces, combining songs 	<ol style="list-style-type: none"> To learn music for a special occasion To know how to compose programme music from a visual stimulus To understand how to write new verses for a rap To know how to develop a song performance as part of an ensemble To know how to develop an extended performance 	<ol style="list-style-type: none"> To know how to feel and move to a three-beat pulse To know how to perform and improvise rhythmic and melodic ostinati To demonstrate my understanding of chords To know how to perform music and dance To know how to revise, rehearse and develop music for performance 	<ol style="list-style-type: none"> To know how to sing in a three-part harmony To explore expressive singing in a part-song with echoes To understand how to develop song cycles for performance To demonstrate my understanding of a song structure To know how to sing major and minor note 	<ol style="list-style-type: none"> To explore beat and syncopation through a song and body percussion To know how to perform a rhythmic sequence to a piece of music To understand pitch through movement and notation To know how to arrange different musical sections to build a larger scale performance 	<ol style="list-style-type: none"> To know how to sing a song with expression and sustained notes To know how to perform complex song rhythms confidently To know how to play a melody with chordal accompaniment To know how to sing in two- or three-part harmony To know how to perform a song with a complex structure



Whole School Music Curriculum Map

<p>Year 6</p>		<p>with rhythmic cycles 6. To know how to develop and rehearse a performance for an audience</p>	<p>6. To know how to develop a song arrangement and perform with an awareness of audience</p>	<p>6. To understand the process of a musical performance</p>	<p>patterns accurately 6. To understand how to develop a song cycle performance incorporating mixed media</p>	<p>5. To know how to combine different rhythms 6. To explore ways of combining and structuring rhythms through dance</p>	<p>6. To listen to and understand modulation in a musical bridge</p>
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