

# MUSIC CURRICULUM MAP BY STRAND



## Rationale for our curriculum

We intend to provide a Music curriculum which will enable each child to reach their full potential and encourage children to enjoy singing, composing and performing. Through giving all pupils equal opportunity to develop their musical potential, we aim to nurture and encourage musical creativity across the school. Our curriculum is supported by a clear skills and knowledge progression, making cross-curricular links to other subjects when appropriate. Planning allows opportunities for listening, composing, performing and appraising whilst developing the interrelated dimensions of music and introducing the use of technologies such as 'GarageBand' for composition. We aim for children to understand the significance and place of music within the wider world and for them to be excited and inspired with a thirst for knowledge and participation in this subject. We aim to provide links with our local schools and community through shared performances and musical celebrations. We will further develop our musical skills through our Forest School curriculum.

## Curriculum Aims from the National Curriculum

The national curriculum for music aims to ensure that all pupils:

- 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
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- 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.

Singing	EYFS	Year 1	Year 2	Year 3	Year 4
<b>Knowledge</b>	Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Sing call and response songs to control vocal pitch and to match the pitch they hear with accuracy. Sing familiar songs in both low and high voices and talk about the difference in sound.	Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols – crescendo, decrescendo, pause.	Perform forte and piano, loud and soft. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	Know and follow directions for getting louder (crescendo) and quieter (decrescendo).
<b>Vocabulary</b>	retell, characters, story, music, rhythm, lyrics, dance, movement, beat, melody, tempo	Start, stop, loud, quiet, call and response	Dynamics (loud/quiet), tempo (fast/slow) Steady beat, pulse	Forte, piano (loud, soft) Steady beat, pulse, audience, question phrase, answer phrase, echo, ostinato	Round, harmony, steps, leaps, chorus, verse, parts, repetition, contrast
<b>Skills</b>		Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.	Sing songs with a small pitch range, pitching accurately. Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing short phrases independently within a singing game or short song.	Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so tunefully and with expression. Perform actions confidently and in time to a range of action songs, perform to an audience.	Sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately. Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.
Listening & responding	EYFS	Year 1	Year 2	Year 3	Year 4
<b>Knowledge</b>	Listen carefully to a variety of rhymes, songs and instrumentals and express their preferences.	Listen to sounds in the local school environment, comparing high and low sounds. Listen with concentration and	Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Identify the beat groupings in familiar music that they sing	Appreciate and understand a wide range of high-quality live and recorded music drawn from Western classical tradition and film, popular	Appreciate and understand a wider range of high-quality live and recorded music drawn from Western classical tradition and film,

	Be able to explain their preferences using simple musical terminology / description words e.g. loud, fast, exciting	understanding to a range of high-quality live and recorded music, including music from Western classical tradition and film, popular music and musical traditions.	regularly and listen to. Know the difference between left and right to support coordination and shared movement with others. Respond independently to pitch changes heard in short melodic phrases, indicating with actions.	music and musical traditions, and from great composers and musicians. Develop an understanding of the history of music.	popular music and musical traditions, and from great composers and musicians. Further develop an understanding of the history of music.
<b>Vocabulary</b>	Rhyme, song, music, retell, quiet, loud, quick, fast, rhythm, tempo, instrument, sounds	High, low, long, short, fast, slow, loud, quiet	High, middle, low, getting louder/quieter	Unison, layered, solo, drone, loud (forte), quiet (piano)	Duet, melody and accompaniment, getting louder (crescendo), getting softer (decrescendo); legato (smooth), staccato (detached)
<b>Skills</b>	Move in response to music, create art work, talking about how it makes you feel.	Respond to the pulse in recorded/live music through movement and dance.	Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Mark the beat of a piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song.	Listen with attention to detail and recall sounds with increasing aural memory.	Listen with attention to detail and recall sounds with increasing aural memory. Analyse music in terms of the inter-related dimensions of music (pitch, dynamics, duration, tempo, timbre, texture, structure).
<b>Composing &amp; improvising</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Knowledge</b>	Select an instrument to represent a character or event from a story. Play an active role in deciding the type of sounds needed e.g. choosing a tambourine to represent the rain,	Understand the difference between creating a rhythm pattern and a pitch pattern. Recognise how graphic notation can represent created sounds. Explore and invent own symbols.	Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.	Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). Compose song accompaniments on untuned percussion using known rhythms and note values.	Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. Arrange

	shaking it as a long sound.				individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. Introduce major and minor chords.
<b>Vocabulary</b>	Rhyme, song, music, retell, quiet, loud, quick, fast, long, short, rhythm, tempo, instrument, sounds	Pitch range do-me/so-me, tune, high, low, loud, quiet	Rhythmic pattern, melody, phrase, compose, pitch	High, low, rising, falling; pitch range do-so, structure, theme, dynamics	Pentatonic scale, major and minor tonality, pitch range do-do
<b>Skills</b>	Copy rhythmic patterns and then experiment with creating own for others to copy (call and response). Create a dance to music. Move their bodies to represent the tempo of the music.	Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments or sound-makers. Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Explore percussion sounds to enhance storytelling.	Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Create rhythms using word phrases as a starting point. Create and perform their own chanted rhythm patterns with stick notation.	Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.	Improvise on a limited range of pitches on the instrument they are learning, making use of musical features including smooth (legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations.

Performing/ Instrumental Performance	EYFS	Year 1	Year 2	Year 3	Year 4
<b>Knowledge</b>	Prepare a Christmas performance for an audience. Learn to sing a selection of songs and rhymes. Explore the timbres (different sounds) that can be made by classroom percussion instruments.	Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.	Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. Recognise dot notation and match it to 3-note tunes played on tuned percussion.	Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Reading notation: Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note.	Identify static and moving parts. Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). Reading notation: understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a defined range (e.g. C–G/do–so). Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.
<b>Vocabulary</b>	Rhyme, song, music, retell, quiet, loud, quick, fast, rhythm, tempo, instrument, sounds	Pitch range do–me/so-me, tune	Rhythmic pattern, melody, phrase, compose, pitch	Downbeats, fast (allegro), slow (adagio), pulse, beat, structure, layers, drone	Getting faster (accelerando), Getting slower (rallentando), Bar, metre, chords, clusters
<b>Skills</b>	Sing a range of Nursery rhymes accompanied by actions that explore the beat of the music e.g. clapping hands. Use voice, body and classroom percussion instruments to accompany a song or instrumental piece.	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion, and classroom percussion, playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat. Perform short copycat rhythm patterns	Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.	Develop facility in playing tuned percussion or a melodic instrument such as recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.	Develop facility in the basic skills of a selected musical instrument over a sustained learning period. Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation

		accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform word-pattern chants; create, retain and perform their own rhythm patterns.			using instruments played in whole class teaching.
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