



MUSIC CURRICULUM MAP

Knowledge & Skills Progression

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Cross-curricular/topic-based focus: Me! - explore: growing, homes, colour, toys, how I look	Cross-curricular/topic-based focus: My Stories explore: using your imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time	Cross-curricular/topic-based focus: Everyone! - explore: family, friends and music from around the world	Cross-curricular/topic-based focus: Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space	Big Bear Funk - A Transition Unit	React, Rewind and Replay: Consolidation of learning and contextualising the history of music.
Listen & respond know twenty nursery rhymes off by heart know the stories of some of the nursery rhymes <i>learn that music can touch your feelings</i> <i>enjoy moving to music by dancing, marching, being animals or Pop stars</i> Explore and Create (Musical Activities) know that we can move with the pulse of the music know that the words of songs can tell stories and paint pictures <i>there are progressive Music Activities within each unit that embed pulse, rhythm and pitch</i>				Singing sing or rap nursery rhymes and simple songs from memory Songs have sections <i>To sing along with a pre-recorded song and add actions</i> <i>To sing along with the backing track.</i> Share and Perform A performance is sharing music. <i>Perform any of the nursery rhymes by singing and adding actions or dance.</i> <i>Perform any nursery rhymes or songs adding a simple instrumental part</i> <i>Record the performance to talk about</i>		
1/2 A	Unit: Hey You! Style: Old School Hip Hop	Unit: Ho Ho Ho Style: Christmas, Big Band, Motown, Elvis, Freedom Songs	Unit: Rhythm In The Way We Walk and The Banana Rap Style: Reggae, Hip Hop	Unit: Your Imagination Style:	Unit: In The Groove Style: Blues, Latin, Folk, Funk, Baroque, Bhangra	Unit: Reflect, Rewind and Replay Style: Western Classical Music/choice from Year 1
1/2 B	Unit: Zootime Style: Reggae	Unit: Hands, Feet, Heart Style: South African styles	Unit: I Wanna Play In A Band Style: Rock	Unit: Round And Round Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion	Unit: Friendship Song Style: Coming soon!	Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 2



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3/4 A	Unit: Let Your Spirit Fly Style: R&B, Western Classical, Musicals, Motown, Soul	Unit: Mamma Mia Style: ABBA	Unit: Glockenspiel Stage 1 Style: Learning basic instrumental skills by playing tunes in varying styles	Unit: Blackbird Style: Coming soon!	Unit: Three Little Birds Style: Reggae	Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 3
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3/4 B	Unit: The Dragon Song Style: A little bit funky and music from around the world	Unit: Lean On Me Style: Gospel	Unit: Bringing Us Together Style: Disco	Unit: Glockenspiel Stage 2 Style: Learning basic instrumental skills by playing tunes in varying styles	Unit: Stop! Style: Grime, Classical, Bhangra, Tango, Latin Fusion	Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 4
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5/6 A	Unit: Livin' On A Prayer Style: Rock	Unit: Classroom Jazz 1 Style: Jazz	Unit: Benjamin Britten - A New Year Carol Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra.	Unit: Happy Style: Pop/Motown	Unit: Music and Me Style: Contemporary, Music & Identity	Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 5
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5/6 B	Unit: You've Got A Friend Style: The Music of Carole King	Unit: Fresh Prince Of Bel Air Style: Hip Hop	Unit: Dancin' In The Street Style: Motown	Unit: Classroom Jazz 2 Style: Jazz, Latin, Blues	Unit: Make You Feel My Love Style: Pop Ballads	Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 6
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	KS1	LKS2	UKS2
Listen & Appraise	know 5 songs off by heart know what the songs are about know and recognise the sound and names of some of the instruments they use know some songs have a chorus or a response/answer part. know that songs have a musical style	know five songs from memory and who sang them or wrote them know the style of the five songs choose one song and be able to talk about: Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of	know five songs from memory, who sang or wrote them, when they were written and, if possible, why? know the style of the five songs and to name other songs from the Units in those styles choose two or three other songs and be able to talk about: Some of the style indicators of the songs (musical characteristics that give the songs their style)



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	<p><i>learn how they can enjoy moving to music by dancing, marching, being animals or pop stars learn how songs can tell a story or describe an idea</i></p>	<p>the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song <i>To confidently identify and move to the pulse think about what the words of a song mean take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). When you talk try to use musical words.</i></p>	<p>○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time? <i>identify and move to the pulse with ease think about the message of songs. compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences Listen carefully and respectfully to other people's thoughts about the music When you talk try to use musical words. talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.</i></p>
<p>Musical Activities: Games</p>	<p>know that music has a steady pulse, like a heartbeat. know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. <i>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</i></p>	<p>Know how to find and demonstrate the pulse Know the difference between pulse and rhythm Know how pulse, rhythm and pitch work together to create a song Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer How pulse, rhythm and pitch work together ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse ● Know the difference between pulse and rhythm ● Pitch: High and low sounds that create melodies ● How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to</p>	<p>Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to <i>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</i></p>



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		<p><i>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges.</i></p>	
<p>Singing</p>	<p>To confidently sing or rap five songs from memory and sing them in unison. confidently know and sing five songs from memory. know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). know why we need to warm up our voices. <i>Learn about voices, singing notes of different pitches (high and low).</i> <i>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</i> <i>Learn to start and stop singing when following a leader.</i> <i>Learn to find a comfortable singing position.</i></p>	<p>to know and be able to talk about: ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other know why you must warm up your voice, Texture: How a solo singer makes a thinner texture than a large group <i>To sing in unison and in simple two-parts demonstrate a good singing posture</i> <i>follow a leader when singing</i> <i>enjoy exploring singing solo.</i> <i>sing with awareness of being ‘in tune’.</i> <i>Have an awareness of the pulse internally when singing.</i> <i>To rejoin the song if lost.</i> <i>To listen to the group when singing.</i></p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. know about the style of the songs so you can represent the feeling and context to your audience choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice <i>To sing in unison and to sing backing vocals.</i> <i>enjoy exploring singing solo.</i> <i>To listen to the group when singing.</i> <i>demonstrate a good singing posture.</i> <i>follow a leader when singing.</i> <i>experience rapping and solo singing.</i> <i>listen to each other and be aware of how you fit into the group.</i> <i>sing with awareness of being ‘in tune’.</i></p>



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<p>Playing</p>	<p>Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. Know the names of untuned percussion instruments played in class. <i>Play a tuned instrumental part with the song they perform.</i> <i>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</i> <i>Listen to and follow musical instructions from a leader.</i> <i>Treat instruments carefully and with respect.</i> <i>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</i> <i>Play the part in time with the steady pulse.</i></p>	<p>know and be able to talk about: ● The instruments used in class (a glockenspiel, a recorder) ● Other instruments they might play or be played in a band or orchestra or by their friends. <i>To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. rehearse and perform their part within the context of the Unit song.</i> <i>listen to and follow musical instructions from a leader. experience leading the playing by making sure everyone plays in the playing section of the song.</i></p>	<p>To know and be able to talk about: ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble staff ● The instruments they might play or be played in a band or orchestra or by their friends <i>Play a musical instrument with the correct technique within the context of the Unit song.</i> <i>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. rehearse and perform their part within the context of the Unit song.</i> <i>listen to and follow musical instructions from a leader. lead a rehearsal session</i></p>
<p>Improvisation</p>	<p>Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes. <i>Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your</i></p>	<p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations, know and be able to talk about improvisation: ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them know that using one or two notes confidently is better than using five</p>	<p>To know and be able to talk about improvisation: ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. know that using one or two notes confidently is better than using five know that if you improvise using the notes you are given, you cannot make a mistake</p>



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	<p><i>own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.</i></p>	<p>know that if you improvise using the notes you are given, you cannot make a mistake, <i>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</i></p>	<p>know that you can use some of the riffs you have heard in the Challenges in your improvisations know three well-known improvising musicians <i>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges</i></p>
Composition	<p>Composing is like writing a story with music. Everyone can compose. <i>Help to create a simple melody using one, two or three notes. ● Learn how the notes of the composition can be written down and changed if necessary. Help create three simple melodies with the Units using one, three or five different notes.</i></p>	<p>To know and be able to talk about: ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● Different ways of recording compositions (letter names, symbols, audio etc.) <i>Help create at least one simple melody using one, three or five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</i></p>	<p>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol <i>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</i></p>
Performance	<p>A performance is sharing music with other people, called an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.</p>	<p>To know and be able to talk about: ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an</p>	<p>Performing is sharing music with other people, an audience Performing is sharing music with an audience with belief ● A performance doesn't have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with</p>



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	<p><i>Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it</i></p>	<p>audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music <i>choose what to perform and create a programme. communicate the meaning of the words and clearly articulate them.</i> <i>talk about the best place to be when performing and how to stand or sit.</i> <i>record the performance and say how they were feeling, what they were pleased with what they would change and why.</i> <i>Present a musical performance designed to capture the audience.</i></p>	<p>confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music <i>To choose what to perform and create a programme. communicate the meaning of the words and clearly articulate them.</i> <i>talk about the venue and how to use it to best effect.</i> <i>record the performance and compare it to a previous performance.</i> <i>discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</i></p>
<p>Future Learning KS3</p>	<p>Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles. Pupils should be taught to: ♣ play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression ♣ improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions ♣ use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions ♣ identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices ♣ listen with increasing discrimination to a wide range of music from great composers and musicians ♣ develop a deepening understanding of the music that they perform and to which they listen, and its history.</p>		