



Music Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>EYFS</p> <p>Each unit focuses on a different prime area of learning and provides an opportunity to develop the aspects of learning through music.</p>	<p>Unit: Moving Patterns <i>Musical focus: structure</i> This unit provides children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple additions and subtraction problems. Children are also encouraged to describe shapes, spaces and measures through the use of call and response chants, cumulative songs and instruments.</p>	<p>Unit: Stories and Sounds <i>Musical focus: structure</i> This unit encourages children to link sounds and letters together and to begin to read and write, by using a variety of reading materials such as books, poems, chants etc.</p>	<p>Unit: Growth and Change <i>Musical focus: loud and quiet</i> This unit provides children with the opportunity to be active and interactive, and to develop their co-ordination, control and movement. Children also learn about the importance of physical activity and healthy eating.</p>	<p>Unit: Going Places <i>Musical focus: high and low</i> This unit gives children the opportunities to experience a rich language environment through speaking and listening, and to develop their confidence and skills in expressing themselves. They perform using high and low instruments and sing songs with high and low notes.</p>	<p>Unit: Special People <i>Musical focus: beat and tempo</i> This unit helps children to develop a positive sense of themselves, to form relationships and respect for others, as well as developing social skills and the ability to manage their feelings through rhyme and body actions</p>	<p>Unit: Working World <i>Musical focus: texture</i> This unit guides children to make sense of their physical world and their communities. The unit provides opportunities to explore, observe and find out about people, places, technology and the environment. They express feelings through music, create and perform sound sequences and use a simple graphic score.</p>
<p><u>Key stage 1 - Music skills (National Curriculum)</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 						
Year 1	<p>Unit: Ourselves <i>Musical focus: Exploring Sounds</i> The children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story.</p> <p>Unit: Number <i>Musical focus: Beat</i> The children develop a sense of steady beat through using movement, body percussion and instruments</p>	<p>Unit: Animals <i>Musical focus: Pitch</i> The children develop an understanding of pitch through using movement, voices and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.</p> <p>Unit: Weather <i>Musical focus: Exploring Sounds</i> The children use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p>	<p>Unit: Machines <i>Musical focus: Beat</i> The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo.</p> <p>Unit: Seasons <i>Musical focus: Pitch</i> The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</p>	<p>Unit: Our school <i>Musical focus: Exploring Sounds</i> The children explore sounds found in their school environment. They investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography.</p> <p>Unit: Pattern <i>Musical focus: Beat</i> The children develop an understanding of metre - groups of steady beat - through counting, body percussion and readying scores.</p>	<p>Unit: Story time <i>Musical focus: Exploring Sounds</i> The children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.</p> <p>Unit: Our bodies <i>Musical focus: Beat</i> The children respond with their bodies to steady beat and rhythm in music. They experience combining rhythm patterns with steady beat, using body percussion.</p>	<p>Unit: Travel <i>Musical focus: Performance</i> The children develop their performance skills and learn songs about travel and transport from around the world.</p> <p>Unit: Water <i>Musical focus: Pitch</i> The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p>
Year 2	Unit: Ourselves	Unit: Our land	Unit: Animals	Unit: Story time	Unit: Weather	Unit: Water



	<p><i>Musical focus: Exploring Sounds</i></p> <p>The children discover ways to use their voices to describe feelings and moods. They create and notate vocal sounds, building to a performance.</p> <p>Unit: Toys</p> <p>Musical focus: Beat</p> <p>The children move and play to a steady beat and to sound sequences. They learn to control changing tempo as they take a scooter ride.</p>	<p><i>Musical focus: Exploring Sounds</i></p> <p>The children explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by myths.</p> <p>Unit: Our Bodies</p> <p>Musical focus: Beat</p> <p>the children develop a sense of steady beat through using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments.</p>	<p><i>Musical focus: Pitch</i></p> <p>The children link animal movement with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments.</p> <p>Unit: Number</p> <p><i>Musical focus: Beat</i></p> <p>The children explore steady beat and rhythm patterns. They play beats and patterns from renaissance Italy to West Africa and create their own body percussion, voices and instruments.</p>	<p><i>Musical focus: Exploring Sounds</i></p> <p>The children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects, and develop their own ideas using voices and percussion.</p> <p>Unit: Seasons</p> <p>Musical focus: Pitch</p> <p>The children develop understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.</p>	<p><i>Musical focus: Exploring Sounds</i></p> <p>The children have opportunities to create descriptive sounds and word rhythms with raps and songs about weather. They create a descriptive class composition using voices and instruments.</p> <p>Unit: Pattern</p> <p><i>Musical focus: Beat</i></p> <p>Using simple notations, the children play, create and combine minibeast rhythms using body percussion and instruments.</p>	<p><i>Musical focus: Pitch</i></p> <p>The children sing and play a variety of pitch shapes, using movement and ready from scores. They create a class composition which describes the sounds and creatures of a pond.</p> <p>Unit: Travel</p> <p><i>Musical focus: Performance</i></p> <p>The children learn a Tanzanian game song and accompany a travelling song using voices and instruments. they listen to an orchestral piece and improvise their own descriptive 'theme park' music.</p>
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Key Stage 2 - Music skills

- Pupils should be taught to sing and play musically with increasing confidence and control.
- They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Pupils should be taught to:
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Year 3	<p>Unit: Environment</p> <p><i>Musical focus: composition</i></p> <p>The children explore songs and poems about places. They create accompaniments and sound pictures to reflect sounds in their local environment.</p> <p>Unit: Building</p>	<p>Unit: Sounds</p> <p><i>Musical focus: Exploring Sounds</i></p> <p>How are sounds produced and classified? The children explore timbre and structure through musical conversations in music from around the world.</p>	<p>Unit: China</p> <p><i>Musical focus: Pitch</i></p> <p>The children explore the pentatonic scale and ways of notating pitch. They listen to traditional Chinese music, sing, read and compose music, ending in a musical celebration of Chinese New Year.</p>	<p>Unit: In the past</p> <p><i>Musical focus: Pitch</i></p> <p>The origins of pitch notations are introduced as the children make hand signals and compose three-note melodies. They learn basic dance steps and prepare a performance.</p> <p>Unit: Communication</p>	<p>Unit: Human body</p> <p><i>Musical focus: Structure</i></p> <p>Skeleton dances and songs teach the children about the human body. Percussion instruments are used to improvise, create word rhythms, and build a final skeleton dance.</p>	<p>Unit: Ancient worlds</p> <p><i>Musical focus: Structure</i></p> <p>Explore ancient Greece with music inspired by Orpheus, Echo and Theseus. The children perform a song cycle and a round, and compose their own ostinato.</p> <p>Unit: Food and drink</p>
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	<p><i>Musical focus: Beat</i> The sights and sounds of a building site provide the inspiration for exploring and creating rhythms. The children play games, sing and compose music to build into a performance.</p>	<p>Unit: Poetry <i>Musical focus: Performance</i> Three contrasting poems are explored and developed. The children use voices, body percussion, instruments and movement to create their own expressive performances.</p>	<p>Unit: Time <i>Musical focus: Beat</i> The children develop their understanding of beat, metre and rhythm. They combine melodic and rhythmic patterns, and use staff notation as part of a final performance.</p>	<p><i>Musical focus: Composition</i> The children learn to make music inspired by technology and computing. They explore and compose sounds for earcons, emoticons, mobile phone ringtones, computer games and apps.</p>	<p>Unit: Singing <i>Musical focus: Pitch</i> Un, deux, trois and away we go to enhance language learning through songs. Children are introduced to French greetings, vocabulary and numbers as they play lively singing games.</p>	<p><i>Musical focus: Performance</i> A feast of chants, songs and performances. Composing word rhythms, singing a round, and creating musical recipes will develop the children's skills from breakfast through to dinner time!</p>
Year 4	<p>Unit: Poetry <i>Musical focus: Performance</i> The children develop performances of continuing poems. They use their voices to speak expressively and rhythmically, and discover ways to create ostinato accompaniments to enhance their performances.</p> <p>Unit: Environment <i>Musical focus: Composition</i> Seasons and the environment provide the stimuli for compositions. The children make descriptive accompaniments and discover how the environment has inspired composers throughout history.</p>	<p>Unit: Sounds <i>Musical focus: Exploring Sounds</i> After exploring how sounds are produced and classified, the children use their voices to make beatbox sounds, sing four-part songs, and perform a jazzy round.</p> <p>Unit: Recycling <i>Musical focus: Structure</i> The children make their own instruments from junk and use them to improvise, compose and play junk jazz music in a variety of different musical styles.</p>	<p>Unit: Building <i>Musical focus: Beat</i> Building-themed songs allow the children to explore how music can be structured to provide different textures. They use layers and rondo structure to combine ostinato played on body percussion and tuned instruments.</p> <p>Unit: Around the World <i>Musical focus: Pitch</i> The children explore pentatonic melodies and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world.</p>	<p>Unit: Ancient Worlds <i>Musical focus: Structure</i> The children celebrate achievements of the 'Amazing Egyptians' and explore 20th century minimalist music inspired by the age of Akhenaten. They arrange and perform a layered pyramid structure.</p> <p>Unit: Singing <i>Musical focus: Pitch</i> A sample of the sights and sounds of the Spanish-speaking world, including greetings, counting to twelve and playing a singing game. The children explore part-singing and accompaniments in four contrasting songs.</p>	<p>Unit: Communication <i>Musical focus: Composition</i> Children create a news programme, complete with theme music and school news headlines. Using songs and raps, this musical news bulletin will alert the school to the burning issues of the day!</p> <p>Unit: Time <i>Musical focus: Beat</i> Music featuring bells and clocks helps the children to understand rhythm and syncopation. They learn to sing and play bell patterns, listen to an orchestral clock piece, and create their own descriptive music.</p>	<p>Unit: In the past <i>Musical focus: Notation</i> The children use a variety of notations to build performances from different periods and styles. They learn a Renaissance dance, walk down the aisle to Wagner's Bridal march and dance the mashed potato!</p> <p>Unit: Food and drink <i>Musical focus: Performance</i> The children cook up a musical feast. They enjoy a varied diet of healthy beans, exotic Tudor banquets and DIY pizzas before celebrating in a song performance.</p>
Year 5	<p>Unit: Our community <i>Musical focus: Performance</i> The song Jerusalem provides the basis for looking at changes through time. The children are given opportunities to compose and perform music inspired by their local community, both past and present.</p>	<p>Unit: Solar system <i>Musical focus: Listening</i> Embark on a musical journey through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Holst and George Crumb. The children learn a song, and compose pieces linked to space.</p>	<p>Unit: Life cycles <i>Musical focus Structure</i> Explore the human life cycle with music by Johannes Brahms, Luciano Berio, Franz Liszt and Claudio Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures.</p>	<p>Unit: Keeping healthy <i>Musical focus: Beat</i> From body-popping and gospel-singing to swimming and cycling, the children are taken through their paces, and they put together an invigorating performance using new musical techniques.</p>	<p>Unit: At the movies <i>Musical focus: Composition</i> Explore music from 1920s animated films to present day movies. The children learn techniques for creating soundtracks and film scores, and they compose their own movie music.</p>	<p>Unit: Celebration <i>Musical focus Performance</i> A lively celebration in song for the children to perform at a class assembly, a school concert or fete. The celebratory, upbeat mood will soon have the audience joining in.</p>
Year 6	<p>Unit: World Unite <i>Musical focus: Step Dance Performance</i> Get into the groove by exploring rhythm and melody in singing, movement and</p>	<p>Unit: Journeys <i>Musical focus: Song Cycle Performance</i> The theme of challenging journeys in life resonates through this selection of songs</p>	<p>Unit: Growth <i>Musical focus: Street Dance Performance</i> 'The street' is the setting for this unit of buskers and flash mobs. The children explore</p>	<p>Unit: Roots <i>Musical focus: MiniMusical Performance</i> A complete musical performance about the effects of the slave trade on</p>	<p>Year 6 Production <i>Musical focus: Performance</i> An ideal opportunity to celebrate the children's achievements at the end of primary school with a musical</p>	<p>Unit: Appreciate Live and Recorded Music <i>Year 6 Production and Leavers' Assembly</i></p>



	<p>dance. The children learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music.</p>	<p>with thoughts of change and transition, and binds them in an optimistic and uplifting song cycle performance.</p>	<p>Ravel's Bolero through rhythmic mime, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance.</p>	<p>a West African village. The integrated music features traditional Ghanaian songs and percussion rhythms, and the infamous Spiderman Anansi, who saves the day.</p>	<p>production. Children learn to perform to a wider audience.</p>	<p><i>Musical focus: Performance</i> Songs, looking back and looking forward, and a platform of performances (speech, poetry, dance) for linking them to provide a moving celebration of the children's happy memories and their hopes for the future.</p>
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