



Music Curriculum Map

	Autumn Term	Spring Term	Summer Term			
EYFS	Comes under the expressive arts and design curriculum in our EYFS stage.					
Key vocabulary	Beat Pulse Rhythm Tempo Pitch (high/low) Dynamics (loud/quiet) Verse Chorus Percussion Perform Loud / quiet Fast / slow Stop / start Listen Sing Clap Beat Sound Instrument					
Year 1	-Hey You! - song only (Charanga) Charanga MMC 1 - My Musical Heartbeat	Y1/2 Carol concert -Christmas songs -Kapow – Tempo – Snail and Mouse	-Rhythm buttons- an introduction to rhythm theory -TOYS – Teddy Bear Rock and Roll – song and percussion.	-Weather songs -Springtime songs -Kapow Sound patterns (Fairytale) -Begin Ocarina	-Kapow – Dynamics (Seaside theme) -Dinosaur Rumpus (rhythm work) - continue Ocarina	Summer assembly -Summer songs -Kapow – Musical symbols (under the sea theme) - continue Ocarina

Prior learning	<ul style="list-style-type: none"> -listen to recorded music and talk about it -Sing collectively at the same pitch -Respond to counting in -Copy sung phrases and commit to memory. -copy simple rhythm patterns -move/clap to keep the pulse with support - play short, pitched patterns on tuned instruments to maintain a steady beat -come into a counted introduction 	<ul style="list-style-type: none"> -copy fast and slow rhythms and songs -understand the changes between fast and slow tempo 	<ul style="list-style-type: none"> -that syllables in words and phrases make patterns and can create a rhythm -that a rhythm is made up of different sound patterns of different durations and tempo. -sing in unison whilst signing actions in time and to the beat. -play untuned percussion in time to the beat. 	<ul style="list-style-type: none"> -sing more complex songs with signed actions -make changes to the dynamics of their voices -respond to hand gestures to change tempo/dynamics of voice and instrument -read simple rhythm patterns -follow instructions to hold and play the ocarina correctly -read and understand simplified music notation for ocarina notes (“ocpics”) 	<ul style="list-style-type: none"> -be able to follow more complex rhythm patterns - make links between music, sounds and environments and use percussion, vocal and body sounds to represent nature. -understand of dynamics and how to change them -ocarina basics 	<ul style="list-style-type: none"> - sing, sign and learn the words for increasingly complex songs -confidently perform in front of an audience -ocarina “ocbox” notation -read and respond to symbols representing pitch changes
Key vocabulary	beat, pulse, rhythm, melody, pitch, improvise	Fast, slow Tempo Warm up Singing voice Speaking voice Verse Chorus	Percussion Chorus / verse Rhythm buttons Counts of 4 “Minibeast words” to fit music notation: Fly (1 beat), Spider (2 fast half beats) Slug (2 beats) Snail (4 beats)	Ocarina Finger holes Finger rest Music notes names a-g “ocpics” Dynamics Hand signals Character Sound pattern	Symbol Soundscape	Pitch Rest Sound pattern
Year 2	Harvest assembly - Harvest Songs with glockenspiel accompaniment <u>Charanga</u>	Y1/2 Carol concert - Christmas songs - Handa’s Surprise	- ocarina continued Charanga MMC unit 3 – inventing a musical story	Spring music celebration - Springtime songs - Ocarina continued	Kapow – Singing (theme: On this island)	Kapow – Pitch (theme: Musical Me)

	-Hands, Feet, Heart MMC unit1 (song only)	(rhythm work with formal notation) -Begin ocarina		-Carnival of the Animals		
Prior learning	-singing in unison with a wider pitch range -Follow notation to play tuned percussion -perform for a wider audience	-Ocarina basics -rhythm work from Y1	-clap/sing/play increasingly complex rhythm and musical patterns -improvise melodies on tuned percussion, keeping within a 4-beat count	-learn complex songs by heart and perform for a wider audience with increasing confidence -ocarina symbols -listening and appraisal skills for classical music -compose a melody to represent an animal -graphic notation	-singing with breath control and dynamic/tempo changes to signals -collaborative skills to compose as a group -read notation left to right	Read notation and recognise the changes in pitch Sing and play high and low notes with the notes in between. Recognise missing notes on a stave
Key vocabulary	Year 1 vocab used more widely with less explanation, plus: Notation	Formal note names – crotchet, minim, dotted minim, semibreve, quaver, paired quavers Stave Lines and spaces	Improvise Improvisation Compose Measure (in the musical sense) Bar Barline 4-time	Graphic score Graphic notation Appraise Common instruments of the orchestra Families of instruments – brass, strings, woodwind, percussion	Composer Composition Phrase	Dot High Low Musical sentence Notation Phrase Pitch Pitch pattern Stave
Year 3	Volcanoes (and mountains) -Songs -In the Hall of the Mountain King – glockenspiels -Night on a Bare Mountain	Remembrance Service Y3/4 Carol concert Christmas production Christmas songs Christmas production songs/rehearsals Stone Age: brief topic to embed rhythms and sing songs.	Peter and the Wolf -composition	-Romans -Kapow instrumental lessons - Caribbean	-Begin to recognise notes on the treble stave -Recorders (Charanga instrumental unit – Heather Ward)	-Kapow - Pentatonic melodies and composition (Theme: Chinese New Year – adapt to include Egyptian minor scales) Egyptian songs
Prior learning	Listening and appraising	-performance on stage for wide audience	-detailed analysis/opinion of classical music	-sing complex song words from memory	-musical theory knowledge for formal notation	-sing in parts for a wider audience

	<p>Singing in unison and parts, changing tempo and dynamics as requested.</p> <p>Following marked music notation and playing in time with recorded music</p> <p>-composing music to represent nature and recording on a graphic score</p>	<p>-singing in parts, responding to hand signals</p> <p>-formal notes and time signatures</p> <p>Quavers</p>	<p>-orchestral instruments and their sounds</p> <p>-repeating pitched phrases back</p> <p>-following labelled notes on the treble stave to play a known melody on tuned percussion</p> <p>-group collaboration to compose</p> <p>-detailed graphic score recording with performance directions</p>	<p>and perform to a wider audience</p> <p>-play tuned percussion in each style</p> <p>-improvise melodies on tuned percussion</p>	<p>-transferrable finger work from ocarina to learn the recorder</p> <p>-copy rhythm and pitch patterns on a wind instrument</p>	<p>-match movement to music</p> <p>-notate and play melodies with given notes</p> <p>-play a part in a composition confidently</p> <p>-work as a group to perform a piece of music</p>
Key vocabulary	<p>3-time</p> <p>Canon/round</p> <p>Basic Italian phrases for dynamics and tempo</p> <p>Structure</p> <p>Texture</p> <p>Ostinato</p>	<p>Time signature</p> <p>Harmony</p>	<p>Treble notes</p> <p>Stave</p> <p>Treble clef</p>	<p>Calypso</p> <p>Griot</p> <p>Harmony</p> <p>Kaiso</p> <p>Pentatonic scale</p> <p>Steel pans</p> <p>Syncopation</p>	<p>Recorder</p> <p>Notes a-g</p>	<p>Duration</p> <p>Expression</p> <p>Features</p> <p>Fluency</p> <p>Folk music</p> <p>Glockenspiel</p> <p>Layered melodies</p> <p>Musical terminology</p> <p>Octaves</p> <p>Pentatonic melody</p> <p>Pentatonic scale</p> <p>Phrases</p> <p>Scale</p> <p>Tempo</p> <p>Timbre</p> <p>Untuned percussion</p>
Year 4	<p>Harvest assembly</p> <p>-Harvest songs</p> <p>-Rainforests</p>	<p>Remembrance Service</p> <p>Y3/4 Carol concert</p> <p>-Christmas songs</p> <p>-Begin recorder</p>	<p>Kapow – Rock and Roll</p>	<p>Kapow - Samba and carnival sounds and instruments (Theme: South America)</p>	<p>Charanga – Glocks2</p> <p>-Embed note recognition on the treble stave</p>	<p>Charanga unit 6 MMC – The Show Must Go On!</p>

Prior learning	<ul style="list-style-type: none"> -graphic scores -basic musical performance directions in Italian -symbols for dynamic changes -group work for composition 	<ul style="list-style-type: none"> - musical theory knowledge for formal notation -transferrable finger work from ocarina to learn the recorder -copy rhythm and pitch patterns on a wind instrument 	<ul style="list-style-type: none"> -perform actions and movements in time with music whilst singing -play an accompaniment to music whilst singing -independently play a musical part with awareness of others 	<ul style="list-style-type: none"> -clap off beat in a syncopated rhythm -play different rhythms with others -play their part in a group piece at the correct time 	<ul style="list-style-type: none"> -notes of the treble stave -follow music notation on the screen in time with the beat 	<ul style="list-style-type: none"> -copy pitch and rhythms of increasing complexity -improvisation and composition -reading notation -analysis and opinion of music including identify tonality and articulation -accurate singing -playing instruments as a group with parts
Key vocabulary	Further musical performance directions in Italian, for dynamics and tempo	Recorder Notes a-g	<ul style="list-style-type: none"> Bass line Flat notes Hand jive Originate Rhythmic patterns Rock and roll Sections Sequence Style Sharp notes Vocals Walking bass line 	<ul style="list-style-type: none"> agogo Bateria Caixa Carnival Chocalho Cowbell Ensemble Features Ganza Influenced Metronome Offbeat Repique Rhythmic break Samba Samba breaks Structure Surdo Syncopated rhythms Tamborim Unison 	Music notes Dynamics vocab in Italian	<ul style="list-style-type: none"> Tonality – major or minor Articulation – legato or staccato Chords
Year 5	Charanga MMC1 – melody and harmony in music	Remembrance Service Y5/6 Carol concert	Kapow – Looping and remixing.	-Space music and composition (Garageband,	<u>Charanga MMC 5 – Freedom to improvise.</u>	Kapow – Musical Theatre

		<ul style="list-style-type: none"> -Christmas songs -Virtual keyboard -chords and chord progressions (use parts of Charanga MMC3 composing and chords) -significant classical music 	(Chrome Music Lab – Song maker)	Incredibox and Chrome Music Lab Spectrogram and/or Soundwaves	Recorder (Heather Ward scheme) Theory work extended, including notes on the bass stave	
Prior learning	<ul style="list-style-type: none"> -Copy longer melodic patterns -Identify duration and time signatures -Explain structure of music pieces -Sing expressively with attention to dynamics and articulation -play an instrumental part by ear or with notation, in time with music and others -improvise with given parameters -simple tonic triad chords -composing 	<ul style="list-style-type: none"> -singing in parts with expression and accuracy -chords and chord progressions (major and minor) -understanding of classical music and structure -history timeline of composers 	<ul style="list-style-type: none"> -compare different musical styles -discuss and evaluate music using detailed musical vocabulary -improvise and compose with voice, body percussion, and instruments -combine rhythm patterns and ostinato -collaborative group work 	<ul style="list-style-type: none"> -previous unit skills with music technology -composing with music tech apps 	<ul style="list-style-type: none"> -notes on the treble -Recorder skills from earlier years -following a conductor to play together in time -play various parts accurately 	<ul style="list-style-type: none"> -confidently using musical vocab to describe, compare and give opinions on pieces of music -understand the connections between choreography and music -that musical theatre includes character and action songs to tell a story
Key Vocabulary	<ul style="list-style-type: none"> Scale (major and minor) Key signature Dotted crotchets Tonic triads Musical intervals 	Chord progressions	<ul style="list-style-type: none"> Loop Looped rhythm Fragment Backbeat Layers Riff Remix 	<ul style="list-style-type: none"> Detailed musical vocab to describe all elements of pieces of music. Motif Col legno Pizzicato 	<ul style="list-style-type: none"> Bass Bass clef Notes on the bass staff 	<ul style="list-style-type: none"> Action song Backdrop Book musical Character song Choreographer Comic opera Dialogue Ensemble Hip-hop musical

						Jukebox musical Librettist Libretto Lyricist Musical director Musical theatre Opera Operetta Performers Props Rock musical Scene Timbre Transitions
Year 6	Kapow – Film Music (and gaming music)	Remembrance Service Y5/6 Carol concert Christmas songs Young Voices songs Garageband pop song – Music Tech unit – loops and layering.	Young Voices songs Extend theory work further – notes on grand staff etc. Continue with Garageband pop song – Music Tech unit – loops and layering.	Young Voices (1 st week in) Kapow – Theme and Variations (Theme – Pop Art)	Kapow – Songs of World War 2 Composition from Morse Code	Production Leavers’ assembly Leaver’s songs Production songs and drama rehearsal
Prior learning	-improvise confidently within a given style -identify how music changes effects -the different effects major and minor melodies have -that film soundtracks include background music to action as well as theme tunes	-accuracy of pitch, expression and dynamics when singing in parts and unison -memorise significant amounts of song words to be performed with a large audience -music tech skills/knowledge from Year 5	Continuation of skills and knowledge from last half term. Extension of styles of music	-the impact of musical styles and composers -stylistic features and elements of music -themes can be adapted with variations	- further accuracy and control when singing in unison and parts -formal notation -the notes of the grand staff	-learn significant amounts of songs -perform to a large audience with expression, control and accuracy

Key Vocabulary	accelerando characteristics chromatics clashing composition conversation convey descending dynamic vocab emotion evoke features imagery interpret interval melodic military modulate polished sequence soundtrack timpani tension tremolo urgency	Build on and consolidate vocab from previous years	Build on and consolidate vocab from previous years	accidentals diaphragm legato motif pizzicato rhythmic elements semi-quaver theme translate variations vocal line	accuracy backing track control countermelody era expression harmonise notate techniques phrasing purpose score Morse Code	Build on and consolidate vocab from previous years
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