

Music Curriculum Map 2023-2024

Curriculum Intent

- Children will have access to a rich, broad and engaging musical education. All children will be given music lessons by their classroom music teacher at a regular period, providing them with the opportunity to develop musical skills and knowledge across a curriculum map that encourages progress and attainment in four key music disciplines: Singing, Listening, Composing and Musicianship.
- The Music curriculum will follow a clear sequence of lessons, with horizontal and vertical links across the fundamental skills and year groups.
- Music will be a fun and enjoyable learning experience, contributing to the personal and social development of our children. Teaching will focus on building confidence in our children. Teachers will acknowledge the varying level of musical ability there may be in their classroom and provide a range of challenges appropriate to individual needs.
- Singing will be at the heart of the Music curriculum, enabling children to learn to sing in tune individually and with others.
- Children will listen to a variety of music and use this to develop cultural appreciation, as well as developing vocabulary to demonstrate an understanding of how music can be used to create emotions and moods.
- Every child will learn a musical instrument and perform for an audience.
- Children will look at a range of music compositions and consider how sounds are organised and notated.
- As many children as possible will be encouraged to get involved in musical activities outside of the classroom. Children will be offered regular extracurricular ensembles alongside music trips, concerts and performances. Children will also be offered the opportunity to learn a musical instrument with peripatetic teachers working on a self-employed basis or from the local music service. These lessons will be taught during the school day in addition to the normal classroom teaching of music.

EYFS	Reception EYFS			Links to KS1 Curriculum		
EYFS area of Learning	Expressive Arts and Design: Being Imaginative and Expressive					
	Autumn Term		Spring Term		Summer Term	
	I've got a grumpy face The sorcerer's apprentice	Witch, witch Row, row, row your boat Christmas Production	Bird spotting: Cuckoo polka Shake my sillies out	Up and down Five fine bumble bees	Down there under the sea It's oh so quiet	Slap clap clap Bow, bow, bow Belinda
Fundamental Knowledge	Sings new songs and rhymes matching the pitch and following the melody of a song Plays untuned and tuned instruments Expresses feelings and ideas through music and about music Composes and adapts songs and music Performs individually and in a group			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 interrelated dimensions of music.		

Enrichment	EYFS Music Festival – all children Whole-School Music Assemblies Musician of the Month Whole School Project based on The Little Match Girl (Sadlers Wells)
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	Autumn Term		Spring Term		Summer Term	
Year 1	Menu Song Colonel Hathi's march	Magical Aquarium Christmas Production	Football Dawn from Sea Interludes	Dawn from Sea Interludes Musical Conversations	Nautilus Cat and mouse	Come Dance with Me
Fundamental Knowledge (taken from the National and Model Music Curricula)	<p>National Curriculum Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils play tuned and untuned instruments musically. Pupils listen with concentration and understanding to a range of high-quality live and recorded music. Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p> <p>Model Music Curriculum</p>					

Singing - Sing simple chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.

Sing songs with a very small range (mi-so), then slightly wider. Include pentatonic songs

Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy.

Listening - Develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.

Listen to recorded performances.

Composing - Improvise simple vocal chants using question-and-answer phrases.

Create musical sound effects and short sequences of sounds in response to a stimulus (e.g. a rainstorm or a train journey). Combine to make a story using classroom instruments or sound-makers.

Understand the difference between creating a rhythm pattern and a pitch pattern.

Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.

Use music technology to capture, change, and combine sounds.

Recognise how graphic notation can represent created sounds. Explore and invent own symbols.

Musicianship - Pulse/beat a 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 patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat.

Respond to the pulse in recorded/live music through movement and dance.

Musicianship Rhythm - Perform short copycat rhythm patterns accurately, led by the teacher.

Perform short repeating rhythm patterns while keeping in time with a steady beat.

Perform word-pattern chants; create, retain and perform their own rhythm patterns.

Musicianship Pitch - Listen to sounds in the local school environment comparing high and low sounds.

Sing familiar songs in both low and high voices and talk about the difference in sound.

Explore percussion sounds to explore storytelling.

Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum

Learning Checkpoint Tasks	Snap Shot formative assessment (recording) Performance to Parents	Snap Shot formative assessment (recording) Perform to buddies	Snap Shot formative assessment (recording) Performance for Music assembly
Enrichment	Concert by Elgar Chorale Whole-School Music Assemblies Musician of the Month Whole School Project based on The Little Match Girl (Sadlers Wells)		

Year 2	Autumn Term		Spring Term		Summer Term	
	Tony Chestnut	Composing music inspired by birdsong	Grandma Rap	Orawa	Swing-a-long with Shostakovich	Tańczymy Labada
	The carnival of the animals	Christmas Production	Orawa	Trains	Charlie Chaplin	
Fundamental Knowledge (taken from the National and Model Music Curricula)	<p>National Curriculum Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils play tuned and untuned instruments musically. Pupils listen with concentration and understanding to a range of high-quality live and recorded music. Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music</p> <p>Model Music Curriculum Singing - Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control. Sing songs with a small pitch range, pitching accurately. 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 (e.g. crescendo, decrescendo, pause). Listening - Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances.</p>					

	<p>Composing - 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. Use graphic symbols, dot notation, and stick notation, as appropriate, to keep a record of composed pieces. Use music technology to capture, change, and combine sounds.</p> <p>Musicianship- Pulse/beat a Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening 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. Know the difference between left and right to support coordination and shared movement with others. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Identify the beat groupings in familiar music that they sing regularly and listen to.</p> <p>Musicianship Rhythm- Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point. Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchets rests. Create and perform their own chanted rhythm patterns with the same stick notation.</p> <p>Musicianship Pitch - Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument, or backing track. Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating g with actions (e.g. stand up/sit down, hands high/hands low). Recognise dot notation and match it to 3-note tunes played on tuned percussion.</p>		
Learning Checkpoint Tasks	Snap Shot formative assessment (recording) Performance to Parents	Snap Shot formative assessment (recording) Perform to buddies	Snap Shot formative assessment (recording) Performance for Music assembly

Enrichment	Concert by English Symphony Orchestra Whole-School Music Assemblies Musician of the Month Whole School Project based on The Little Match Girl (Sadlers Wells)
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Year 3	Autumn Term		Spring Term		Summer Term	
	Volin I've been to Harlem Mingulay boat song and Nao chariya de	Violin Sound symmetry Christmas Production	Violin Latin dance	Violin 'March' (The Nutcracker) From a railway carriage	Violin Just three notes Samba with Sérgio	Violin Fly with the Stars
Fundamental Knowledge (taken from the National and Model Music Curricula)	National Curriculum 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.					

Model Music Curriculum

Singing - Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.

Perform actions confidently and in time to a range of action songs.

Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.

Listening - Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.

Listen to recorded performances.

Composing - Improve a Become more skilled in improvising (using voices, tuned and untuned percussion, and other instruments), inventing short ‘on-the-spot’ responses using a limited noterange.

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.

Composing - 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.

Performing - Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.

Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups. c Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.

Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow.

Extend to question-and-answer phrases.

Performing - Reading notation e 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.

Learning Checkpoint Tasks	Snap Shot formative assessment (recording) Performance to Parents	Snap Shot formative assessment (recording) Perform to buddies	Snap Shot formative assessment (recording) Performance for Music assembly
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Enrichment	FAME (Violin) Whole-School Music Assemblies Musician of the Month Whole School Project based on The Little Match Girl (Sadlers Wells)		

Year 4	Autumn Term		Spring Term		Summer Term	
	This Little Light of Mine	Pink Panther	The doot doot song	Fanfare for the Common Man	Global Pentatonics	Favourite Song
	Pink Panther	Composing with Colour		Spain	The Horse in Motion	
		Christmas Production				
Fundamental Knowledge (taken from the National and Model Music Curricula)	<p>National Curriculum</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>					

Develop an understanding of the history of music.

Model Music Curriculum

Singing - Continue to sing a broad range of unison songs with the range of an octave (do-do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).

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- Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.

Listen to recorded performances.

Composing - Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).

Begin to make compositional decisions about the overall structure of improvisations and continue this process in composition tasks.

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 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. g Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.

Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.

Performing - 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 using instruments played

	<p>in whole class teaching. Identify static and moving parts. Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). Reading notation - Introduce and 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</p>		
Learning Checkpoint Tasks	<p>Snap Shot formative assessment (recording) Performance to Parents</p>	<p>Snap Shot formative assessment (recording) Perform to buddies</p>	<p>Snap Shot formative assessment (recording) Performance for Music assembly</p>
Enrichment	<p>Create and Sing (Royal Opera House Project) Whole-School Music Assemblies Musician of the Month Whole School Project based on The Little Match Girl (Sadlers Wells)</p>		

Year 5	Autumn Term		Spring Term		Summer Term	
	<p>What shall we do with the drunken sailor? Why we Sing</p>	<p>Why we Sing Songwriting Christmas Production</p>	<p>Madina tun Nabi</p>	<p>Building a groove Época</p>	<p>Balinese music Composing in ternary form</p>	<p>Kisne Banaaya</p>
Fundamental Knowledge (taken from the National and Model Music	<p>National Curriculum 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.</p>					

<p>Curricula)</p>	<p>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.</p> <p>Model Music Curriculum</p> <p>Singing - Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Listening - Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances.</p> <p>Composing - Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in composition tasks.</p> <p>Composing- Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. Working in pairs, compose a short ternary piece. Use chords to compose music to evoke a specific atmosphere, mood, or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</p> <p>Performing - Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.</p>
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	<p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Performing - Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers. Understand the differences between 2/4, 3/4, and 4/4 time signatures. g Read and perform pitch notation within an octave (e.g. C-C'/do-do). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>		
Learning Checkpoint tasks	Snap Shot formative assessment (recording) Performance to Parents	Snap Shot formative assessment (recording) Perform to buddies	Snap Shot formative assessment (recording) Performance for Music assembly
Enrichment	The Big Sing Music Festival Whole-School Music Assemblies Musician of the Month Whole School Project based on The Little Match Girl (Sadlers Wells)		

Year 6	Autumn Term		Spring Term		Summer Term	
	Hey, Mr Miller	Shadows	Dona Nobis Pacem	You to me are everything	Nobody Knows	Ame sau vala tara bal
	Shadows	Composing for Protest		Twinkle variations		Y6 Production
		Christmas Production				

Fundamental Knowledge (taken from the National and Model Music Curricula)	National Curriculum						
	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						
	Model Music Curriculum						
	Singing - Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style.						
	Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group - i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts, and vocal independence.						
	Listening - Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.						
	Listen to recorded performances.						
	Composing: - Improvise and create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence.						
	Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.						
	Composing - Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.						
	Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.						

	<p>Enhance improvised/composed melodies with rhythmic or chordal accompaniment. Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p>Performing - Play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf), and moderately quiet (mp).</p> <p>Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p> <p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</p> <p>Further understand the differences between semibreves, minims, crotchets, quavers, and semiquavers, and their equivalent rests.</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do).</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>		
Learning checkpoint Task	Snap Shot formative assessment (recording) Performance to Parents	Snap Shot formative assessment (recording) Perform to KS1 in assembly	Snap Shot formative assessment (recording) Performance for community (Y6 production)
Enrichment	Finish This Project (English National Opera) Whole-School Music Assemblies Musician of the Month Whole School Project based on The Little Match Girl (Sadlers Wells)		

Additional Musical Opportunities	Our ensembles are: iRock - 4 bands Choir- 24 children Tudor Family Choir - 40 (Comprised of school choir, TGAW choirs and staff from both schools) String Squad- 28 children Djembe Jam- 4 children Ukelele - Y4,5,6 Young Voices Choir - Y4,5,6
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