



Music Curriculum Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Identifies sounds in the environment. Sings songs with others. Singing of nursery rhymes. Exploring percussive instruments. Autumn festival songs for Diwali and Harvest Autumn singing performance.</p>	<p>Sings short phrases of a song in tune. Singing of nursery rhymes. Exploring percussive instruments. Kwanza singing, Hanukah singing, Christmas singing for Nativity performance. Exploring notation/symbol for stop/go.</p>	<p>Describes music as e.g. happy, scary calm. Singing of nursery rhymes. Exploring percussive instruments. Exploring notation/symbol for stop/go and loud/quiet.</p>	<p>Demonstrates rhythm with body movements that might be in time to music. Spring singing performance. Singing of nursery rhymes. Exploring percussive instruments. Consolidating notation/symbol for stop/go and loud/quiet and fast/ slow.</p>	<p>Enjoys playing a wide range of rhythm instruments. Singing of nursery rhymes. Exploring percussive instruments. Pitch match. Consolidating notation/symbol for stop/go and loud/quiet and fast/slow.</p>	<p>Moves in response to rhythm. Singing of nursery rhymes. Exploring percussive instruments. Make up own composition using 2Simple. Consolidating notation/symbol for stop/go and loud/quiet and fast/ slow.</p>
Reception	<p>Listen attentively, move to and talk about music, expressing their feelings. Matches an instrument to its sound. Describes the quality of a sound as e.g. loud, quiet, long and short. Can sing a whole song with others. Autumn festival songs for Diwali and Harvest Autumn singing performance. Learn rhymes, poems and songs</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Enjoys changing words in a song. Can clap in rhythm. Kwanza singing, Hanukah singing, Christmas singing for Nativity performance.</p>	<p>Explore and engage in music making and dance, performing solo or in groups. Enjoys marching, dancing, jumping, twirling, skipping and tiptoeing, etc. to music. Enjoys playing a wide range variety of instruments. Create a simple repeating pattern using body percussion.</p>	<p>Sings a large repertoire of songs from memory. Can describe changes within a piece of music. Moves rhythmically to a regular beat and can keep in time with the music. Spring singing performance. Learn rhymes, poems and songs</p>	<p>Sings a large repertoire of songs from memory. Can describe changes within a piece of music. Moves rhythmically to a regular beat and can keep in time with the music. Has some pitch control and rhythmic accuracy. Plays instruments with some precision and accuracy.</p>	<p>Enjoys group singing. Enjoys listening to different genres of music.</p>



<p>Year 1</p>	<p>Exploring sounds. Recognising different sounds. Exploring different sound sources. Focusing their listening. Exploring expressive use of sounds. Autumn festival songs for Diwali and Harvest. Autumn singing performance.</p>	<p>Exploring duration Using voices to make a variety of long and short sounds. Responding to long and short sounds through movement. How to use instruments to make sequences of long and short sounds. Kwanza singing, Hanukah singing, Christmas singing for winter performance.</p>	<p>Exploring rhythm and pulse. Using a steady beat. How to control a beat. What is meant by a rhythm and how to combine beat and rhythm. How to copy and repeat rhythm.</p>	<p>Exploring pitch. What is meant by pitch? How to control the pitch of the voice. Responding to changes in pitch. Relating sounds to symbols. Spring singing performance.</p>	<p>Exploring instruments and symbols. Classroom instruments. Identifying different ways instruments make sounds. Identifying how different symbols can represent sounds. Listening and responding to sounds using movement.</p>	<p>Exploring timbre, tempo and dynamics. How sounds can be used descriptively. How music can describe an environment. How words can describe sounds. How sounds can be combined.</p>
<p>Year 2</p>	<p>Exploring duration. Using voices to make long and short sounds. Making sounds of different duration on percussion instruments. Making long and short sounds fit with a steady beat. Autumn festival songs for Diwali and Harvest. Autumn singing performance.</p>	<p>Exploring pulse and rhythm. What is meant by steady beat? How to control beat. How to recall and copy rhythm patterns. How to create rhythm patterns based on words and phrases. Using beat and rhythm to create an accompaniment for a song. Kwanza singing, Hanukah singing, Christmas singing for winter performance.</p>	<p>Exploring pitch. Responding to changes in pitch. Relating sounds to symbols. How simple tunes are made of different pitches. How pitch can be used descriptively.</p>	<p>Exploring instruments and symbols. Class composition. Identifying different ways instruments make sounds. Identifying how symbols can used to represent changing sounds. Listening and responding to sounds using movement. Spring singing performance.</p>	<p>Exploring timbre, tempo and dynamics. Class composition using simple structures. How sounds can be organised. How music can describe an environment. How words can describe sounds. How sounds can be combined.</p>	<p>Exploring sounds. Recognising different sound sources and exploring instruments. Using sounds expressively to illustrate a poem or a scene.</p>
<p>Year 3</p>	<p>Exploring descriptive sounds. Using music descriptively to represent different animal characteristics. Using musical elements to describe animals. Matching</p>	<p>Exploring rhythmic patterns. Describing rhythms through rhythmic symbols(notation). Composing rhythmic ostinati based on spoken phrase.</p>	<p>Exploring pentatonic scales. What pentatonic scales are and how they are used in music. How simple tunes can be based on a pentatonic scale. How to create</p>	<p>Exploring arrangements. Learning about:</p> <ul style="list-style-type: none"> • musical accompaniments • melodic phrases • rhythmic patterns 	<p>Wider Opps Trafford Music Service. Learning the ukulele and vocals</p>	



	sounds and movement descriptively. Using narration with sounds and movement. Selecting ways to combine these elements.	Kwanza singing, Hanukah singing, Christmas singing for winter performance.	different textures using the pentatonic scale. Creating a class performance.	Considering the intended effect. The expressive use of elements. Presenting a class performance. Spring singing performance.		
Year 4	Exploring rhythmic patterns. Repeated rhythmic patterns. How rhythms can be described through rhythmic symbols(notations). Rhythmic patterns based on spoken phrase. Structuring rhythmic patterns. Autumn festival songs for Diwali and Harvest Autumn singing performance	Exploring arrangement and musical accompaniments. Exploring rhythmic and melodic phrases. Considering intended effect. Expressive use of elements. Kwanza singing, Hanukah singing, Christmas singing for winter performance.	Exploring melodies and scales/pentatonic melodies as different intervals that are steps or leaps and repeated notes. Melodies based on scales. Melodies that fit together. Applying musical knowledge and understanding.	Exploring sound colours/programme music. How music, like pictures can describe images and moods. Selecting appropriate instruments. Combining sounds to make textures. How mood and emotion can be illustrated in music. Using sounds expressively. Spring singing performance.	Exploring orchestra. Develop listening, looking and concentration skills. Recognise instruments of the orchestra by both appearance and timbre. Learn about programme music and categorise instruments.	Exploring signals. Recognising sound signals. Morse Code. Ostinato and how it can be used as a compositional tool. Setting words to music. Presenting a class performance.
Year 5	Exploring pulse, metre and accent using percussion instruments to produce a wide variety of sounds, particularly cyclic patterns. Fitting different patterns together. Inverting simple rhythmic patterns. Expanding rhythmic ideas using timbre and duration and by rearranging the rhythmic material.	Exploring rounds. The effect of different pitched notes played together. Singing a simple round in two or more parts and accompany it with two three note chords(triads). Creating a class performance through practise and rehearsal. Kwanza singing, Hanukah singing, Christmas	Exploring sound sources/orchestra. How pitched sounds when combined can sound relaxed or tense. Selecting sounds and resources to achieve an intended effect. Extending sounds vocabulary	Exploring lyrics and melody. How lyrics can reflect the time and place in which they are written. Lyrics as having a cultural and social meaning. How lyrics can be generated and organised. How melody reflects the lyrics. Writing songs. Spring singing performance.	Exploring pitch/notating treble. Develop listening, looking and concentration skills. Understand how pitched notes are written on a staff. Understand the concept of chords and how they are used to accompany songs.	Performing together. Improving diction. Playing instrumental accompaniments. Practising and rehearsing individually and as a class. Enhancing the performance with creative work. Refining and improving a performance. Presenting for different audiences



	Autumn festival songs for Diwali and Harvest Autumn singing performance.	singing for winter performance.				
Year 6	Exploring lyrics and melody. Exploring how melody is used to express the mood of the lyrics. History of the Blues. Composing 'Blues' based on 12 bar chord structure. Autumn festival songs for Diwali and Harvest Autumn singing performance.	Exploring rounds. Singing partners song. Exploring harmony created through singing in a round. Developing ability to sing in parts. Kwanza singing, Hanukah singing, Christmas singing for winter performance.	Exploring sound sources/orchestra. Developing listening skills through orchestral instruments.	Exploring pulse and rhythmic/dictation. Learning to write rhythmic notation. Minim, crotchet, quaver, semibreve. Writing 2 bar rhythms in 4/4 time from dictation. Spring singing performance.	Exploring pitch/notating triads. Writing harmony using triads. Rending letter names in the treble.	Performing together. Working on end of year musical. Solo/ensembles/ characterisation from the songs.