Music Curriculum Map

	Play and Perform	Compose Music	Listen and Recall	Music Theory	Appreciation	History of Music
Year 1	*Repeat simple beats and rhythms *Explore the use of voice in different ways: speaking, singing, chanting *Discover pitch and volume		*Sounds to represent different things *Discuss how different music makes you feel		*Comment on musical preferences including personal likes and dislikes of instruments	*Learn a song / rhymes from history
Year 2	*Perform simple patterns with dramatic effect *Explore how sounds can be organised *Show control in playing an instrument *Represent sounds with symbols		*Sort composers into different genres *Use music to convey mood		*Comment on musical preferences incl. likes and dislikes of instruments - give reasons	*Learn a song from history *Compare instruments from history to modern day
Year 3	*Perform simple melodic and rhythmic parts *Improvise repeated patterns *Start to show control in voice	*Carefully choose sounds to achieve an effect *Create short musical patterns with rests and rhythm	*Listen to different types of composers *Notice and compare the way sounds can be combined and used effectively	*Recognise pauses in music as a 'rest'	*Begin to recognise instruments played *Discuss likes & dislikes *Recognise how musical elements can be played together	*Describe different music throughout history and cultures *Understand the importance of music for occasions/events
Year 4	*Perform with awareness of others and maintain a part within a group *Show control in voice *Play instruments with care	*Compose music with several layers *Compare and perform melodies *Create repeated patterns	*Analyse and explore the way sounds can be combined and used effectively *Comment on musician's technique	*Know the number of beats for a minim, crotchet, semibreve and recognise their symbols *Know the symbol for a rest (as above)	*Recognise and identify instruments and voices being played *Compare tastes in music	*Understand the sense of occasion affects the performance *Music from a chosen time period
Year 5	*Create songs with lyrics and melody *Perform as part of a group with my own part *Perform with different rhythm, pitch, volume	*Improvise melodic and rhythmic phases as part of a performance *Improvise as a group *Compose by developing ideas	*Notice and explore the relationship between sounds *Notice and analyse how music reflects different intentions	*Draw a treble clef *Read the musical notation for EGBDF / FACE in the treble clef *Use musical notation with increased fluency	*Compare different types of music *Explain how musical elements can be used together	*Understand the different cultural meanings including contemporary *Different venues and occasions
Year 6	*Perform from memory *Refine and improve my performance *Perform alone or as part of a group	*Use a variety of different musical devices including melody, rhythm, chords. *Show thoughtfulness in selecting sounds / ideas	*Comment and compare the use of musical devises and the relationship between sounds	*Use a variety of notation when performing *Quickly read notes and rests with understanding of beats	*Analyse and compare musical features using key vocabulary *Explain and evaluate musical styles	*Notice and explore how music reflects time *Understand and express opinions with cultural meaning

Music Curriculum Map				
	Singing	Listening	Composing	Performing
Year 1	*Sing simple songs, chants and rhymes *Sign collectively at the same pitch *Follow simple directions (start, stop, loud, quiet) *Sing call and response songs	*Sounds to represent different things *Discuss how different music makes you feel *Listen to recorded music *Talk about different styles of music and how they can tell a story	*Comment on musical preferences including personal likes and dislikes of instruments *Improvise simple chants *Create short sequences of sound *Create rhythms and difference in pitch *Use symbols to represent sounds	*Walk, clap and move to a steady beat *Use body and classroom percussion *Perform short copycat rhythms *Listen and compare sounds *Use percussion sounds to accompany a story *Follow symbols to make music
Year 2	*Sing songs with a pitch range *Use dynamics (loud/quiet, fast/slow) following directions	*Compare different music styles *Listen and compare the sounds of percussion instruments *Listen to recorded music *Give reasons for musical preferences	*Create music in response to non-musical stimuli *Improvise simple phrases *Use symbols to record composed pieces *Use technology to capture music	*Keep to a beat that changes speed *Keep the beat to a piece of music *Walk in time to the beat of music *Begin to group beats (2s and 3s) *Play and invent copycat rhythms *Follow stick notations *Create and perform own rhythms *Sing short phrases independently *Start to use tuned percussion
Year 3	*Sing a range of unison songs tunefully using *forte* and *piano* *Use actions in time to singing *Walk, clap and move to a steady beat with others changing tempo *Sing as part of a choir	*Listen to different types of composers *Notice and compare the way sounds can be combined and used effectively *Recognise pauses in music as a 'rest'	*Develop skill of improvising (tuned and untuned percussion) *Structure musical ideas (echo, question and answer phrases) *Combine rhythm notation with letter names (do, re, mi)	*Play tuned instruments *Perform melodies follow notation *Use dot notation *Read notation: stave, clef, crotchet, paired quavers *Apply word chants to rhythms
Year 4	*Continue to sing a broad range of unison songs with a range of an octave including crescendo and diminuendo *Sing rounds and partner songs in different time signatures *Sing as part of a large choir	*Explore the way sounds can be combined and used effectively *Compare musical instruments and their sounds from the brass family *Know the number of beats for a minim, crotchet, semibreve and recognise their symbols *Know the symbol for a rest (beats as above)	*Develop improvisations skills using legato and staccato *Combine rhythmic notation with letter names to create short phrases *Create short sequences using note values *Create music to convey a mood *Introduce use of chords *Capture and record compositions	*Play and perform following notation *Perform in two parts: melody and accompaniment or duet) *Copy short melodic phrases *Know the differences between minims, crotchets, quavers and rests *Follow and perform simple rhythmic scores
Year 5	*Sing a broad range of songs with a sense of ensemble and performance *Sing three-part rounds, partner songs and songs with a verse and chorus	*Compare musical instruments and their sounds from the woodwind family *Observe how music reflects different intentions	*Improvise freely using tuned percussion and melodic instruments *Improvise with groove, beat and dynamics including *mp, pp, ff, mf*	*Play and record created performances *Read notation including semibreves and semiquavers

	*Perform a range of songs as part of a school choir/assembly	*Read the musical notation for EGBDF / FACE in the treble clef	*Compose melodies with rhythmic or choral accompaniment *Compose a short three-part piece *Begin to use chords	*Understand time signatures: 4/4, 3/4 *Read and perform pitch notation within an octave
Year 6	*Sing a broad range of songs including syncopated rhythms *Sing three and four-part rounds *Perform to a wider audience	*Compare musical instruments and their sounds from the string family *Continue to read musical notation with fluency *Discuss a range of musical genres and the purpose of different instruments	*Create music with multiple sections that include repetition and contrast *Extend improvised pieces beyond 8 beats using a scale *Compose a three-part piece *Enhance melodies with rhythmic or choral accompaniment	*Play a melody using staff notation *Use chords or a bass line with tuned instruments *Perform as part of an ensemble *Further develop understanding and fluency with notation *Read music within an octave *Perform a transition project