



Music CURRICULUM MAP



Rhythm/ Notation/Composition
Familiarise with musical terminology
Identify the notes on a staff
Create a simple composition of music using crotchets, quavers, rests, minims and semibreves.
Improvise and compose music using the key musical terminology

Period of Music Romantic
Develop and understanding of the orchestra for the period
Listen and appreciate music from different composers focusing on attention to detail
Listen to two contrasting pieces of music and discuss the affect they have
Compose a piece of music in the style of the period using instruments from the time

Singing
Know the key vocabulary of singing
Recognise the features in a song
Recognise the notes on a staff
Perform with confidence in front of an audience

YEAR
6



Singing
Know the key vocabulary of singing
Recognise the features in a song
Recognise the notes on a staff
Perform with confidence in front of an audience

Period of Music Romantic
Develop and understanding of the orchestra for the period
Listen and appreciate music from different composers focusing on attention to detail
Listen to two contrasting pieces of music and discuss the affect they have
Compose a piece of music in the style of the period using instruments from the time

Rhythm/ Notation/Composition
Familiarise with musical terminology
Identify the notes on a keyboard
Play and perform in solo and ensemble contexts, playing the keyboard with increasing accuracy
Improvise and compose music using a keyboard as a melody

YEAR
5

Rhythm/ Notation/Composition
Read and play the crotchet, minim and rest note
Learn how to play 'B, A, G' note on a recorder
Use the notes to compose a piece of music

Period of Music Classical
Develop and understanding of the orchestra for the period
Listen and appreciate music from different composers focusing on attention to detail
Listen to two contrasting pieces of music and discuss the affect they have
Compose a piece of music in the style of the period using instruments from the time

Singing
Know the key vocabulary of singing
Recognise the features in a song
Learn a piece of music using actions to remember the lyrics
Perform with confidence in front of an audience

YEAR
4



Singing
Know the voice is an instrument.
Sing songs in a round and contrapuntal.
Recognise the features of a song
Learn a piece of music using actions.
Perform with confidence in front of an audience.

Period of Music Baroque
Develop and understanding of the orchestra for the period
Listen and appreciate music from different composers focusing on attention to detail
Listen to two contrasting pieces of music and discuss the affect they have
Compose a piece of music in the style of the period using instruments from the time

Rhythm/ Notation/Composition
Explain the difference between rhythm and beat
Create their own rhythm
Use instruments to create rhythms
Begin to read music on a staff
Use the rhythm and notation skills to compose music

YEAR
3

Rhythm/ Notation/Composition
Clap out a simple rhythm
Use tuned and untuned instruments within songs
Explore rhythm using tuned and untuned instruments
Create, select and combine rhythms when composing

Composer Study (Beethoven)
Listen to and discuss music.
Compare two pieces of music and explain how it makes me feel
Compose a piece of music based on a composers compositions.

Singing
Know the voice in an instrument.
Recognise the features of a song and begin to use actions to support lyric meaning
Learn a piece of music using actions to remember the lyrics.
Perform with confidence in front of an audience.



LOWER
KEY
STAGE
2

YEAR
2



Singing
Know the voice is an instrument
Use their voices expressively and creatively by singing songs and speaking chants and rhyme
Listen with concentration
Perform with confidence in front of an audience

Composer Study (Bach)
Listen to a range of music, talk/write about emotions, which instruments are identified, talk about an orchestra.
Listen to music and tap a beat in time with the music.
Experiment with, create, select and combine sounds using the inter-related dimensions of music.
Compose and record a short piece of music, working in groups and playing simple instruments of their choice.

Rhythm/ Notation/Composition
Identify and classify a range of instruments
Clap a simple rhythm
Explore rhythm using tuned and untuned instruments
Perform rhythms using tuned and untuned instruments
Create their own rhythms.



YEAR
1

Reception – EUG
Sing a range of well-known nursery rhymes and songs.
Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Three and Four Year Old – Development matters
Listen with increased attention to sounds.
Respond to what they have heard, expressing their thoughts and feelings.
Remember and sing entire songs.
Sing the pitch of a tone sung by another person ('pitch match').
Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
Create their own songs or improvise a song around one they know.
Play instruments with increasing control to express their feelings and ideas.

0 to Three Years – Development matters
Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
Show attention to sounds and music.
Respond emotionally and physically to music when it changes.
Move and dance to music.
Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
Explore their voices and enjoy making sounds.
Join in with songs and rhymes, making some sounds.
Make rhythmic and repetitive sounds.
Explore a range of sound-makers and instruments and play them in different ways.

KEY
STAGE
1

EYFS
NURSERY &
RECEPTION



Reception – Development matters
Listen attentively, move to and talk about music, expressing their feelings and responses.
Watch and talk about dance and performance art, expressing their feelings and responses.
Sing in a group or on their own, increasingly matching the pitch and following the melody.
Explore and engage in music making and dance, performing solo or in groups



'To provide each and every one of our learners with purposeful, inspiring and enjoyable practical experiences in Music, that fully engage them in building securely and precisely upon their knowledge, skills and understanding.'