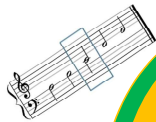


# Music CURRICULUM MAP



YEAR  
**6**

**Rhythm/ Notation/Composition**  
Can children recognise crotchets, quavers, rests, minims and semibreves in a piece of music?  
Can children build on previous session by clapping in time using crotchets, quavers, rests, minim and semibreve notation?  
Can children use crotchets, quavers, rests, minim and semibreve in creating a simple composition?

**Period of Music Modern**  
Are children able to understand features of the period of study?  
Are children able to understand the different mood of music?  
Are children able to understand the career of a musician?  
Why has music been used for movies?  
Can children present findings of this period of music?

**Singing**  
Can children sing in a round/canon?  
Can children lead a round/canon?  
Can children perform with some control?  
Can children sing harmonies?  
Can children demonstrate good singing vocabulary?  
Can children lead a harmony?



YEAR  
**5**

**Singing**  
Can children sing in a round/canon?  
Can children lead a round/canon?  
Can children perform with some control?  
Can children sing harmonies?  
Can children demonstrate good singing vocabulary?  
Can children lead a harmony?

**Period of Music Romantic**  
Are children able to understand features of the period of study?  
Can children compare and contrast two pieces of music from the romantic period?  
Are children able to research a famous composer from the romantic period?  
Are children able to create a report about a famous composer from the romantic period?  
Are children able to compare two pieces of music from different Musical periods?

**Rhythm/ Notation/Composition**  
Can the children identify the notes on a keyboard?  
Can children clap out a rhythm using musical terminology?  
Can children explain new musical terminology?  
Can children play keyboards with increasing accuracy?  
Can children play keyboards with increasing accuracy?  
Can children compose their own piece of music using the notes learned in previous weeks?



YEAR  
**4**

UPPER  
KEY  
STAGE  
**2**

**Rhythm/ Notation/Composition**  
Can children use the correct vocabulary when playing the recorder?  
Can children read the rhythm of music?  
Are children able to play B, A, G on the recorder?  
Can the children play simple songs?

**Period of Music Classical**  
Who is able to understand features of the period of study?  
Can the children recall key facts about the composer Mozart and discuss his music?  
Are children able to research a famous composer from the classical period?  
Can children create a report about a famous composer from the classical period?  
Are children able to compare and contrast two pieces of classical music?

**Singing**  
Can children sing in a round/canon in a group?  
Can children lead a round/canon?  
Can children perform with some control?  
Can children demonstrate good singing vocabulary?



YEAR  
**2**

YEAR  
**3**

**Singing**  
Can children sing in a round/canon in a group?  
Can children lead a round/canon?  
Can children perform with some control?  
Can children demonstrate good singing vocabulary?

**Period of Music Baroque**  
Who is able to understand features of the period of study?  
Who is able to understand the features of a Baroque orchestra?  
Who is able to appreciate music from different composers?  
Who is able to identify instruments in a piece of music?  
Who is able to use the information gathered to write a report to inform others about the period?

**Rhythm/ Notation/Composition**  
Do children know the difference between rhythm and beat?  
Can children clap different rhythms?  
Can children create their own rhythms?  
Can children perform rhythms on instruments?  
Are children able to begin reading musical notation?

LOWER  
KEY  
STAGE  
**2**

**Rhythm/ Notation/Composition**  
Can children clap a simple rhythm?  
Can children explore rhythm using instruments?  
Can children use rhythms from songs?  
Can children perform rhythms?

**Composer Study (Beethoven)**  
Can children make predictions and create questions to research Beethoven?  
Can children research key facts about Beethoven's early and later life?  
Can children create a report about the composer Beethoven including key facts about his life?  
Are children able to listen to and discuss Beethoven's music?  
Are children able to compare two pieces of Beethoven's music and how it makes them feel?

**Singing**  
Can Children learn different nursery rhymes?  
Can children learning about different instruments?  
Can children sing along with music?  
Can children listen and respond to music?  
Can children create a new version of a nursery rhyme?  
Do Children sing in tune?  
Do children create actions to their performance?



YEAR  
**1**

**Singing**  
Can Children learn different nursery rhymes?  
Can children learning about different instruments?  
Can children sing along with music?  
Can children listen and respond to music?  
Can children create a new version of a nursery rhyme?

**Composer Study (Bach)**  
Can pupils accurately describe the mood of the music? Can they verbalise how it makes them feel?  
Can children research facts about Bach?  
Do they have a basic understanding of who Bach was?  
Can pupils recognise the rhythm in a piece of music?  
Can pupils play a musical instrument with the same beat as a piece of music?  
Can pupils talk about the sounds that some instruments make?  
Can pupils identify any instruments in a piece of music?

**Rhythm/ Notation/Composition**  
Can children clap a simple rhythm?  
Can children create a new version of a nursery rhyme?  
Do children sing in tune?  
Do children create actions to their performance?



KEY  
STAGE  
**1**

**Reception – Expressive Arts and Design: Musical Knowledge and skills Summer**  
Able to copy a simple beat pattern X X - X - including with instruments.  
Able to play an allocated instrument(s) as part of a planned musical composition.  
Able to chance the sound of an instrument by playing it differently, e.g. shaking or tapping.

**Musical Knowledge and skills Spring**  
Know which instrument to use for a desired effect – e.g. sleigh bells for Santa, a tambour for thunder. Use appropriate vocabulary to describe these sounds.  
Able to use instruments to match a simple taught rhythm and able to make up own musical patterns and maintain a simple beat.

**Reception – Expressive Arts and Design: Musical Knowledge and skills Autumn**  
Explore and play with a range of musical instruments – being able to match the sound to the instrument. Following play opportunities. Describe these sounds (rattle, loud bang, bells etc).  
Able to pitch match in simple call and response tasks.



YEAR  
**0**

**Reception – Expressive Arts and Design: Singing Summer**  
Able to perform a simple poem (as part of a group), able to follow the rhythm of the poem.

**Reception – Expressive Arts and Design: Singing Spring**  
Able to sing taught songs with melody matching.  
Able to sing a song / rhyme that has been taught – pitch and melody matching appropriate to the age of the child.

**Reception – Expressive Arts and Design: Singing Autumn**  
Know the difference between singing and shouting.  
Able to join in with songs that have been taught – following the simple melody.  
Join in with the taught nursery rhymes.  
Able to pitch match in simple call and response tasks.



YEAR  
**0**

**Nursery – Expressive Arts and Design: Singing Summer**  
Sing a simple nursery rhyme all the way through e.g. Twinkle, Humpty Dumpty, Baa, Baa Black sheep, Incy Wincy Spider. Be imaginative and expressive with open ended resources in a variety of situations. Listen to and respond to music and the patterns in music, matching the sound of a musical instrument, copying a sound pattern etc. Move creatively in response to music.



'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.'