



Music Curriculum Map

These units do not need to be taught sequentially, and individual lessons can be used in isolation, to suit the needs and interests of the pupils, the class topics and seasonal times of the year.

Key Vocabulary

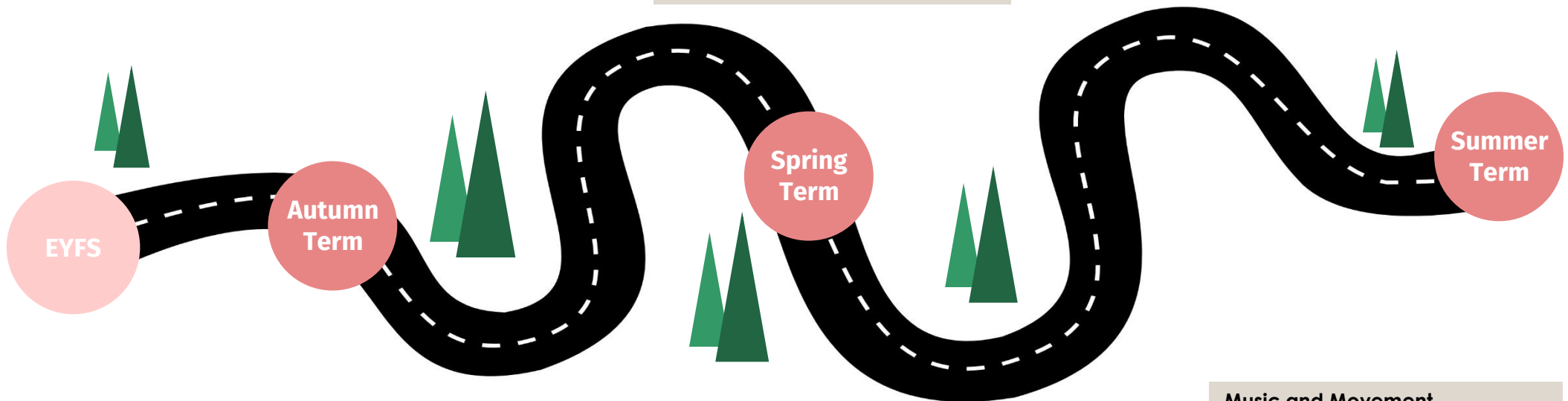
Sound, quiet, loud, high, low, listen, echo, voice, beat, pulse, tap, clap, stamp, march, pitch, tune, sing, high, low, So-Mi or Do-Re-Mi, dance, move, stop, start, freeze, copy, instrument, drum, shaker, tambourine, triangle, play, perform, music, song, listen, together, share.

Transport

We will be using voices, bodies and instruments to explore different types of transport. We will identify and mimic transport sounds and interpret and perform a simple score.

Big Band

We will learn about what makes a musical instrument, and the four different groups of music instruments. We will be following a beat using an untuned instrument and performing a practised song to a small audience.



Exploring Sound

We will explore how we can use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments. We will identify sounds in the environment and differentiate between them.

Celebration Music

We will learn about the music from a range of cultural and religious celebration, including Diwali, Hanukkah, Kwankzaa and Christmas.

Music and Movement

We will come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.

Music and Movement

We will be exploring traditional tales and songs. We will be moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. We will understand that music and instruments can be used to convey moods or represent characters. We will be playing an instrument as part of a group story.



Music Curriculum Map

Key Vocabulary

Pulse, rhythm, beat, pattern, repeated, steady, pitch, high, low, loud, quiet, fast, slow, tempo, dynamics, timbre, sound, instrument, tap, bang, shake, scrape, silence, ascending, descending, step, jump, change, control, sing, voice, echo, copy, clap, stamp, body percussion, perform, listen, rehearse, together, audience, applause, music.

Dynamics (Seaside)

We will be exploring the connections between music, sounds, and environments. We will then aim to represent the seaside. We will use percussion instruments, vocal sounds, and body percussion to create sounds like crashing waves, calling seagulls, and rustling sand. We will use voices and instruments to practice varying dynamics—showing a contrast between loud and soft sounds.

Sound Patterns (Fairytale)

We will be examining different favourite fairy tales, and discussing the key moments in these stories. We will be guided to clap and read simple sound patterns, matching the different characters of the story. We will then use these sound patterns to retell the fairy tale, bringing the story to life through sound and movement.

Year
1 & 2

Autumn
Term

Spring
Term

Summer
Term

Keeping the Pulse (My Favourite Things)

We will be exploring the concept of keeping a steady pulse together. We will be engaged in music and movement activities inspired by our favourite things. We will participate in different activities, moving to the beat of the music while thinking about and expressing our favourite objects or experiences.

Tempo (Theme: Snail and Mouse)

We will be using voices, bodies and instruments to listen and respond to different pieces of music. We will learn and perform a rhyme and song with a focus on tempo. We will focus on the adventures of the Snail and Mouse to understand how tempo can shape a musical story,

Pitch (Superheroes)

We will be Identifying high and low notes, then using this knowledge to compose a simple tune that represents a superhero. We will then listen to different pitches, recognising the difference between high and low sounds. After identifying these notes, we will experiment with combining different pitches to create a melody that represents their chosen superhero.

Musical Symbols (Under the Sea)

We will be diving into the unknown. We will explore the depths of the sea through music, movement, musical symbols, and the playing of tuned percussion instruments. We will engage in activities that allow us to express the mysterious underwater world, such as using our bodies to mimic the movement of sea creatures. We will learn to interpret musical symbols to translate visual cues into sounds and play tuned percussion instruments, to represent the wonders of the underwater world



Music Curriculum Map

Key Vocabulary

Ballad, verse, chorus, narrative, emotion, expression, performance, compose, soundtrack, graphic score, notation, structure, sequence, soundscape, warm-up, pitch, melody, harmony, projection, breath control, ensemble, pentatonic, scale, tune, improvise, phrase, repetition, pattern, instrument, improvisation, texture, layering, call and response, accompaniment, rhythm, rehearse, dynamics, tempo, audience, confidence, timing, evaluate.

Developing Singing Technique (Theme: The Vikings)

We will be developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.

Pentatonic Melodies and Composition (Theme: Chinese New Year)

We will be using the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.

Spring Term

Summer Term

Year 3

Autumn Term

Ballads

We will be learning what ballads are, how to identify their features and how to convey different emotions when performing... Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.

Creating Compositions in Response to an Animation (Mountains)

We will be listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.

Jazz

We will be learning about ragtime style music, traditional jazz music and scat singing. We will create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.

Traditional Instruments and Improvisation (Theme: India)

We will be introduced to traditional Indian music. We will learn about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing.



Music Curriculum Map

Key Vocabulary

Percussion, timbre, ostinato, pulse, unison, layering, pattern, melody, motif, phrase, tempo, structure, improvise, notation, instrument, technique, pitch, dynamics, ensemble, performance, crescendo, diminuendo, accelerando, rallentando, expression, contrast, texture, syllable, rhythm, compose, accompaniment, form, evaluate, creativity, rock and roll, bassline, backbeat, chord, verse, hook, solo.

Changes in Pitch, Tempo and Dynamics (Theme: Rivers)

We will be exploring how musical elements can depict the journey of a river, enhancing our understanding of classical music. We will be introduced to key vocabulary and concepts such as pitch, tempo, dynamics, harmony, ostinato, and a cappella, helping us grasp how variations in these elements convey different moods and narratives. This unit also encourages active listening and performance, allowing us to experience the expressive power of music first-hand.

Haiku, Music and Performance (Theme: Hanami)

We will explore the interplay between Japanese poetry and music, drawing inspiration from the Hanami cherry blossom festival. We will introduce vocabulary and concepts such as haiku, pizzicato, staccato, glissando, and col legno, helping us to understand how different musical techniques can evoke imagery and emotion. Through the creative process of composing our own musical haiku, we will develop our skills in composition, performance and expressive musical interpretation.

Year 4

Autumn
Term

Spring
Term

Summer
Term

Body and Tuned Percussion (Theme: Rainforests)

We will be exploring the vibrant sounds of the rainforest through body percussion and tuned instruments. We will be introducing key vocabulary and concepts such as rhythm, melody, texture, dynamics, timbre, and pitch, helping us understand how different sounds and layers create musical compositions. We will be encouraged to use our bodies – clapping, tapping, and stamping – as well as instruments like glockenspiels and xylophones to represent rainforest environments.

Rock and Roll

We will explore the origins and characteristics of rock and roll music, a genre that emerged in the 1950s America. We will be introducing key vocabulary and concepts such as walking bass, bass line, tempo, dynamics, pitch, and hand jive, helping us understand the musical elements that define rock and roll. This unit also highlights the influence of jazz, gospel, and blues on the development of rock and roll, and we will be encouraged to engage with instruments like the drum, double bass, electric guitar, and electric bass.

Samba and Carnivals Sounds and Instruments

We will be exploring the vibrant rhythms and cultural significance of Brazilian samba music. We will be introducing key vocabulary and concepts such as rhythm, syncopation, off-beat, and break. We will also be familiarized with traditional samba instruments like the agogo, Caixa, chocalho, ganza, repique, surdo, and tamborim, emphasizing their roles in producing samba's distinctive sound. We will develop our ability to perform and compose samba rhythms.

Adapting and Transposing Motifs (Theme: Romans)

We will explore musical motifs within the context of Roman history. We will be introducing key vocabulary and concepts such as motif, ostinato, transpose, rhythm, and notation, helping us to understand how short, repeated patterns can be developed and transformed. We will be encouraged to compose and notate our own motifs, experimenting with transposition using sharp and flat notes, and perform our compositions using letter notation and graphic scores.



Music Curriculum Map

Key Vocabulary

Notation, stave, clef, bar, time signature, rhythm, score, harmony, syncopation, groove, chords, verse, chorus, arrangement, style, genre, expression, mood, timbre, structure, dynamics, key signature, major, minor, time signature, beat, bar line, meter, chord progression, triad, root note, accompaniment, bassline, sequence, drone, lyrics, interpretation, performance, solo, ensemble, projection, rehearsal.

South and West Africa

We will learn about a range of scientists. We will think about representation, privilege and bias in science. We will think about why so many famous historical scientists in Britain were white men. We will be encouraged to think about the impact this has had on scientific priorities and the impact representation had on societal preconceptions of the field of science.

Composition to Represent the Festival of Colour (Theme: Holi Festival)

We will be exploring how music can express ideas and emotions through colour and celebration. Inspired by Holi – the Hindu festival of colour – we will be composing our own music to represent the joy and symbolism of this springtime event. We will be introducing vocabulary and musical concepts including graphic score, synaesthesia, tonality (major and minor and layering). We will also be learning to apply the inter-related dimensions of music such as texture, timbre, dynamics, and tempo to create expressive, vibrant compositions.

Spring Term

Summer Term

Year 5

Autumn Term

Composition Notation (Theme: Ancient Egypt)

We will be exploring musical composition inspired by Ancient Egypt. We will be introducing vocabulary and key concepts such as melody, ensemble, call and response, structure, verse, unison, improvising, notation, major, minor, tempo, and motif. We will learn to create compositions using both traditional staff notation and letter notation. We will experiment with rhythms and melodies that reflect the theme of Ancient Egypt.

Blues

We will be introduced to the fundamental elements of blues music, focusing on its distinctive features and historical context. We will learn about the 12-bar blues structure, the blues scales, and key musical concepts such as chords, bars, and improvisation. We will explore how blues music often conveys emotions, particularly sadness, reflected in the term "the blues." We will learn about specific musical techniques like bent notes and the use of quavers, enhancing knowledge of rhythm and melody.

Looping and Remixing

We will be introduced to the genre of Electrical Dance Music (EDM), focusing on the use of loops and remixing techniques. We will be learning key vocabulary such as loop, remix, backbeat, layers, and structure. We will be exploring how repeating sections – known as loops in dance music, ostinatos in classical music, and riffs in jazz – are used to build musical pieces. We will be creating our own remixes by layering rhythms and melodies.

Musical Theatre

We will be exploring the world of musical theatre, understanding how music, songs, spoken dialogue, and dance combine to tell a story. We will be introducing key vocabulary and concepts such as composer, lyricist, librettist, script, score, director, choreographer, and performers. We will be learning about the various roles involved in creating a musical. We will also be looking at different types of songs within musicals,



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Key Vocabulary

Polyrhythm, semiquaver, dotted note, syncopation, time signature, ostinato, subdivision, crescendo, diminuendo, pitch, texture, monophonic, homophonic, polyphonic, theme, variation, motif, improvisation, structure, development, repetition, chord, progression, harmony, cadence, major, minor, dissonance, soundtrack, leitmotif, mood, underscore, crescendo, tension, scene, performance, vocal warm-up, expression, unison, dynamics, phrase, interpretation.

Film Music

We will be delving into the world of film music, examining how composers use musical elements to enhance storytelling and evoke emotions. We will be introducing vocabulary and concepts including composition, pitch, major and minor keys, modulation, tremolo, chromatics, and graphic scores. We will be understanding the techniques used to create specific atmospheres in film scenes. We will be exploring how different musical styles are constructed to support various cinematic moments.

Theme and Variations (Theme: Pop Art)

We will be exploring the musical form of theme and variations, drawing inspiration from the bold and vibrant Pop Art movement. We will be introducing concepts and vocabulary such as melody, rhythm, pulse, phrase, and notation, helping us to understand how composers develop and transform musical ideas. We will be familiarizing ourselves with orchestral families – strings, woodwind, brass, and percussion – and Kodály rhythm syllables to reinforce our rhythmic understanding.

Year 6

Autumn Term

Spring Term

Summer Term

Dynamics, Pitch and Tempo (Theme: Fingal's Cave)

We will be exploring how classical music can depict natural scenes, focusing on Felix Mendelssohn's Fingal's Cave. We will be examining how composers use the inter-related dimensions of music – structure, texture, dynamics, timbre, pitch, tempo, and duration – to represent the sea's movement and atmosphere. We will be learning key vocabulary such as graphic score, ensemble, conductor, and composition, we will engage in activities like improvisation and creating our own musical compositions to convey imagery.

Songs of WW2

We will be exploring the emotional and historical significance of wartime music. We will be introducing vocabulary and concepts such as melody, dynamics, counter melody, and graphic score, helping us understand how music conveyed hope and unity during challenging times. We will be encouraged to engage with singing techniques, including breath control using the diaphragm and understanding pitch through the solfa ladder. We will be examining the structure and expression of WW2 songs to develop our musical interpretation and performance skills.

Baroque

We will be exploring characteristics and significance of Baroque music. We will be introducing key vocabulary such as ornamentation, continuo, harpsichord, dynamics, and concerto, helping us to understand the stylistic features of the Baroque period. We will also be learning about key Baroque composers – Johann Sebastian Bach, George Frideric Handel and Antonion Vivaldi – and how their music shaped this era.

Composing and Performing a Leavers' Song

We will be reflecting on our primary school experiences by creating a personalised leavers' song. We will be introducing vocabulary and concepts including melody, harmony, chord progression, and notation, helping us to understand the structure and elements of song writing. We will be guided through the process of writing lyrics, composing melodies using tuned percussion instruments, and performing our song with confidence.