



Curriculum Map Music

Intent:

At West Heath Primary School, we use a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Listening and evaluating
- Creating sound
- Notation
- Improvising and composing
- Performing

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise, demonstrate and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

The Kapow Primary scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, the interrelated dimensions of music and more.

The intent for the music curriculum is to enthuse, engage and inspire children through a high quality, sequenced and enriched music curriculum. We want children to have high aspirations for themselves and their future, to prepare them for life after primary school and to support them in developing the core values that we think will help them to succeed. At West Heath we champion every child to, 'Be a Star Shine Bright!'

Implementation

We teach music weekly. Each lesson is taught by the class teacher and uses the Kapow scheme of work to deliver the curriculum. With a focus on the dimensions of music (pulse, pitch, dynamics, rhythm, texture and tempo) as well as listening to, improvising, singing and composing music, we plan to provide our children with a quality, enriched and engaging music education.

In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD, aiding teachers in their own acquisition of musical skills and knowledge. Further CPD opportunities can also be found via webinars with our music subject specialists. Kapow has been created with the understanding that many teachers do not feel confident delivering the music curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

As well as their weekly music lessons, children at West Heath Primary School also take part in weekly Singing practice where the songs are influenced by the Genre of the Month, exposing children to a wide range of genres and artists, further increasing their cultural capital and supporting their personal development and British Values of mutual respect and tolerance.

Children are also given extra-curricular opportunities to foster a 'love for music' by:

- Joining the School choir (Years 1-6)
- Attending live experiences (Young Voices and Youth Proms)
- Opportunity to perform in School assemblies and concerts
- Rocksteady music lessons
- Services for Music lessons (Woodwind)

Impact

At West Heath our Music curriculum will develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Our Children will be able to enjoy music, in as many ways as they choose - either as listener, creator or performer. They will be able to dissect music and comprehend its parts. They will be able to sing and feel a pulse. They will have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and at the end of each unit there is often a performance element where teachers can make a summative assessment of pupils' learning. Knowledge organisers for each unit support pupils by providing a highly visual record of the key learning from the unit, encouraging recall of practical skills, key knowledge and vocabulary.

After the implementation of Kapow Primary Music, pupils should leave primary school equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives. The expected impact of following the Kapow Primary Music scheme of work is that children will:

- ✓ Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- ✓ Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
- ✓ Understand the various ways in which music can be written down to support performing and composing activities.
- ✓ Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- ✓ Meet the end of key stage expectations outlined in the National curriculum for Music.

Music Curriculum map						
EYFS						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Exploring Sound	Celebration music	Music and Movement	Musical stories	Transport	Big Band
Overview	Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment.	Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.	Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.	Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound.	Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.
Head (Knowledge)	Learning objective: To explore using voices to make a variety of sounds. To explore how to use our bodies to make sounds.	Learning objective: To learn about music from another culture, particularly when related to the festival of Diwali	Learning objective: To understand why songs have actions. To learn some simple Makaton signs to accompany a song.	Learning objective: To listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story.	Learning objective: To explore creating sound effects. To explore making sounds at different speeds.	Learning objective: To discuss what makes a musical instrument. To use recyclable materials to create a simple representation of a musical instrument.

	To explore the sounds of different instruments. To identify sounds in the environment and differentiate between them. To use voices to imitate nature sounds.	To respond to music with movement. To learn about music from another culture, particularly when related to the festival of Hanukkah. To learn the names of some traditional Jewish musical instruments. To play and move to traditional Jewish Hanukkah music. To learn about music from another culture, particularly when related to the festival of Kwanzaa. To take part in a traditional call and response song. To find classroom objects to use as drums and play in response to African music.	To explore beat through body movement. To express feelings and emotions through movement to music. To explore pitch and tempo through scarf dancing and body movement. To perform action songs to a small audience.	To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. To talk about how a piece of music makes you feel. To use actions to retell a story to music. To sing and perform a group song. To learn how instruments can represent a certain mood, character or action. To experiment with the sounds of different instruments. To create a musical story based upon a familiar routine.	To explore moving to different tempos. To interpret symbols to show a change in speed. To interpret a simple score to show tempo changes.	To learn what an orchestra is. To learn about the four different groups of musical instruments. To copy and follow a beat. To follow a beat using an untuned instrument. To experiment with playing tuned and untuned instruments. To play in time to familiar songs. To choose appropriate instruments to represent different parts of a song. To perform a practised song to a small audience.
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		To learn about traditional Christmas music, To take part in a group song involving singing, voice sounds and playing instruments. To sing and move to a Christmas song. To suggest appropriate actions to match song lyrics.		To use instruments to represent moods or actions. To play an instrument as part of a group story and perform as a group. To use movement to express moods or actions within a musical story.		
Skills (Hands)	Communication and language ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class	Understanding the World Recognise that people have different beliefs and celebrate special times in different ways. Expressive Arts and Design Listen attentively, move to and talk about music, expressing their	Personal, Social and Emotional Development Think about the perspectives of others. Expressive Arts and Design Listen attentively, move to and talk about music, expressing their	Communication and language Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to	Communication and language Understand how to listen carefully and why listening is important. Learn new vocabulary. ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant	Expressive Arts and Design Explore, use and refine a variety of artistic effects to express their ideas and feelings. Sing in a group or on their own, increasingly matching the pitch and following the melody. Return to and build on their previous learning,

	discussions and small group interactions. Expressive Arts and Design ELG: Being Imaginative and Expressive Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Characteristics of effective learning Playing and exploring. Active learning.	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. ELG: Being Imaginative and Expressive Perform songs, rhymes, poems and stories with others, and- when appropriate- try to move in time with music. ELG: Being Imaginative and Expressive Perform songs, rhymes, poems and stories with others, and- when appropriate- try to move in time with music.	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. ELG: Being Imaginative and Expressive Perform songs, rhymes, poems and stories with others, and- when appropriate- try to move in time with music. Sing a range of well-known nursery rhymes and songs.	build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Expressive Arts and Design Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses.	questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. Personal, Social and Emotional Development ELG: Self-Regulation Give focused attention to what the teacher says, respond appropriately even when engaged in an	refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. ELG: Being Imaginative and Expressive Perform songs, rhymes, poems and stories with others, and- when appropriate- try to move in time with music. Sing a range of well-known nursery rhymes and songs.
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		Sing a range of well-known nursery rhymes and songs. Characteristics of effective learning Playing and exploring.	Characteristics of effective learning Playing and exploring. Creating and thinking critically. Active learning.	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. ELG: Being Imaginative and Expressive Perform songs, rhymes, poems and stories with others, and- when appropriate- try to move in time with music. Characteristics of effective learning Playing and exploring.	activity, and show an ability to follow instructions involving several ideas or actions. Expressive Arts and Design Sing in a group or on their own, increasingly matching the pitch and following the melody. Listen attentively, move to and talk about music, expressing their feelings and responses. ELG: Being Imaginative and Expressive Perform songs, rhymes, poems and stories with others, and – when appropriate – try to	Communication and language Learn rhymes, poems and songs. Characteristics of effective learning Playing and exploring. Creating and thinking critically. Active learning.
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				Creating and thinking critically. Active learning.	move in time with music. Characteristics of effective learning Playing and exploring. Active learning.		
Heart (Values)	Respect	Honesty	Empathy	Collaboration	Resilience	Determination	Excellence

Music Curriculum map						
Year 1						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Topic	Keeping the Pulse (My favourite things)	Tempo (Theme: Snail and Mouse)	Dynamics (Seaside)	Sound patterns (Fairytale)	Pitch (Superheroes)	Musical symbols (Under the sea)
Overview	Exploring the concept of keeping a steady pulse together, children engage in music and movement activities inspired by their favourite things. They participate in different activities, moving to the beat of the music while thinking about and expressing their favourite objects or experiences.	Using voices, bodies and instruments to listen and respond to different pieces of music, children learn and perform a rhyme and song with a focus on tempo. They focus on the adventures of the Snail and mouse to understand how tempo can shape a musical story.	Exploring the connections between music, sounds, and environments, children aim to represent the seaside. They use percussion instruments, vocal sounds, and body percussion to create sounds like crashing waves, calling seagulls, and rustling sand. They use voices and instruments to practice varying dynamics—showing a contrast between loud and soft sounds.	Examining different favourite fairy tales, children discuss the key moments in these stories. They are guided to clap and read simple sound patterns, matching the different characters of the story. Pupils then use these sound patterns to retell the fairy tale, bringing the story to life through sound and movement.	Identifying high and low notes, children use this knowledge to compose a simple tune that represents a superhero. They then listen to different pitches, recognising the difference between high and low sounds. After identifying these notes, pupils experiment with combining different pitches to create a melody that represents their chosen superhero.	Diving into the unknown, children explore the depths of the sea through music, movement, musical symbols, and the playing of tuned percussion instruments. They engage in activities that allow them to express the mysterious underwater world, such as using their bodies to mimic the movement of sea creatures. They learn to interpret musical symbols to translate visual cues into sounds and play tuned percussion instruments, to represent the wonders of the underwater world.

Head (Knowledge)	Learning objective:	Learning objective:	Learning objective:	Learning objective:	Learning objective:	Learning objective:
	To demonstrate an understanding of pulse using parts of the body. To keep a pulse and show a sound pattern using bodies and voices. To explore using a thinking voice to show the pulse. To play short rhythms in time with the pulse. To demonstrate an understanding of pulse through performance. Vocabulary: pulse singing voice speaking voice thinking voice	To use voices and bodies expressively, while exploring tempo. To practice a rhyme using fast and slow beats on instruments. To use voices to perform a song with a fast and slow beat. To use singing voices and an instrument to perform a song with a fast and slow beat. To demonstrate fast and slow beats within the context of a story. Vocabulary: beat fast singing voice slow speaking voice warm up	To understand how music can be used to represent an environment. To understand how music can represent changes in an environment. To explore using instruments, body and voice to create a seaside soundscape. To identify how dynamics can reflect environments. To create and represent sounds using symbols. Vocabulary: dynamics instrument seaside soundscape symbol volume	To explore and change dynamics using the voice. To experiment with creating different sounds using a single instrument. To read simple rhythmic patterns comprising of one beat sounds and one beat rests. To play sound patterns in time with the pulse using a visual stimulus. To show awareness of different roles when performing in a group performance. Vocabulary: character voice sound pattern	To identify high- and low-pitched sounds. To explore pitch by creating two-pitch patterns. To demonstrate tempo changes. To create a superhero theme tune with a variety in tempo and pitch. To perform a piece of superhero music showing a change of pitch and tempo. Vocabulary: high low pattern performance pitch tempo	To explore tempo changes through movement. To explore how dynamics can be represented by different symbols. To clap simple rhythmic patterns while keeping the pulse. To interpret symbols to demonstrate a pitch pattern. To perform as part of a group to demonstrate dynamics, pitch and rhythm. Vocabulary: dynamics pitch rest sound pattern tempo

Skills (Hands)	Success criteria: Sway to the pulse. Tap the pulse. Clap a sound pattern. Keep the pulse with my body. Sing a sound pattern while keeping a steady pulse. Keep the pulse without using my voice. Point to the pulse while speaking a sound pattern. Show I am using my thinking voice by not speaking while keeping the pulse.	Success criteria: Move my body in different ways when music is played. Use my voice to start to reflect different music speeds. Use my body to start to reflect different music speeds. Use my voice to say a rhyme. Say “Ready, steady, off we go,” using slow and fast beats. Use fast and slow beats when saying a rhyme.	Success criteria: Match the size of a movement to the volume of a sound. Say why a piece of music sounds like the sea. Create loud and soft sea sounds with my voice and body. Talk about why a sound was loud or soft. Describe why two pieces of music sound different from each other. Create a variety of sea sounds with my voice and body.	Success criteria: Join in time with repeated phrases and patterns. Change my voice to represent different characters, for example, by changing the volume. Respond to hand gestures. Use one instrument to create different sounds. Choose a relevant sound to accompany a part of the story. Clap syllables in spoken words or phrases.	Success criteria: Recognise high- and low-pitched sounds. Create a high- and low-pitched sound. Make two sounds with different pitches. Create a pattern using two different pitches. Play or sing a pattern with two different pitches. Recognise fast and slow music. Perform fast and slow music. Use fast and slow sounds.	Success criteria: Move to reflect the tempo of the music. Change the tempo of my actions to show different speeds of movement. Hear loud and soft (quiet) sounds in a piece of music. Use an instrument to play loud and soft. Read symbols to play loud or soft. Recognise and describe repetition in two sound patterns. Read sound pattern symbols from left to right. Clap simple rhythmic patterns comprising one

	Read and interpret simple sound patterns. Use a percussion instrument to play simple sound patterns. Keep the pulse while playing a sound pattern. Use my body to show the pulse. Use my thinking voice to keep the pulse. Use an instrument to play a pattern.	Use an instrument to demonstrate fast and slow beats. Explore fast and slow beats. Use a singing voice. Perform a song showing fast and slow beats. Use my singing voice to sing fast and slow beats. Use my instrument and voice to perform a song with fast and slow beats. Use my singing voice to play fast and slow beats. Use my body to play fast and slow beats. Use my instrument to play fast and slow beats.	Use instruments to create various loud and soft sounds. Use instruments to create sounds representing seaside sounds. Use my voice and body to create seaside sounds. Play loud and quiet sounds on an instrument. Make loud and quiet sounds with my voice. Describe how the volume changes in different environments. Create a sound and then draw it. Draw a simple picture using symbols to describe my music.	Play a sound pattern using an instrument. Read a sound pattern with one beat and one rest. Recognise different sound patterns and represent them with symbols. Read symbols and clap different sound patterns. Play different sound patterns using instruments. Use my voice expressively to join in with repeated phrases. Use my instrument to play a sound pattern. Sway or march to keep the pulse.	Use high and low sounds. Perform as part of a group. Create a theme that fits a purpose. Talk about music using the words fast and slow, high and low. Work in a group to perform a superhero theme tune.	beat sound and one beat rest. Use my hand and body to show high and low. Use my voice to show high and low. Use an instrument to play high and low sounds, while reading high and low symbols. Read symbols from left to right. Make high, low, loud and soft sounds. Read different sound patterns. I can follow a leader.
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		Sing and play at the correct time in a story.	Perform music from my picture.			
Heart (Values)	Respect Honesty Empathy Collaboration Resilience Determination Excellence					

Music Curriculum map						
Year 2						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Call and response (Animals)	Instruments (Musical storytelling)	Contrasting dynamics (Space)	Singing (On this island)	Structure (Myths and legends)	Pitch (Musical Me)
Overview	Chanting different call and response sound patterns, children progress to creating their own call and response patterns using untuned percussion instruments. They practise rhythm and	Exploring longer pieces of music, children look at how music can tell a story through the use of different instruments. They think creatively, considering how sounds can represent characters, actions,	Developing knowledge and understanding of contrasting dynamics, children listen to different pieces of music that represent planets and use these musical examples to	Learning songs and creating sounds to represent three contrasting landscapes—seaside, countryside, and city—children explore how music can evoke different environments. They	Exploring structure through listening, analysing, and performing, children engage with a song about a well-known myth to understand its composition. They listen to identify sections, analyse	Learning to sing and play the song ‘Once a Man Fell in a Well,’ children learn to connect the melody to specific pitches. They explore how different notes correspond to different parts of the song, using their instruments to recreate the tune

	pulse as they echo and respond to each other's chants, building a strong sense of musical communication.	and emotions when creating a soundscape to tell the story of Jack and the Beanstalk.	inspire their own compositions. They explore how varying loud and soft sounds can capture the unique characteristics of two different planets.	sing folk songs to reflect the different environments and use instruments and body percussion to create soundscapes representing one of the environments.	simple sound patterns, and see how these elements tell the story of the myth. Pupils then perform short sound patterns in a simple structure using instruments and voices.	accurately. Additionally, they begin to recognise how simple symbols can represent pitch, developing their ability to read and interpret musical notation.
Head (Knowledge)	Learning objective: To create short sounds with varied dynamics that represent an animal. To copy a short sound pattern. To explore call and response using instruments. To create sound patterns based on call and response. To perform different sound patterns with contrasting dynamics.	Learning objective: To explore listening and analysing a piece of music in relation to a story. To explore how music and sound effects can tell a story. To select appropriate sounds to match events, characters and feelings in a story. To suggest appropriate sounds to represent parts of a story. To perform a composition showing	Learning objective: To create a simple soundscape using dynamic changes. To listen to music and respond creatively, considering how dynamics can be represented. To compare two pieces of music. To create a short pitch pattern to represent a planet. To perform a pitch pattern representing a planet, using vocal	Learning objective: To learn to sing a British folk song. To practise and perform a song relating to the countryside. To practise and perform a song relating to the city. To create symbols to represent sounds. To develop and perform a musical composition. Vocabulary: composer	Learning objective: To read and clap a rhythm based on a phrase from a story. To hear, write and clap rhythms based on a phrase from a story. To use a rhythm in different ways to demonstrate structure. To create a structure using rhythmic patterns. To perform a group composition. Vocabulary:	Learning objective: To understand and practice reading different symbols to show pitch. To sing and draw pitch patterns. To read and understand the notation for the song 'Once a Man Fell in a Well.' To use a tuned percussion instrument to play a song. To complete the notation for a short song using a three-line stave. Vocabulary: dot high

		changes in tempo and dynamics. Vocabulary: dynamics encore instrumental sound sound effect tempo	and instrumental sounds and changes in dynamics. Vocabulary: composer dynamics pitch pattern planet representation soundscape tempo	composition dynamics inspiration pitch tempo phrase	one-beat notes composition paired half-beat notes legend myth notation pulse rest rhythm structure tempo thinking voice	low musical sentence notation phrase pitch pitch pattern stave
Skills (Hands)	Success criteria: Change the volume of my sound. Create different dynamics using the same instrument. Work as part of a group to create a short section of sounds that represents an animal. Describe my ideas about a piece of music.	Success criteria: Recognise changes in the tempo of the music. Describe tempo as fast or slow. Describe dynamics as soft or loud. Recognise changes in the dynamics of the music. Explain how music is used to support a story.	Success criteria: Use my voice to create sound. Offer ideas and suggestions for making sounds. Recognise differences in dynamics. Use appropriate musical vocabulary. Explain the mood of the music.	Success criteria: Breathe at appropriate times when singing. Sing a short song from memory. Sing high and low notes. Sing a simple song from memory. Breathe at appropriate points in a song.	Success criteria: Read and clap one-beat notes. Read and show one-beat rests. Recognise and write one-beat notes. Recognise and write one-beat rests. Recognise and write paired half-beat notes. Read, clap and play rhythms using one	Success criteria: Read pitch patterns by moving my eyes left to right. Read, sing and play high and low sounds. Read notation from left to right. Sing high and low sounds. Draw high sounds higher up the page than low sounds. Sing and read notation that uses five notes.

	Accurately copy a sound pattern by clapping. Clap a sound pattern in time with the music. Demonstrate what call and response is in music. Copy a sound pattern using an instrument. Work with a partner to think of a question (call) and a short answer (response) about animals. Play my call (question) and response (answer) using a simple pattern on an untuned percussion instrument. Play my composition using a simple	Use musical vocabulary to describe a piece of music. Select appropriate tempo changes to represent events. Select appropriate dynamics to represent emotions. Decide if an event needs a loud or soft sound. Suggest changes to dynamics and tempo. Explain my choices. Work as part of a group to rehearse and perform a story. Perform clearly and confidently. Perform showing contrasts in dynamics and tempo.	Respond to music creatively. Identify changes in dynamics and use appropriate musical vocabulary. Describe the mood of a piece of music. Respond creatively to music. Create and play a simple pitch pattern. Create a visual representation of my pitch pattern. Create and play a pitch pattern using visual representation to record it. Use dynamics to enhance my pitch pattern.	Sing a song with a wide pitch range. Identify the sounds of the city. Breathe at appropriate times when singing. Sing a short song from memory. Create actions to accompany a short song. Work with others to combine different sounds. Use voices to make a composition reflect a chosen environment. Use simple drawings or lines to show sound. Breathe at appropriate times when singing.	beat and paired half beats. Read and play rhythms that use a one beat rest. Recognise, follow and play a structured piece of music. Compose a piece of music using a given structure. Read one beat and paired half beats. Read and show beat rests. Work well as part of a group and listen to others. Perform my composition correctly from a prepared structure. Read a musical structure from left to right.	Hear when notes get higher or lower. Hear when notes stay the same. Read notation from left to right. Understand and play simple pitch patterns from notation. Recognise missing notes on a stave. Draw notes on a three-line stave. Read and play notes on a three-line stave.
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	pattern on an instrument. Improve my music by changing the dynamics (the volume).			Sing a simple song from memory. Read notation from left to right. Stand or sit appropriately when performing or waiting to perform.		
Heart (Values)	Respect Honesty Empathy Collaboration Resilience Determination Excellence					

Music Curriculum map						
Year 3						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ballads	Creating compositions in response to an animation (Theme: Mountains)	Developing singing technique (Theme: The Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)

Overview	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.	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.	Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.	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.	Learning about ragtime style music, traditional jazz music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.	Introducing to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing.
Head (Knowledge)	Learning objective: To use musical vocabulary to explain the stylistic features of a ballad. To explore how actions can impact performance. To plan a musical structure inspired by a story. To create lyrics that match a melody.	Learning objective: To tell a story from a piece of music through movement. To create a soundscape using percussion instruments. To create a range of sounds to accompany a story. To compose and perform a rhythm to accompany a story.	Learning objective: To sing in time with others. To recognise simple rhythmic notation by ear and by sight. To use simple rhythmic notation to compose a Viking battle song. To perform music with confidence and discipline.	Learning objective: To learn about the music used to celebrate the Chinese New Year festival. To play a pentatonic melody on a tuned percussion instrument. To write and perform a pentatonic melody.	Learning objective: To sing and clap a syncopated rhythm for a ragtime-style song. To improvise a call and response. To be able to scat sing using the call and response format. To create a jazz motif. To adapt a familiar tune using jazz rhythms.	Learning objective: To form an opinion of Indian music. To be able to improvise using given notes. To be able to improvise using given notes. To create a piece of music using a drone, rag and tal. To perform a piece of music using musical notation.

	To show awareness of style, structure and features to perform a ballad.	To compose and notate a short melody to accompany a story.		To perform a group composition. To perform a piece of music as a group.		
Skills (Hands)	Success criteria: Name the key features of a ballad. Use musical vocabulary to describe the features of a ballad. Learn the lyrics of a song and use actions to help me remember it. Follow the tune of a ballad. Remember the lyrics and tune of a new song. Perform the song with actions.	Success criteria: Picture a story from a piece of music. Use musical vocabulary to describe music. Express my opinion about music. Recognise and describe changes in music. Create layers within my composition. Play in time with my group. Play a repeated rhythm. Play a melodic pattern from simple notation with letter names.	Success criteria: Move and sing at the same time as my classmates. Learn new lyrics and follow a tune. Say what we need to do better next time. Sing in time with the music. Follow the tune. Move in time to the music. Identify how to improve my performance. Recognise and name note rhythms when I hear them.	Success criteria: Know the story of Chinese New Year. Describe the features of Chinese New Year music using musical terminology, including: crescendo (gradually getting louder), tempo (speed), duration (length), dynamics (volume), timbre (sound). Show the features of Chinese New Year music through dance. Play a five-note (pentatonic) scale.	Success criteria: Play on the off-beat and understand what this is. Clap a short syncopated rhythm. Sing a syncopated rhythm. I can recall what ragtime music is. Identify what call and response is. Play a tune. Improvise a new response to the call. Know what traditional jazz music is. Sing a response to a call.	Success criteria: Explain how the tempo and dynamics vary in Indian music. Express the reasons why I like or dislike the music. Know which instruments are used in Indian music. Know what a rag is. Read musical notation and play these notes. Use a rag to improvise. Play a rag. Play a drone. Play a tal. Improvise a rag along to a drone and tal using the correct notes.

	Understand what a ballad is and can sing in that style. Write sentences to accompany a storyline. Summarise a story. Contribute to lyrics written by the class. Write lyrics which rhyme. Write short sentences to create a story. Write nonsense words to fill time in my ballad. Accurately perform my lyrics with confidence.	Create a composition based on a story. Adjust the dynamics of my piece. Use key musical vocabulary to label my composition. Create different rhythms to tell a story. Use key musical vocabulary to explain my composition. Create rhythms to tell a story. Use key musical vocabulary to explain my composition.	Recognise and name note rhythms when I see them. Perform rhythms accurately from notation. Layer rhythms to create a piece of music. Add instrumental sound effects to a piece of music. Perform with confidence. Perform in time and in tune with others.	Play melodies using the five notes of the pentatonic scale. Write a pentatonic melody using letter notation. Play my pentatonic melody from letter notation. Understand what layered melodies are. Perform a group composition made up of three-layered pentatonic melodies. Perform using untuned percussion. Perform a piece of music about Chinese New Year as part of a group. Evaluate my own work and the work of my peers.	Recall what scat singing is. Sing in a jazz style. Scat sing. Identify the features of swing music. Recall what a motif is. Create a short jazz motif. Recall the instrumentation of a swing band. Describe what swung quavers are. Clap straight quavers and swung quavers along to a familiar tune. Play a simple tune using swung quavers.	Sing accurately from musical notation and lyrics. Play the tune of the song from musical notation. Perform as part of a group.
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Heart (Values)	Respect Honesty Empathy Collaboration Resilience Determination Excellence
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Music Curriculum map						
Year 4						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Whole class instrumental tuition (WCIT)	Whole class instrumental tuition (WCIT)	Whole class instrumental tuition (WCIT)	Whole class instrumental tuition (WCIT)	Whole class instrumental tuition (WCIT)	Whole class instrumental tuition (WCIT)
Overview						
Head (Knowledge)	Learning objective:	Learning objective:	Learning objective:	Learning objective:	Learning objective:	Learning objective:
Skills (Hands)	Success criteria:	Success criteria:	Success criteria:	Success criteria:	Success criteria:	Success criteria:

Heart (Values)	Respect Honesty Empathy Collaboration Resilience Determination Excellence
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Music Curriculum map						
Year 5						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi)	Looping and remixing	Musical theatre
Overview	Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation.	Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing.	Learning ‘Shosholoza’, a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.	Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.	Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well-known song before putting a dance music spin on it to create their own versions.	An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.

Head (Knowledge)	Learning objective: To sing with accuracy, fluency, control and expression. To explore and use different forms of notation. To understand note length. To read simple pitch notation. To use hieroglyphs and stave notation to write a piece of music.	Learning objective: To know some features of blues music. To play the first line of the 12-bar blues. To be able to play the 12-bar blues. To be able to play the blues scale on a tuned instrument. To be able to improvise with notes from the blues scale.	Learning objective: To sing a traditional African song unaccompanied. To use tuned percussion to play a chord progression. To use vocals or tuned percussion to perform a piece of music as an ensemble. To play call and response rhythms using percussion instruments. To create an eight-beat break to play within a performance.	Learning objective: To understand that music can be represented with colours. To represent a piece of music as a graphic score. To create a vocal composition based on a picture. To create a piece of music inspired by a single colour. To work as a group to perform a piece of music.	Learning objective: To play a simple looped rhythm from notation. To explore how sound can be layered using loops. To play a melody line accurately and fluently. To select a section of a tune and perform it as a loop. To combine loops to create a remix.	Learning objective: To understand the history of musical theatre. To identify character songs and action songs. To create a musical theatre scene. To rehearse a musical theatre scene. To perform a musical theatre scene.
Skills (Hands)	Success criteria: Sing in time with other people and a backing track. Follow or remember the lyrics.	Success criteria: Understand that blues music often conveys strong emotions. Sing a blues song.	Success criteria: Hold the tune of my part within a group performance. Sing unaccompanied.	Success criteria: Suggest a colour to match the music. Justify my opinion.	Success criteria: Hold my own part. Play accurately and in time.	Success criteria: Identify at least three features of musical theatre. Describe some of the roles involved in making musical theatre.

	Follow the tune. Show the structure of a piece of music using non-standard notation. Improvise music. Use hieroglyphs to notate my composition. Play a melody by ear. Recognise note names and note length. Make my part balance with other music around me. Play a melody by reading pitch notation. Know that notes can go either on or between the lines. Use pitch notation to write down my own melody.	Use vocal expression to convey meaning. Know what a chord is. Play the chord of C. Play the chord of C for the first line of the 12-bar blues. Play the chord sequence of the 12-bar blues. Play the chords of C, F and G. Play in time with the backing track. Play the blues scale going up. Play the blues scale going down. Play the blues scale in time with the backing track. Play the blues scale notes out of order.	Use expression within my singing. Play a major chord on tuned percussion. Play a two-chord progression. Play the progression with accuracy. Maintain and play my part accurately. Stay in time with the other performers. Offer suggestions for improvement. Listen to the pulse and play my instrument in time. Join back in if I lose my place. Count the rests (silences) accurately. Create a break that fills eight counts.	Name the features or the mood of a piece of music. Identify features of music. Describe what I think pieces of music look like and why. Represent music visually. Represent colours and shapes with vocal sounds. Explain my choices. Describe my use of dynamics, tempo and pitch. Describe the musical features of a piece of music. Associate music with colour. Create vocal sounds to represent colour.	Help to layer a looped rhythm. Create loops of music. Build layers of sound that work well together. Describe the similarities and differences between an original song and its remix. Accurately play the melody line of a piece of music. Play a melody confidently and fluently. Choose a fragment of the tune to turn into a loop. Accurately play a section of the tune as a loop. Play in time to the backbeat.	Place types of musicals accurately on a timeline. Identify a character song. Identify an action song. Justify my opinions by giving examples. Work as part of a group. Plan a musical scene to tell the story of a journey. Think of or write a song that tells the story. Work as part of a group. Perform in time with my group. Ensure that there are smooth transitions between spoken dialogue, singing and dancing. Perform in time with others in my group. Sing in tune and make sure my voice is loud and clear.
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	Work as part of a group to compose a piece of music in a particular style. Notate my piece using hieroglyphs and stave notation. Perform as part of a group.	Play different blues scale notes along to the backing track. Improvise using notes from the blues scale.	Play my break accurately. Play my break in the correct place and in time.	Record a composition as a graphic score. Adjust my dynamics and pitch according to a graphic score. Keep in time with my group. Communicate with my group. Know my role in the group.	Create a suitable structure for my piece of music. Perform my piece accurately. Play my piece in time.	Perform with expression to help convey emotion. Work as part of a group to make our scene a success. Ensure that there are smooth transitions between each element (speech, dance, song).
Heart (Values)	Respect Honesty Empathy Collaboration Resilience Determination Excellence					

Music Curriculum map						
Year 6						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Dynamics, pitch and tempo	Songs of World War Two	Film Music	Theme and variations	Baroque	Composing and performing a Leavers' Song

	(Theme: Fingal's Cave)			(Theme: Pop Art)		
Overview	Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.	Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.	Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.	Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments.	Exploring music of the Baroque Period (from 1600-1750). Looking at the great Baroque composers and musicians and at the structural and stylistic features of the music that they wrote and performed.	Creating their own leavers' song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics,, exploring the concept of the four chord backing track and composing melodies
Head (Knowledge)	Learning objective: To appraise the work of a classical composer (Felix Mendelssohn). To improvise as a group, using dynamics and pitch. To improvise as a group, using texture. To use knowledge of dynamics, texture	Learning objective: To use musical vocabulary to identify features of different eras of music. To improve accuracy in pitch and control, singing with expression and dynamics. To identify pitches within an octave when singing.	Learning objective: To appraise different musical features in a variety of film contexts. To identify and understand some composing techniques in film music. To use graphic scores to interpret different	Learning objective: To explore the musical concept of theme and variations. To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'.	Learning objective: To understand the importance of Monteverdi in the history of opera. To read and play a canon from staff notation. To demonstrate an understanding of Baroque music features when composing.	Learning objective: To listen to and describe music. To write lyrics for a song. To organise lyrics into a song structure. To use vocal improvisation and known melodies against a backing track. To compose a melody.

	and pitch to create a group composition. To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.	To use knowledge of pitch to develop confidence when singing in parts. To be able to notate a melody using pitches up to an octave.	emotions in film music. To create and notate musical ideas and relate them to film music. To play a sequence of musical ideas to convey emotion.	To use complex rhythms to be able to perform a theme. To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time. To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.	To combine knowledge of staff notation and aural awareness to play a fugue. To apply their understanding of fugue structure when performing with others.	To compose a verse melody.
Skills (Hands)	Success criteria: Give my opinions on the music I hear. Use creative language to characterise the music. Follow a conductor. Use dynamics in my improvisation. Use changes of pitch in my improvisation.	Success criteria: Talk about songs I have experienced using comparative language. Use fact and opinion to compare songs. Follow the melody. Sing the lyrics with meaning. Sing some sections quieter and some sections louder.	Success criteria: Discuss the features of film music. Name several styles of music. Identify characteristics of music and interpret their meaning. Identify different instruments and comment on the type of sound they make.	Success criteria: Talk about theme and variations. Relate the idea of theme and variations to Pop Art. Perform a rhythm in different ways. Identify the sounds of different instruments. Relate the sounds of different instruments to	Success criteria: Describe some features of Monteverdi's music. Define 'opera' and 'recitative'. Improvise a recitative. Define 'canon' in music. Identify notes on the staff notation and play them on my instrument.	Success criteria: Evaluate a song based on: • Lyrics – their meaning and how they make you feel • Tempo – whether the tempo reflects the mood of the music • Melody – whether the melody matches the lyrics and what its effect is on the listener

	Notate my ideas using a graphic score. Use changes of texture in my improvisation. Compose a piece by using different dynamics. Compose a piece by using different textures. Compose a piece by using different pitches. Talk about someone else's work and make constructive comments. Work with others in my group. Make sounds using different textures, dynamics and pitches.	Use the words 'pitch' and 'higher/lower' when discussing my work. Read and interpret a graphic score. Use colour-code pitches on a notated score. Follow a melody line. Sing a counter-melody while listening to another melody. Identify higher and lower pitches through colours. Use colours to notate a counter-melody. Talk about the Solfa pitches, and which are higher and lower.	Talk about the pitch of music and how it changes. Use the words 'major' and 'minor' when discussing music that evokes different emotions. Make suggestions of sounds which represent the symbols on a graphic score. Improvise my own sounds within a whole-class context. Work with a partner to interpret graphic scores. Imaginatively use my body or my voice to make sounds. Relate sounds that I compose to a storyline in a film. Notate my ideas using my own	different pieces of art. Demonstrate knowledge of how an orchestra is put together. Stay in time with the pulse while performing complex rhythms using body percussion. Follow a vocal line with accuracy. Recognise three new rhythms: TIKI-TIKI, TI-TIKI and TIKI-TI. Tap these rhythms along with the beat. Draw these new rhythms. Draw TIKI-TIKI, TIKI-TI or TI-TIKI accurately. Represent one rhythm in a range of different ways.	Use the pulse of the music to play in time with others. Describe why Henry Purcell was important in Baroque music. Explain what a ground bass is. Compose a ground bass melody on my instrument. Notate my ground bass so that someone else can play it. Explain what a fugue is. Perform a fugue from staff notation. Listen carefully to play in time with others. Identify similarities and differences between sections of the music Funky fugue.	• Arrangement – how the style and instrumentation reflects the mood of the lyrics Use words and phrases that are suitable for the chorus of my song. Incorporate other people's ideas with my own. Turn these ideas into lyrics. Think of ideas that are suitable to form the verse of a leavers' song. Think of words and phrases that are suitable for a leavers' song. Use my poetry writing skills to turn these into lyrics. Work as part of a group to sequence and structure lyrics into a verse. Improvise a melody over a four-chord backing track.
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	Use creative language effectively to produce a performance.		symbols on a graphic score. Interpret my own graphic score and perform the sounds accurately. Give a polished performance with my group.	Select colours to produce an artistic impression of rhythms.	Use prior knowledge of melody and rhythm patterns to help read staff notation. Listen carefully to play in time with others.	Try out melodies I already know over a four-chord backing track. Perform my improvisation/melody to the class. Compose a chorus melody for the chorus of our leavers' song. Use different kinds of notations to record and create. Compose a verse melody for our leavers' song. Rehearse to improve my performance. Perform a song I have written.
Heart (Values)	Respect Honesty Empathy Collaboration Resilience Determination Excellence					