



MUSIC CURRICULUM MAP



	AUTUMN	SPRING	SUMMER
NURSERY	Nursery rhymes Listening to sounds Exploring instruments	Pitch-match Listen and respond Choosing and instrument to accompany a song	Singing up and down in a song Listen and express my thoughts and feelings Playing instruments to express ideas and feelings
RECEPTION	Singing: sing simple songs Listening: listen carefully to rhymes and songs Composing: speed and volume of instruments Performing: sing in a group	Singing: sing a wide range of nursery rhymes and songs Listening: listen attentively, move to and talk about music Composing: use instruments to express my ideas and feelings Performing: perform songs and try to move in time with the music	Singing: follow a melody Listening: listen attentively and express my feelings and responses about a piece of music Composing: create music collaboratively and share ideas and skills Performing: perform in a small group or on my own
YEAR 1	Singing: simple songs Listening: moving in time to a steady beat Composing: Improvising simple chants Performing: copycat rhythms Notation: introduction to graphic notation	Singing: call and response songs Listening: changing tempos Composing: sound effects Performing: word pattern chants Notation: inventing symbols to represent sounds	Singing: singing from memory Listening: high and low sounds Composing: rhythm patterns and pitch patterns Performing: short rhythm patterns Notation: follow symbols
YEAR 2	Singing: simple pitch range Listening: pulse Composing: create music from a stimulus Performing: sing a short phrase in a small group Notation: create rhythms	Singing: respond to visual symbols Listening: recognise changes in tempo Composing: improvise a simple musical conversation Performing: sing short phrases Notation: dot notation	Singing: dynamics and tempo Listening: grouping beats into 2s and 3s Composing: stick notation Performing: chanted rhythm pattern Notation: stick notation-crotchets and quavers
YEAR 3	Singing: pitch range do-so Listening: tempo and rhythm Composing: Improvise a short response Performing: instrumental melodies as a group Notation: dot notation-pitch	Singing: expression Listening: mood and instrumentation Composing: tuned percussion using known note values Performing: follow simple staff notation Notation: crotchets and quavers	Singing: perform actions Listening: Classical Romantic Period Composing: short piece based on different stimuli Performing: copy melodic phrases Notation: treble clef
YEAR 4	Singing: within an octave Listening: major and minor key Composing: musical features Performing: staff notation Notation: minims, crotchets, quavers	Singing: pitch and dynamics Listening: composer study Composing: pentatonic scale Performing: read pitch notation C-G Notation: compose and create a specific mood	Singing: simple harmony Listening: Baroque period Composing: record using staff notation Performing: 2-part simple notation Notation: bars
YEAR 5	Singing: accurate pitch Listening: dynamics and timbre Composing: improvise using dynamics Performing: from staff notation C-C' Notation: semibreves, minims, crotchets, crotchet rests, quavers	Singing: phrasing Listening: composer study Composing: chords Performing: short rhythmic phrase with musical accuracy Notation: read pitch within an octave	Singing: 3-part rounds Listening: Classical period Composing: staff notation and time signatures Performing: short rhythmic phrase with musical accuracy Notation: Time signatures
YEAR 6	Singing: syncopated rhythms Listening: style and genre Composing: create music with multiple sections Performing: dynamics Notation: semibreves, minims, crotchets, crotchet rests, quavers and semiquavers	Singing: rhythm, phrasing, pitch and style Listening: 20 th Century and beyond Composing: 8-16 beat melodic phrase with rhythmic variety Performing: play in an ensemble Notation: read pitch within an octave and beyond	Singing: 3- and 4-part rounds (Y6 Transition Project) Listening: opinions and musical vocabulary Composing: Garage Band Performing: Year 6 Performance /Transition Notation: read a 4-bar phrase accurately