

Little Thurrock Primary School

Whole School Curriculum Map – Music



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performance						
<p>(Being Imaginative and Expressive) Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Pulse and beat: Understand steady beat and repeated rhythms</p> <p>Rhythm: Create, retain and perform own rhythm pattern/ copycat rhythms & chants</p> <p>Pitch: Listen to/compare sounds in school environment</p> <p>Pitch: Sing familiar songs, using percussion to enhance story telling</p> <p>Pitch: Follow pictures and symbols to guide singing and playing</p>	<p>Pulse and beat: Understand and identify beat groupings, inc. in familiar music</p> <p>Rhythm: Play and invent copycat rhythms on untuned percussion / using word phrases</p> <p>Pitch: Play range of singing games based on the cuckoo interval</p> <p>Pitch: Recognise dot notation and match it to 3-note tunes</p>	<p>Instrumental Performance: Play/ perform melodies following staff notation & ordering phrases</p> <p>Instrumental Performance: Accurately copy stepwise melodic phrases</p> <p>Reading Notation: Introduce the stave, lines and spaces, and clef</p> <p>Reading Notation: Introduce and understand the differences between notations</p> <p>Reading Notation: Apply word chants to rhythms</p>	<p>Instrumental Performance: Develop facility in musical instrument over sustained period</p> <p>Instrumental Performance: Play and perform melodies following staff notation</p> <p>Reading Notation: Introduce and understand differences between minims, crotchets, paired quavers and rests</p> <p>Reading Notation: Follow and perform simple rhythmic scores to steady beat</p>	<p>Instrumental Performance: Play melodies on tuned percussion, melodic instruments or keyboards</p> <p>Instrumental Performance: Perform range of repertoire pieces/arrangements, developing skill of playing by ear</p> <p>Reading Notation: Further understand differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers</p> <p>Reading Notation: Read/play short rhythmic phrases at sight from prepared cards</p>	<p>Instrumental Performance: Play (including ensembles) melody following staff notation written on one stave</p> <p>Instrumental Performance: Accompany melodies using block chords/bass line</p> <p>Reading Notation: Further understand differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests</p> <p>Reading Notation: Read and play confidently from rhythm notation cards/rhythmic scores</p>



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Composing

Experiment with sounds using interrelated dimensions of music eg louder, softer, quicker, slower, simple musical notations	Experiment with, create, select and combine sounds using the interrelated dimensions of music eg louder, softer, quicker, slower, higher, lower, simple musical notations	Begin to compose music on their own and with others, using the interrelated dimensions of music eg pitch, tempo, dynamics, musical notations Use some staff and other musical notation	Compose music on their own and with others using the interrelated dimensions of music eg pitch, tempo, dynamics, duration, musical notations Use and understand some staff and other musical notation	Improvise and compose music for a range of purposes using the interrelated dimensions of music eg duration, timbre, texture, structure, tempo, musical notations Use and understand staff and other musical notation	Improvise and compose music for a range of purposes using the interrelated dimensions of music eg duration, timbre, texture, structure, tempo, musical notations Use and understand staff and other musical notation
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Listening

(Listening, attention and understanding) Listen attentively and respond to what they hear with relevant questions,	Listen to a combination of high- quality recorded and live music Listen to music from range of origins, traditions, historical periods and social contexts Begin to say what they like/ dislike and why	Listen to a combination of high- quality recorded and live music Listen to music from range of origins, traditions, historical periods and social contexts Say what they like/dislike and give reasons for their opinions	Listen with increasing concentration to combination of high-quality recorded and live music Develop understanding of music from range of origins, traditions, historical periods and social contexts Describe music using simple musical vocabulary	Listen with increasing concentration to combination of high-quality recorded and live music Develop understanding of music from range of origins, traditions, historical periods and social contexts Describe and evaluate music using simple musical vocabulary	Listen with attention to detail to combination of high-quality recorded and live music Appreciate and understand music from range of origins, traditions, historical periods and social contexts Evaluate and discuss music using increasing complex language	Listen with attention to detail to combination of high-quality recorded and live music Appreciate and understand music from range of origins, traditions, historical periods and social contexts Evaluate and discuss music using increasing complex language
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Singing

<p>(Being Imaginative and Expressive) Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.</p>	<p>Sing collectively a range of simple songs, chants and rhymes from memory Respond to simple visual prompts</p>	<p>Sing range of songs regularly with increasing vocal control</p> <p>Know the meaning of simple musical vocabulary</p>	<p>Sing and perform widening range of unison songs tunefully and with expression</p> <p>Perform actions confidently and in time to action songs</p> <p>Keep a steady beat</p>	<p>Continue to sing/perform broad range of unison songs using accurate pitch</p> <p>Sing range of rounds/partner songs</p> <p>Begin to sing repertoire with small & large leaps/simple second part</p>	<p>Perform broad range of songs from extended repertoire for audiences</p> <p>Observe phrasing, accurate pitching and appropriate style</p> <p>Sing 3-part rounds, partner songs & songs with verse and chorus</p>	<p>Sing a broad range of songs (including syncopated rhythms) as part of a choir</p> <p>Continue to sing 3- and 4-part rounds/partner songs</p> <p>Continue to perform range of songs as a choir to range of audiences</p>
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