

Music Curriculum Map 2021 - 2022

Year Group	Autumn		Spring		Summer	
RECEPTION	Begin to explore pulse in music.	Copy very simple rhythms clapped by the teacher with some accuracy.	Explore percussion instruments-both independently and teacher led.	Sing nursery rhymes.	Listen to and identify percussion instruments in music.	Perform to each other and an audience.
YEAR 1	Begin to understand that pulse is the heartbeat of music. Clap in time to the music. <i>PULSE</i>	Copy simple rhythms clapped by the teacher with accuracy. <i>RHYTHM</i>	Explore a variety of percussion instruments to create a range of sounds. <i>PERCUSSION</i>	Sing a simple tune with a limited pitch range. <i>SINGING</i>	Listen to a variety of music. Recognising and naming instruments. <i>LISTENING</i>	Perform to each other and an audience. <i>PERFORMING</i>
YEAR 2	Sing simple songs, chants and rhymes. <i>SINGING</i>	Beginning to sing simple songs with a small range. <i>SINGING</i>	Sing a range of call and response songs. Develop co-ordination of playing instruments whilst singing. <i>PERCUSSION</i>	Start to describe music from a variety of genres (Classical and 20 th Century). <i>MUSIC THEORY</i>	Create musical sound effects and understand the difference between rhythm and pitch patterns. <i>RHYTHM</i>	Develop musicianship by comprehending pulse/beat, rhythm and pitch. <i>PULSE</i> <i>PERFORMING</i>
YEAR 3	Use percussion instruments whilst singing simple songs. <i>PERCUSSION</i>	Start to create own rhythms using common themes such as names/foods. <i>RHYTHM</i>	Perform with increasing awareness of the audience. <i>PERFORMING</i>	Sing with clear control of pitch and use the lyrics to guide expression. <i>SINGING</i>	Evaluate a piece of music giving reasons as to why it is liked or disliked. <i>LISTENING/APPRISING</i>	Begin to recognise note names and values (quaver ½ beat and crotchet 1 beat). <i>MUSIC THEORY</i>
YEAR 4	Use percussion instruments to play in time to the pulse/beat. <i>PULSE</i>	Begin to read and clap rhythmic notation-crotchets, semibreves and minims. <i>RHYTHM</i>	Perform with increasing awareness of the audience and how to engage them. <i>PERFORMING</i>	Sing with clear control of pitch and use the lyrics to guide expression. <i>SINGING</i>	Use musical language with increasing complexity to describe the music being listened to. <i>LISTENING/APPRISING</i>	Recognise note names and values (semi-quaver, quaver ½ beat, crotchet 1 beat and minim 2 beats). <i>MUSIC THEORY</i>
Year 5	Describe musical features (dynamics and tempo) of pieces. <i>MUSIC THEORY</i>	Sing a widening range of unison songs. <i>SINGING</i>	Perform in a group and with confidence. <i>PERFORMING</i>	Listen to a variety of musical genres (Classical and 20 th century). <i>LISTENING/APPRISING</i>	Compose and improvise with music that has a beginning, middle and end. <i>COMPOSING</i>	Increasing confidence of reading notes on a stave. <i>MUSIC THEORY</i>

Year 6	Describe musical features of pieces and name the Italian terms such as allegro for fast and adagio for slow. <i>MUSIC THEORY</i>	Sing a widening range of unison songs of varying styles and structures. <i>SINGING</i>	Perform in a group and with confidence. <i>PERFORMING</i>	Listen to and appraise a variety of musical genres. (Baroque and Romantic). <i>LISTENING/APPRISING</i>	Compose and improvise with music that has a beginning, middle and end. <i>COMPOSING</i>	Read notes on a stave and comprehend the differences between simple note values. <i>MUSIC THEORY</i>
---------------	---	---	--	---	--	---

**Inter-related dimensions of music. Additional vocabulary to mention within lessons.*

PULSE: the steady beat of a piece of music.

PITCH: the melody and the way the notes change from low to high and vice versa.

RHYTHM: or duration is the pattern of long and short sounds in a piece of music.

DYNAMICS: Loud and soft.

TEMPO: Fast and slow.

TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.