

Music Curriculum Map 2021 - 2022

| Year Group | Autumn | | Spring | | Summer | |
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| 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> | Begin 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> |

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| 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> |
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**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.