



Music Curriculum Map

The Inter-Related Dimensions of Music are:

Pitch • Duration • Dynamics • Tempo • Timbre • Texture • Structure • Appropriate musical notation

Taught Through the Areas of: Performing – Listening – Composing – The History of Music

Reception	Material/resources from the Kapow units should be used across the year	Unit 1 Exploring Sound	Unit 2 Music and Movement	Unit 3 Musical Stories	Unit 4 Big Band
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	ELG- Linked statements	<u>Expressive Arts and Design ELG: Being Imaginative and Expressive</u> Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.					
	Learning objectives	Introducing the concept of sounds and different types of sound. Listening to and differentiating between 5 different types of sounds, from voice sounds to environmental sounds.	Listening and responding to music, representing sounds and songs using their bodies and props. Responding to familiar songs through singing and the use of actions. Culminates in a final performance.	Learning how music can influence our feelings and emotions through a series of lessons linked to familiar stories. Exploring pitch, tempo and instrumental sounds, along with composition. Culminates in a final performance.	Experimenting with the sounds of instruments, through child and teacher-led sessions. Creating their own instruments and using nontuned percussion instruments to form a class band. Culminates in a final performance.		
	Key Vocabulary	voice, voice sounds, sound, instrument, loud, quiet, high, low,	actions, action songs, sign language, Makaton, deaf,	classical music, pitch, high, low, tempo, fast, slow, dynamic, loud,	music, musical instrument, band, sound, shake, tap, bang, strum,		

		squeaky, soft, deep, body sounds, body percussion, sound, tempo, fast, slow, rhythm, beat, instrumental sounds, tempo, fast, quickly, slowly, dynamic, loudly, quietly, environmental sounds, pitch, middle, nature sounds	communication, communicating, understand, lyrics, verse, beat, music, heartbeat, pulse, steady, repeat, constant, drum, piece, composer, tempo, fast, moderate, medium, slow, dance, pitch, high, low, sound, whistle, triangle, siren, cello, perform, performance, audience	quiet, musical story, lyrics, melody, character, instrument, song, actions, percussion, compose, perform, performance	jingle, tempo, dynamic, pitch, beat, orchestra, sound, rhythm, beat, conductor, wind, strings, percussion, brass		
Year 1	The four units may be taught in a different order but should have 5 lessons each in total (except for one unit which will have 4 lessons)	Term Two (5 weeks) All About Me - Pulse and Rhythm	Term Two (1 week) Under The Sea - Musical Vocabulary	Term Four (4 weeks) Under The Sea - Musical Vocabulary (continued)	Term Four (2 weeks) Fairy Tales - Timbre and Rhythmic Patterns	Term Six (3 weeks) Fairy Tales - Timbre and Rhythmic Patterns (continued)	Term Six (4 weeks) Superheroes - Pitch and Tempo
	National curriculum statements	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.					

	Learning objectives	Getting to know one another through games and activities designed to introduce pupils to the musical concepts of pulse and rhythm.	Journeying under the ocean to explore key musical vocabulary related to the interdimensional elements of music.	Journeying under the ocean to explore key musical vocabulary related to the inter-dimensional elements of music.	Introducing the concept of timbre, creating sounds to represent characters and key events in a story. Exploring dynamics	Introducing the concept of timbre, creating sounds to represent characters and key events in a story. Exploring dynamics	Learning to identify changes in pitch and tempo and using these within music before composing superhero theme tunes with instruments.
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					through untuned percussion and creating rhythmic patterns to tell a fairy tale.	through untuned percussion and creating rhythmic patterns to tell a fairy tale.	
	Key Vocabulary	body percussion, chant, clap, copy, drum, instrument, in time, shaker, percussion instrument, perform, play, pulse, rhythm, sing, syllables	actions, celeste, chorus, dynamics, fast, graphic score, heartbeat, high, in time, layers, low, pitch, Pulse, rhythm, slow, speed, structure, tempo, texture, timbre, thick, thin, tune, verse	actions, celeste, chorus, dynamics, fast, graphic score, heartbeat, high, in time, layers, low, pitch, Pulse, rhythm, slow, speed, structure, tempo, texture, timbre, thick, thin, tune, verse	bassoon, beat, body percussion, chant, clap, clarinet, compose, flute, French horn, instruments, oboe, orchestra, patterns, performance, play, plot, pulse, repeated phrases, represent, rhythm, rhythmic pattern, sound, strings, syllables, timbre, timpani, voice	bassoon, beat, body percussion, chant, clap, clarinet, compose, flute, French horn, instruments, oboe, orchestra, patterns, performance, play, plot, pulse, repeated phrases, represent, rhythm, rhythmic pattern, sound, strings, syllables, timbre, timpani, voice	accelerando, compose, fast, features, gradually, high, low, note, pattern, performance, pitch, play, rallentando, slow, sing, tempo, theme tune

Year 2	The four units may be taught in a different order but should have 5 lessons each in total.	Term One (5 weeks)	Term One (2 weeks)	Term Three (3 weeks)	Term Three (4 weeks)	Term Five (1 week)	Term Five (5 weeks)
		Musical Me – Singing and Playing a Song	Animals - African Call and Response Song	Animals - African Call and Response Song (continued)	On the island – singing and instruments	On the island singing and instruments (continued)	Traditional Stories – Orchestral Instruments
	National curriculum statements	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.					
	Learning objectives	Learning to sing and play the song 'Once a Man Fell in a Well' using tuned percussion; adding	Using instruments to represent animals, copying rhythms, reading simple notation	Using instruments to represent animals, copying rhythms, reading	Practising singing songs with a wider pitch range (e.g pentatonic melodies) which is gradually getting higher or lower.	Appreciating music from a wide variety of cultures and historical periods.	Learning about and identifying the musical instruments of the orchestra and

		sound effects, experimenting with timbre and dynamics and using letter notation to write a melody.	and learning a traditional African call and response song, before creating their own call and response rhythms.	simple notation and learning a traditional African call and response song, before creating their own call and response rhythms.	legends, children develop their understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.	legends, children develop their understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.	composing music based on familiar stories.
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	Key Vocabulary	beat, composer, composition, dynamics, emotion, imitate, in time, letter, melody, notation, notes, pattern, performance, pulse, represent, rhythm, sound effects, timbre, tune, volume	actions, backing track, beat, call and response, composition, copy, dynamics, instrument, in time, performance, represent, rhythm, rhythmic notation, Sequence, sound, structure, tempo, timbre, vary, volume	actions, backing track, beat, call and response, composition, copy, dynamics, instrument, in time, performance, represent, rhythm, rhythmic notation, Sequence, sound, structure, tempo, timbre, vary, volume	beat, bow, cello, chorus, compose, composition, dynamics, graphic score, harpsichord, instrumental, layers, melody, notation, performance, pluck, pitch, represent, rhythm, stave notation, structure, tempo, texture, thick, thin, timbre, verse, violin, viola	beat, bow, cello, chorus, compose, composition, dynamics, graphic score, harpsichord, instrumental, layers, melody, notation, performance, pluck, pitch, represent, rhythm, stave notation, structure, tempo, texture, thick, thin, timbre, verse, violin, viola	actions, brass, characters, clarinet, composition, cymbals, dynamics, emotion, French horn, instrumental sounds, musicians, oboe, orchestra, orchestral, percussion, performing, sections, string, sound effect, tempo, timbre, trombone, tuba, vocals, woodwind
Year 3	The four units may be taught in a different order but should have 5 lessons each in total (except for one unit which will have 4 lessons)	Term Two (5 weeks) Chinese New Year –Pentatonic Melodies and Composition	Term Two (1 week) India – Traditional Instruments and Improvisation	Term Four (4 weeks) India – Traditional Instruments and Improvisation (continued)	Term Four (2 weeks) Ballads	Term Six (3 weeks) Ballads	Term Six (4 weeks) The Vikings – Developing Singing Technique
	National curriculum statements	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand					

		staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.					
	Learning objectives	Listening to the story of Chinese New Year. Revising key musical terminology, playing and creating pentatonic melodies and composing a piece of music as a group using layered melodies.	Learning about traditional Indian music, including the rag and the tal, identifying instruments used and creating their own improvisation in this style.	Learning about traditional Indian music, including the rag and the tal, identifying instruments used and creating their own improvisation in this style.	Listening to examples of ballads, developing understanding of ballads as a form of storytelling, and writing lyrics for their own ballad in response to an animation.	Listening to examples of ballads, developing understanding of ballads as a form of storytelling, and writing lyrics for their own ballad in response to an animation.	Developing singing skills in this Historythemed topic and learning to recognise staff notation.

	Key Vocabulary	accuracy, crescendo, control, composition, duration, dynamics, expression, features, fluency, folk music, glockenspiel, grid notation, harmony, layered melodies, letter notation, melody, musical terminology, notation, notes, octaves, pentatonic melody, pentatonic scale, phrases, scale, timbre, tempo, untuned percussion	Bollywood, compose, drone, dynamics, harmonium, improvise, Indian flute, lyrics, melodic line, notation, opinion, pitch, repeated rhythm, rhythm, rag, sarangi, sitar, tabla, tala, tempo,	Bollywood, compose, drone, dynamics, harmonium, improvise, Indian flute, lyrics, melodic line, notation, opinion, pitch, repeated rhythm, rhythm, rag, sarangi, sitar, tabla, tala, tempo,	ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarize, tune, verse, vocabulary, volume	ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarize, tune, verse, vocabulary, volume	accuracy, backing track, beat, body percussion, call and response, coordinated, crotchet, discipline, duration, dynamics, intime,in-tune, layer, lyrics, key change, major key, minim, minor key, notation, part, pulse, quaver, rehearse, rhythm, rhythmic notation, sound effects, stave notation, tempo, extension, tune, vocal warmup
Year 4	The four units may be taught in a different order	Term One (5 weeks)	Term One (2 weeks)	Term Three (3 weeks)	Term Three (4 weeks)	Term Five (1 week)	Term Five (5 weeks)

	but should have 5 lessons each in total.	Rainforests – Body and Tuned Percussion	Rivers – Changes in Pitch, Tempo and Dynamics	Rivers – Changes in Pitch, Tempo and Dynamics (continued)	Samba and Carnival Sounds and Instruments	Samba and Carnival Sounds and Instruments (continued)	Romans – Adapting and Transposing Motifs
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National curriculum statements	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.					
Learning objectives	Exploring the rainforest through music. Using a mixture of body percussion and tuned percussion instruments, pupils create their own rhythms of the rainforest, layer by layer.	Associating the stages of the river with different rhythms and learning what an ostinato is and how it's used in music.	Associating the stages of the river with different rhythms and learning what an ostinato is and how it's used in music.	Learning about instruments traditionally found in a samba band, syncopated rhythms and how to compose a samba break.	Learning about instruments traditionally found in a samba band, syncopated rhythms and how to compose a samba break.	Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and develop their skills by adapting, transposing and performing motifs.
Key Vocabulary	body percussion, combine, compose, contrasting rhythms, dynamics, inspiration, layers, loop, organisation, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo, texture, tune, tuned percussion	backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, intime, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation,	backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers,	agogo, bateria, caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, offbeat, percussion, pulse, repique, rhythm, rhythmic break, samba,	agogo, bateria, caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, offbeat, percussion, pulse, repique, rhythm, rhythmic break, samba,	a capella, breath control, cue, diction, directing, dynamics, expression, harmony line, layer, melody, mood, notation, opinion, ostinato, percussion, in the round, parts, rhythm, staff notation, tempo, texture, vocal ostinato

			riff, semibreve, sharps, tempo, transpose, tuned instrument, vocal warm-ups	repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps, tempo, transpose, tuned instrument, vocal warm-ups	samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison, untuned percussion	samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison, untuned percussion	
Year 5	The four units may be taught in a different order but should have 5 lessons each in total (except for one unit which will have 4 lessons)	Term Two (5 weeks) Ancient Egypt – Composition Notation	Term Two (1 week) Blues	Term Four (4 weeks) Blues (continued)	Term Four (2 weeks) Holi Festival – Composition to Represent The Festival of Colour	Term Six (3 weeks) Holi Festival – Composition to Represent The Festival of Colour (continued)	Term Six (4 weeks) Africa South and West
	National curriculum statements	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.					

Learning objectives	Learning to identify the pitch and rhythm of written notes and experimenting with notating their compositions using hieroglyphs and standard staff notation.	Learning about the history of blues music, pupils are introduced to the 12 bar blues before learning how to play it and recognise it in other music.	Learning about the history of blues music, pupils are introduced to the 12 bar blues before learning how to play it and recognise it in other music.	Learning about the Indian festival of colour, children explore the associations between music, sounds and colour building up to composing and performing a musical composition to represent Holi.	Learning about the Indian festival of colour, children explore the associations between music, sounds and colour building up to composing and performing a musical composition to represent Holi.	Learning and performing a traditional African song, playing the accompanying chords using tuned percussion and play the djembe (African drum).
Key Vocabulary	accuracy, backing track, balance,	12-bar blues, ascending scale,	12-bar blues, ascending scale,	dynamics, graphic score,	dynamics, graphic score,	a capella, break, call and response,

		composition, control, crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, pitch notation, quaver, repeating, rhythm, semibreve, sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm-ups	backing track, bar, bent notes, blues, blues scale, chord, convey, descending scale, expression, features, flat, improvisation, lyrics, pitch, quavers, scale, sharp, solo, staff notation	backing track, bar, bent notes, blues, blues scale, chord, convey, descending scale, expression, features, flat, improvisation, lyrics, pitch, quavers, scale, sharp, solo, staff notation	inspiration, layering, mood, pitch, represent, soundtrack, synesthesia, tempo, texture, timbre, visual representation, vocal sounds	inspiration, layering, mood, pitch, represent, soundtrack, synesthesia, tempo, texture, timbre, visual representation, vocal sounds	chords, chord progression, diction, djembe, duo, dynamics, eight-beat break, ensemble, expression, improvisation, major chord, master drummer, metronome, performance, polyrhythms, pronunciation, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, tuned percussion, unaccompanied, vocals
Year 6	The four units may be taught in a different order but should have 5 lessons each in total.	Term One (5 weeks) Advanced Rhythms	Term One (2 weeks) Fingal's Cave – Dynamics: Pitch and Tempo	Term Three (3 weeks) Fingal's Cave – Dynamics: Pitch and Tempo (continued)	Term Three (4 weeks) Pop Art – Theme and Variations	Term Five (1 week) Pop Art Theme and Variations (continued)	Term Five (5 weeks) Composing and Performing a Leavers' Song

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	National curriculum statements	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.					
	Learning objectives	Children are exploring the Kodaly music method. Pupils explore rhythmic patterns to develop	Inspired by Fingal's Cave by Mendelssohn, children represent the waves through music, using	Inspired by Fingal's Cave by Mendelssohn, children represent the waves through	Taking inspiration from the Pop Art movement and drawing upon their	Taking inspiration from the Pop Art movement and drawing upon their	Listening to and critiquing songs reflective of new beginnings. Creating their own leavers' song to
		a sense of pulse before composing and notating a piece of their own.	dynamics, texture and pitch to create a group composition.	music, using dynamics, texture and pitch to create a group composition.	understanding of repeating patterns in music, pupils explore the musical concept of themes and variations.	understanding of repeating patterns in music, pupils explore the musical concept of themes and variations.	reflect on their time at the school; writing chorus and verse lyrics and exploring the concept of the four chord backing track and composing melodies.

	Key Vocabulary	bar, beats, chant, crotchet, crotchet rest, inter-related dimensions of music, Kodaly, minim, music critic, notate, pulse, quaver, rhythm, rhythmic canon, rhythmic elements, rhythmic notation, rhythmic patterns, SH, syllable, Ta, TiTi, unison	classical, characterise, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture	classical, characterise, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture	3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semiquaver, staccato, tempo, theme, TIKI-TIKI, TITIKI, TIKI-TI, translate, variations, vocal line, woodwind	3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semiquaver, staccato, tempo, theme, TIKI-TIKI, TITIKI, TIKI-TI, translate, variations, vocal line, woodwind	allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, structure, upbeat, verse
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