

Music Curriculum Map

Overview KS1, KS2

Year groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Singing voice development with focus on accurate pitching</p> <p>Beat competency – gross motor movement, dancing, playing simple percussion</p>	<p>Rhythm skills – beat/rhythm. Rhythm patterns – ta, titi</p> <p>Solfa – SM</p>	<p>Coordination – dancing and singing games with movement.</p> <p>Rhythm skills development – rhythm patterns and word rhythms Rhythm patterns – ta, titi, shh</p>	<p>Solfa – SML</p> <p>Handling percussion instruments</p>	<p>More complex singing games with wider vocal range.</p> <p>Playing rhythm patterns</p>	<p>Rhythm patterns – ta, titi, shh, taa, Tikatika (aural) From notation - ta, titi, shh</p> <p>Solfa - SMLD</p>

<p>Year 2</p>	<p>Development of aural awareness and musical literacy using Solfa</p> <p>Use of tuned percussion to increase knowledge and understanding of pitch</p>	<p>Pitch and rhythm development through singing</p> <p>Moving to music with control, enjoyment, and expression</p>	<p>Reading from staff notation</p> <p>Creating rhythm patterns for the class to echo</p> <p>Singing development</p>	<p>Improvising rhythmic patterns</p> <p>Creating appropriate movements to music</p>	<p>Continuing singing development</p> <p>Exploring pitch, timbre, tempo, dynamics, and duration</p> <p>Introduction to recorder – tonguing</p> <p>Minimum notes BA</p>	<p>Recorder development</p>
<p>Year 3</p>	<p>Singing and aural awareness</p> <p>Recorder skills – tonguing, minimum notes BA or CA.</p>	<p>Singing games and rounds</p> <p>Exploring instrumental sounds</p> <p>Reading from staff notation</p>	<p>Singing development – rounds and singing games.</p> <p>Recorder skills – minimum notes BAGC.</p> <p>Reading from staff notation.</p>	<p>Teacher led body percussion – coordination development.</p> <p>Improvising melodic patterns on the recorder</p>	<p>Developing listening skills</p> <p>Recorder skills – minimum notes BA GC high D.</p> <p>Reading from staff notation.</p>	<p>Exploring rhythms and rhyme</p> <p>Exploring sounds and composition using sounds</p>

<p>Year 4</p>	<p>Singing development – more complex rounds</p> <p>Recorder skills- minimum notes BAG CD ED</p>	<p>Exploring descriptive sound using voices</p> <p>Pentatonic scale</p>	<p>More complex body percussion patterns, teacher led.</p> <p>Recorder development</p>	<p>Small group compositions with awareness of form and structure</p>	<p>African drumming</p> <p>Exploring ostinato</p> <p>Layering rhythms</p> <p>Improvising</p>	<p>African drumming</p> <p>Singing and playing simultaneously</p> <p>Recorder pieces and songs</p>
<p>Year 5</p>	<p>Uke skills – Pluck simple melodies read from stave. Chords (minimum) C, F</p> <p>Recorders - Recorder skills- minimum notes BAG CD ED</p>	<p>Sing and play the ukulele simultaneously.</p> <p>Awareness of form and structure</p>	<p>Ukulele skills – Chords (minimum C, C7, F, G7)</p>	<p>Small group compositions using recorders/ukulele/voices/body perc/class perc</p>	<p>African drumming - Layering rhythms</p> <p>Improvising</p>	<p>Singing and playing simultaneously</p> <p>Inclusion of recorder, ukulele and djembe</p>
<p>Year 6</p>	<p>Beatbox – skills, composing a groove, grid notation</p> <p>Rhythmic improvisation</p>	<p>Rap - group composition</p> <p>Form and structure</p>	<p>Introduction to Samba – History of Brazilian music</p> <p>Body percussion - small group composition</p>	<p>Layering simple syncopated rhythms</p> <p>Echo and call and response breaks</p>	<p>Layering more complex syncopated rhythms</p> <p>Signals – visual and aural</p> <p>Brazilian song</p>	<p>Using Music Technology to compose</p>

