

Curriculum Map - Music



EYFS

Statutory requirements Expressive Arts and Design - Being Imaginative and Expressive

Children at the expected level of development will: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

Statutory Educational Programme:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Non-statutory guidance: Development Matters 2021 and Birth to Five Matters 2021 offer guidance regarding learning pathways in the curriculum we offer through the EYFS.

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

At WHPS to link with KS1:

- Play, share and perform a wide variety of music and songs from different cultures and historical periods.
- Play, share and perform a wide range of nursery rhymes and simple songs/chants.
- Move in time to the music and create actions for songs.
- Offer access to a range of tuned and untuned musical instruments both on the playground and in the classroom.
- Work with the OAE and RAM providing music workshops which introduce a range of instruments and explore the concept of pitch and melody.

Key Stage 1

Statutory requirements

| <i>Disciplinary Knowledge</i> | <u>Perform</u> | <u>Compose</u> | <u>Listen</u> | <u>Appraise</u> |
|-------------------------------|---|--|--|--|
| Year 1 | <p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>I can sing simple songs and recognise a rhyme pattern using appropriate actions.</p> <p>I can play untuned instruments musically.</p> <p>I can play back simple rhythms on a drum.</p> | <p>I can experiment with and select sounds.</p> <p>I can make/identify a high/low sound</p> <p>I can make/identify a short/long sound</p> <p>I can make/identify a spiky/smooth sound</p> <p>I can make/identify a quiet/loud sound</p> | <p>I can listen with concentration to a range of high-quality live and recorded music.</p> <p>I can clap/walk/move in time with the music.</p> <p>I can recognise a few musical instruments (piano/keyboard, guitar, trumpet, flute, violin, drum)</p> | <p>I can discuss if a piece is 'happy' or 'sad'</p> <p>I can discuss if a piece is fast or slow</p> <p>I can say if I like a piece of music or not.</p> |
| Year 2 | <p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>I can sing simple songs and recognise a rhyme pattern suggesting appropriate actions.</p> <p>I can use my voice to sing in rounds.</p> <p>I can play tuned and untuned instruments musically.</p> <p>I can play back simple rhythms on a drum with an increasing awareness of rhythm.</p> | <p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>I can choose a range of sounds which show an understanding of the mood I am trying to create.</p> | <p>I can listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>I can clap back simple rhythms.</p> <p>I can recognise and name a wider range of musical instruments (As Y1 - to also include e.g. cello, trombone, xylophone, clarinet, cymbals, triangle, bell)</p> | <p>I can say if I like a piece of music or not, giving a basic reason for my answer which references the music.</p> <p>I understand the terms pitch (<i>high or low</i>), tempo (<i>fast or slow</i>) and dynamic (<i>loud or soft</i>) and can use these to discuss a piece of music.</p> |

| | | | | |
|--|---|--|--|--|
| | I can play simple rhythms on a glockenspiel recognising a pattern using one or two notes. | | | |
|--|---|--|--|--|

Key Stage 2

Statutory requirements

| <i>Disciplinary Knowledge</i> | <u>Perform</u> | <u>Compose</u> | <u>Listen</u> | <u>Appraise</u> |
|-------------------------------|--|---|--|---|
| Year 3 | <p>I can use and understand other musical notations.</p> <p>I can interpret a basic graphic score to create sound with my voice/instrument.</p> <p>I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments.</p> <p>I can learn longer songs with a recognisable rhyme pattern.</p> <p>I can sing in rounds in more than 2 parts.</p> <p>I can play back 4 beat melodies.</p> <p>I can play back simple melodies by ear which use up to 5 notes.</p> | <p>I can use and understand other musical notations.</p> <p>I can draw a basic graphic score to convey my musical intent.</p> <p>Improvise music.</p> <p>I can devise my own 4 beat rhythm.</p> <p>I can devise my own melody which uses up to 5 notes.</p> | <p>I can listen with attention to detail</p> <p>I can listen attentively to a piece of music at least 3 minutes in length.</p> <p>I can discuss what I like/dislike about different types of music using musical terms to justify my opinions.</p> <p>I can identify a growing range of instruments.</p> <p>I understand the term metre and can use this to discuss a piece of music.</p> | <p>I can develop an understanding of the History of Music.</p> <p>I can tell the difference between more modern pieces of music (<i>e.g. rock, pop, blues, electronic</i>) and older pieces of music (<i>e.g. Classical</i>)</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music.</p> <p>I can identify if a piece is dance-like or march-like.</p> <p>I can clap in time with a piece in 4/4, identifying the beats.</p> |
| Year 4 | <p>I can use and understand staff and other musical notations.</p> | <p>I can use and understand staff and other musical notations.</p> | <p>I can listen with attention to detail and recall sounds.</p> | <p>Develop an understanding of the History of Music.</p> |

| | | | | |
|----------------------|---|--|---|---|
| | <p>I can use and read a hand stave.</p> <p>I can read the notes B, C, D, E, F, G in the treble clef.</p> <p>I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy and fluency.</p> <p>I can learn longer songs with a recognisable rhyme pattern.</p> <p>I can begin to sing/play pieces of music which are in more than 1 part (harmony).</p> | <p>I can draw a more complex graphic score which conveys my musical intentions. My graphic score can be used by others to perform.</p> <p>I can improvise music for a range of purposes.</p> <p>I can improvise using up to 7 notes with attention to the rhythm and metre of the piece, choosing my response appropriately.</p> | <p>I can listen to a piece of music and sing/hum back a melody or fragment of a melody even if there are no words.</p> <p>I can identify a wide range of musical instruments and use these to help me discuss a piece of music.</p> <p>I can listen attentively to music from different cultures found within school and discuss whether I like/dislike them using musical language to justify my opinions.</p> | <p>I can name some famous composers and music which has been written by them. <i>E.g. Mozart & Twinkle Twinkle Beethoven and 5th Symphony Beatles (any number of songs)</i></p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions.</p> <p>I can begin to name instruments from outside the traditional canon and the culture they originate from.</p> <p>I understand the term metre within music and can begin to identify whether a piece is in 4/4, 3/4, or 6/8.</p> |
| <p>Year 5</p> | <p>I can use and understand staff and other musical notations.</p> <p>I can read an increasing range of notes and recognise different rhythms.</p> <p>I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency and expression.</p> | <p>Use and understand staff and other musical notations.</p> <p>I can write short melodies which use staff notation.</p> <p>Improvise and compose music for a range of purposes.</p> <p>I can improvise using up to 7 notes with attention to the rhythm and metre of the piece, choosing my response appropriately and paying</p> | <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>I can repeat longer musical phrases (rhythm) accurately.</p> <p>I can repeat longer phrases (vocal) accurately.</p> <p>I can listen attentively to any piece of music and use musical language to discuss my opinion of the piece.</p> | <p>Develop an understanding of the History of Music.</p> <p>I listen to a range of music written by great composers (<i>Bach, Mozart, Beethoven, Chopin, Liszt, Brahms, Williams, Elfmán, Zimmer</i>) and have an awareness of where they fit in a historical timeline.</p> <p>I can name the 4 sections of the orchestra and identify instruments from each section.</p> |

| | | | | |
|----------------------|---|--|---|---|
| | <p>I can add the dynamics <i>forte</i> and <i>piano</i> when playing an instrument.</p> <p>I am beginning to understand musical phrasing and can breathe appropriately when singing.</p> | <p>attention to the phrasing.</p> | <p>I understand the term key in music and can identify whether a piece is major or minor.</p> | <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers</p> |
| <p>Year 6</p> | <p>I can use and understand staff and other musical notations.</p> <p>I can read either a graphic score/staff notation confidently in terms of both rhythm and pitch.</p> <p>I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>I pay attention to the dynamics and phrasing of the music when performing.</p> <p>I can control my breath appropriately to play/sing an entire phrase expressively.</p> <p>I pay attention to the timbre of the sound I am producing.</p> | <p>Use and understand staff and other musical notations.</p> <p>I can write a complete musical phrase using staff notation.</p> <p>I can create a complex graphic score which could be used by others.</p> <p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>I can improvise using all the notes I know, varying rhythm, tone and dynamic while paying attention to musical phrasing.</p> <p>I can have a 'musical conversation'.</p> | <p>I can listen with attention to detail and recall sounds with increasing aural memory.</p> <p>I understand the term timbre and use this to discuss my own pieces and to critique others. <i>E.g. Pure tone/Buzzy/Squeaky/Harsh/Warm/Cold</i></p> | <p>I can develop an understanding of the History of Music.</p> <p>I understand that music has evolved over time and has gone through distinct 'periods' in history.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>I can discuss composers/musicians I like and can justify my opinions using appropriate musical vocabulary.</p> |