

# Music Curriculum Map – Printable version

## Year 3

### Year 3

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:  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.

Play and perform		Create and compose		Listen and appraise		Application of knowledge and understanding	
Use voices expressively	To sing in unison, becoming aware of pitch.	Create musical patterns	To create simple rhythmical patterns that use a small range of notes.	Explore and express feelings about music	To explore and comment on the ways sounds can be used expressively.	To listen with concentration and recall sounds within increasing aural memory.	To listen with attention and begin to recall sounds.
Play tuned and un-tuned instruments	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes	Explore, choose and organise musical ideas	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To improve work	To comment on the effectiveness of own work, identifying and making improvements.	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple	To begin to understand how different musical elements are combined and used to create an effect.
Rehearse and perform with others	To think about others while performing.					To understand that sounds can be made in different ways and described using given and invented signs and symbols.	To begin to recognise simple notations to represent music, including pitch and volume.
						To know how music is used for particular purposes.	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.

### Skills

I can sing in unison, becoming aware of **pitch**.

I can perform simple **rhythmic** and musical parts, beginning to vary the pitch with a small range of **notes**

I think about others while performing.

I can create simple **rhythmical patterns** that use a small range of **notes**.

I can begin to join simple **layers of sound**, e.g. a **background rhythm** and a **solo melody**.

I can explore and comment on the ways sounds can be used expressively.

I can comment on the effectiveness of own work, identifying and making improvements.

I can listen with attention and begin to **recall sounds**.

I can begin to understand how different musical elements are combined and used to create an effect.

I can begin to recognise simple **notations** to represent music, including **pitch** and **volume**.

I can listen to and begin to respond to music drawn from different traditions and great **composers** and **musicians**.

### Vocabulary

Pitch, rhythm, musical note, tune, melody, dynamics, tempo, timbre, texture, pulse, beat, silence, composer, musician, solo, ensemble, perform, chorus, verse, lyrics, style, R&B, reggae, freestyle, disco, glockenspiel, recorder, semibreves, minim, rest, minim rest, crotchet.

# Music Curriculum Map – Printable version

## Year 4

### Year 4

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:  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.

Play and perform		Create and compose		Listen and appraise		Application of knowledge and understanding	
Use voices expressively	To sing in unison maintaining the correct pitch and using increasing expression.	Create musical patterns	To create rhythmical and simple melodic patterns using an increased number of notes.	Explore and express feelings about music	To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.	To listen with concentration and recall sounds within increasing aural memory.	To listen to and recall patterns of sounds with increasing accuracy.
Play tuned and untuned instruments	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	Explore, choose and organise musical ideas	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.	To improve work	To comment on the effectiveness of work, identifying and making improvements based on its intended outcome.	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple	To understand how different musical elements are combined and used expressively.
Rehearse and perform with others	To think about others while performing.					To understand that sounds can be made in different ways and described using given and invented signs and symbols.	To understand and begin to use established and invented musical notations to represent music.
						To know how music is used for particular purposes.	To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.

### Skills

I can sing in unison maintaining the correct pitch and using increasing expression.

I can play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.

I can think about others while performing.

I can create rhythmical and simple melodic patterns using an increased number of notes.

I can join layers of sound, thinking about musical dynamics of each layer and understanding the effect.

I can recognise and explore the ways sounds can be combined and used expressively and comment on this effect.

I can comment on the effectiveness of work, identifying and making improvements based on its intended outcome.

I can listen to and recall patterns of sounds with increasing accuracy.

I can understand how different musical elements are combined and used expressively.

I can understand and begin to use established and invented musical notations to represent music.

I can listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.

### Vocabulary

Expression, changing dynamics, melodic pattern, layers of sound, sound pattern, notation, crochet, structure, improvisation, balance, rhythmical, pop, rap, soul, gospel, rock, keyboard, dotted minims.

# Music Curriculum Map – Printable version

## Year 5

### Year 5

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:  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.

Play and perform		Create and compose		Listen and appraise		Application of knowledge and understanding	
Use voices expressively	To sing in unison with clear diction, controlled pitch and sense of phrase	Create musical patterns	To create increasingly complicated rhythmic and melodic phrases within given structures.	Explore and express feelings about music	To describe, compare and evaluate different types of music beginning to use musical words.	To listen with concentration and recall sounds within increasing aural memory.	To listen to and recall a range of sounds and patterns of sounds confidently.
Play tuned and untuned instruments	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	Explore, choose and organise musical ideas		To improve work	To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple	To begin to identify the relationship between sounds and how music can reflect different meanings.
Rehearse and perform with others	To maintain my own part and be aware how the different parts fit together.					To understand that sounds can be made in different ways and described using given and invented signs and symbols.	To recognise and use a range of musical notations including staff notation.
						To know how music is used for particular purposes.	To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.

### Skills

I can sing in unison with clear diction, controlled pitch and sense of phrase

I can play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.

I can maintain my own part and be aware how the different parts fit together.

I can create increasingly complicated rhythmic and melodic phrases within given structures.

I can describe, compare and evaluate different types of music beginning to use musical words.

I can comment on the success of own and others work, suggesting improvements based on intended outcomes.

I can listen to and recall a range of sounds and patterns of sounds confidently.

I can begin to identify the relationship between sounds and how music can reflect different meanings.

I can recognise and use a range of musical notations including staff notation.

I can listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.

### Vocabulary

Diction, controlled pitch, sense of phrase, rhythmic phrases, melodic phrases, staff notation, ballad, hip hop.

# Music Curriculum Map – Printable version

## Year 6

**Year 6**  
 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.  
 Pupils should be taught to:  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.

Play and perform		Create and compose		Listen and appraise		Application of knowledge and understanding	
Use voices expressively	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase	Create musical patterns	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.	Explore and express feelings about music	To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.	To listen with concentration and recall sounds within increasing aural memory.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
Play tuned and un-tuned instruments	To play and perform with accuracy, fluency, control and expression	Explore, choose and organise musical ideas		To improve work	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple	To identify and explore the relationship between sounds and how music can reflect different meanings.
Rehearse and perform with others	To think about the audience when performing and how to create a specific effect.					To understand that sounds can be made in different ways and described using given and invented signs and symbols.	To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.
						To know how music is used for particular purposes.	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.

### Skills

- I can sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
- I can play and perform with accuracy, fluency, control and expression
- I can think about the audience when performing and how to create a specific effect.
- I can create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
- I can describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music\*.
- I can evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.
- I can listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
- I can identify and explore the relationship between sounds and how music can reflect different meanings.
- I can use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.
- I can develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.

### Vocabulary

Fluency, accuracy, internalise (sounds), plan, revise, refine, aural memory, quaver.