

Long Term Curriculum Map – Music

Term	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1A	Singing Know and join in with some nursery rhymes or favourite songs and poems. Request a favourite song/rhyme.	Play, perform and improvise: Graphic Notations Link to animals topic (animal noises)	Play and Perform and improvise: Songs and instruments <i>Link to Little Blue Planet (Sea)</i>	Composition: Pulse, Rhythm, pitch. Music linked to Iron Man.	Soundbites	Composition: Composing Poems/pictures soundscape Rivers	Composition: Timbre, texture, harmony Songs linked to Black History Month and work songs from Holes text.
CW	Harvest						
1B	Singing Christmas production songs and movements (including signing). Perform familiar sings /rhymes in small groups.	Play, perform and improvise: Firework Music	Singing Christmas production songs and movements.	Listening: Exploring Musical language.	Soundbites	Composition: Composing Structure, phrasing, articulation. Create their own monster 'theme tune' with lyrics.	Listening: Listening and composition Genre: The Blues
CW	Christmas						
2A	Composition: Rhythm, tempo Suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat. Discuss changes or patterns they hear when listening to music, e.g. "It starts slowly but gets faster and faster".	Composition: Composing Poems/pictures soundscape link to GFOL	Composition: Rhythm, tempo Link to Old and New toys. Dances, Soundscape composition)	Composition: graphic notations Possible link to James and the Giant Peach.	Soundbites	Composition: Rhythm, tempo Written notation. <i>Link to songs about Southampton</i>	Composition: Duration, Dynamics, melody Soundscapes linked to Macbeth
CW	Winter Songs						
2B	Composition: Melody, Harmony, Pitch Keep a beat using a musical instrument or body percussion. Create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping.	Listening: Story sound scape Link to Fairy tales	Listening: Appreciation for traditions, composers, and musicians. Traditional English and Scottish music	Singing Spring songs: accuracy and fluency.	Soundbites	Listening: Earth, space, planets (war of the worlds). Appreciation for traditions, composers, musicians	Play, perform and improvise: - Notation – consolidating note names, durations and reading and playing music from a staff.
CW	Spring Songs						
3A	Listening: Music through the decades 1970-present Link to History topic	Composition: Composing: Graphic notation: Linked to Plants and Mini-beasts	Composition: Composing Soundscapes <i>Link to royalty/queens</i>	Listening: <i>History (Titanic)</i> Evaluating different music from different periods	Soundbites	Play, perform and improvise: Composing and Production body percussion - rainforests	Singing – Singing production songs using accuracy, fluency, control and expression.
CW	School Values						
3B	Composition: Rhythm, tempo, pitch, volume Begin exploring how we can change a song/rhyme (e.g. the words, tempo, volume) to create a desired effect.	Composition: Composing: Graphic notation Spiral journeys through space. Singing Space Songs	Play, perform and improvise: - African music Drumming	Play, perform and improvise: Using simple notation to read and play music for the recorder.	Soundbites	Singing – Comparing music from different cultures.	Singing – Singing production songs using accuracy, fluency, control and expression.
CW	Summer Songs						

Predominant area of music*: (*most units will include aspects of all strands)

- **Singing**: using their voices with increasing accuracy, fluency, control and expression
- **Play, perform and improvise**: using body percussion, voice and tuned/untuned instruments with accuracy, fluency, control and expression.
- **Composition**: knowledge and compose: melody, harmony, rhythm, timbre, pitch, duration, dynamics, tempo, timbre, texture, structure, phrasing, articulation
- **Listening**: appreciation for traditions, composers, musicians