



Music Curriculum Map 2023-2024

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Perform</b></p> <p><u>NC KS1 statement:</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p><u>NC KS2 statement:</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p><b>Birth to three:</b></p> <ul style="list-style-type: none"> <li>Join in with songs and rhymes, making some sounds.</li> <li>Make rhythmical and repetitive sounds.</li> <li>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> </ul>	<p><b>ELG's:</b></p> <ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul> <p><b>Additional:</b></p> <ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Make different sounds with voice and with instruments.</li> <li>Follow instructions about when to play and sing.</li> <li>Use instruments to perform and choose sounds to represent different things.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Sing or clap increasing and decreasing tempo.</li> <li>Perform simple patterns and accompaniments keeping a steady pulse.</li> <li>Play simple rhythmic patterns on an instrument.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Play clear notes on instruments and use different elements in composition.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Sing songs from memory with accurate pitch</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Maintain own part whilst others are performing their part.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Sing in harmony confidently and accurately.</li> <li>Perform parts from memory.</li> <li>Take the lead in a performance.</li> </ul>
	<p><b>Three and Four Year olds:</b></p> <ul style="list-style-type: none"> <li>Play instruments with increasing control to express their feelings and ideas.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> </ul>	<p><b>NC Knowledge/Skills:</b></p> <ul style="list-style-type: none"> <li>Use their voice to speak/sing/chant.</li> <li>Join in with singing.</li> <li>Copy sounds.</li> <li>Clap short rhythmic patterns.</li> <li>Use instruments to perform.</li> <li>Follow instructions about when to play or sing.</li> <li>Look at their audience when they are performing.</li> </ul>	<p><b>NC Knowledge/Skills:</b></p> <ul style="list-style-type: none"> <li>Sing and follow the melody (tune)</li> <li>Sing accurately at a given pitch</li> <li>Perform simple patterns and accompaniments keeping a steady pulse</li> <li>Perform with others</li> <li>Play simple rhythmic patterns on an instrument</li> <li>Sing/clap a pulse increasing or decreasing in tempo.</li> </ul>	<p><b>NC Knowledge/Skills:</b></p> <ul style="list-style-type: none"> <li>Sing in tune with expression.</li> <li>Control their voice when singing.</li> <li>Play clear notes of instruments.</li> </ul>	<p><b>NC Knowledge/Skills:</b></p> <ul style="list-style-type: none"> <li>Perform a simple part rhythmically.</li> <li>Sing songs from memory with accurate pitch.</li> <li>Improvise using repeated patterns.</li> </ul>	<p><b>NC Knowledge/Skills:</b></p> <ul style="list-style-type: none"> <li>Breathe in the correct place when singing.</li> <li>Sing and use their understanding of meaning to add expression.</li> <li>Maintain their part whilst others are performing their part.</li> <li>Perform 'by ear' and from simple notations.</li> <li>Improvise within a group using melodic and rhythmic phrases.</li> <li>Recognise and use basic structural forms e.g. rounds, variations, rondo form.</li> </ul>	<p><b>NC Knowledge/Skills:</b></p> <ul style="list-style-type: none"> <li>Sing a harmony part confidently and accurately.</li> <li>Perform parts from memory.</li> <li>Perform using notations.</li> <li>Take the lead in a performance.</li> <li>Take on a solo part.</li> <li>Provide rhythmic support.</li> </ul>	
	<p><b>Key Vocabulary:</b> Sing, Dance, Music, Song.</p>		<p><b>Key Vocabulary:</b> Voice, Music, Perform, Speak, Sing, Chant, Clap, Rhythm, Audience, Rest</p>	<p><b>Key Vocabulary:</b> Tempo, Melody, Phrase, Verse, Chorus, Accompaniments, Pulse, Pitch, Rest</p>	<p><b>Key Vocabulary:</b> Pitch, Step, Leap, Phrasing, Posture, Dynamics, Do, Re, Me, Fa, So, La, Ti, Do</p>	<p><b>Key Vocabulary:</b> Memory, Improvise, repetition, tuned, untuned.</p>	<p><b>Key Vocabulary:</b> Rounds, Variations, Rondo form, Breathe.</p>	<p><b>Key Vocabulary:</b> Harmony, Solo, Notations, Acapella, Ensemble, Accompaniments.</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Listening/ Appraising</b></p> <p><u>NC KS1 Statement:</u> Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p><u>NC KS2 Statement:</u> Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Develop an understanding of the history of music. 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><b>Birth to three:</b></p> <ul style="list-style-type: none"> <li>Show attention to sounds and music.</li> <li>Respond emotionally and physically to music when it changes.</li> <li>Move and dance to music.</li> <li>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> </ul>	<p><b>Additional:</b></p> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Say whether they like or dislike a piece of music.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Make connections between notations and musical sounds.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Improve my work; explaining how it has been improved.</li> <li>Use musical words to describe a piece of music and compositions.</li> <li>Use musical words to describe what they like and do not like about a piece of music.</li> <li>Recognise the work of at least one famous composer.</li> <li>Listen carefully and recognise high and low phrases.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Identify and describe the different purposes of music.</li> <li>Begin to identify the style of work of Beethoven, Mozart and Elgar.</li> <li>Explain why silence is often needed in music and explain what effect it has.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Describe, compare and evaluate music using musical vocabulary.</li> <li>Explain why they think music is successful or unsuccessful.</li> <li>Contrast the work of a famous composer with another and explain preferences.</li> <li>Repeat a phrase from the music after listening intently.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Accurately recall a part of the music listened to.</li> <li>Analyse features within different pieces of music.</li> <li>Evaluate how the venue, occasion and purpose affects the way a piece of music is created.</li> <li>Compare and contrast the impact that different composers have had on people of that time.</li> </ul>
	<p><b>Three and Four Year olds:</b></p> <ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>		<p><b>NC Knowledge/Skills:</b></p> <ul style="list-style-type: none"> <li>Respond to different moods in music.</li> <li>Say how a piece of music makes them feel</li> <li>Choose sounds to represent different things.</li> <li>Recognise repeated patterns.</li> <li>Say whether they like or dislike a piece of music.</li> </ul>	<p><b>NC Knowledge/Skills:</b></p> <ul style="list-style-type: none"> <li>Improve their own work.</li> <li>Listen out for particular things when listening to music</li> </ul>	<p><b>NC Knowledge/Skills:</b></p> <ul style="list-style-type: none"> <li>Improve their work explaining how it has improved.</li> <li>Use musical words (the elements of music) to describe a piece of music and composition.</li> <li>Use musical words to describe what they like and dislike.</li> <li>Recognise the work of at least one famous composer.</li> </ul>	<p><b>NC Knowledge/Skills:</b></p> <ul style="list-style-type: none"> <li>Explain the place of silence and say what effect it has.</li> <li>Start to identify the character of a piece of music.</li> <li>Describe and identify the different purposes of music.</li> <li>Begin to identify with the style of work of Beethoven, Mozart and Elgar.</li> </ul>	<p><b>NC Knowledge/Skills:</b></p> <ul style="list-style-type: none"> <li>Describe, compare and evaluate music using musical vocabulary.</li> <li>Explain why they think their music is successful or unsuccessful.</li> <li>Suggest improvements to their own or others' work.</li> <li>Choose the most appropriate tempo for a piece of music.</li> <li>Contrast the work of famous composers and show preferences.</li> </ul>	<p><b>NC Knowledge/Skills:</b></p> <ul style="list-style-type: none"> <li>Refine and improve their work.</li> <li>Evaluate how the venue, occasion and purpose affects the way a piece of music is created.</li> <li>Analyse features within different pieces of music.</li> <li>Compare and contrast the impact that different composers from different times will have had on the people of the time.</li> </ul>
				<p><b>Key Vocabulary:</b> Moods, repeated patterns. Granddad note, mummy note, kiddie note, puppy note, rest.</p>	<p><b>Key Vocabulary:</b> Tempo, Dynamics, Timbre, Pulse, Purpose, Mood, Musical sounds (timbre), Classical, Pop, Jazz, Country.</p>	<p><b>Key Vocabulary:</b> Composer, Dynamics, Piano, forte, Tempo, Largo, Andante, Allegro, Timbre.</p>	<p><b>Key Vocabulary:</b> Cyclic pattern, Expression, Beethoven, Mozart, Elgar, Silence.</p>	<p><b>Key Vocabulary:</b> Form, Timbre, Texture, Pattern.</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Compose</b></p> <p><u>NC KS1 Statement:</u> Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><u>NC KS2 Statement:</u> Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p>	<p><b>Birth to three:</b></p> <ul style="list-style-type: none"> <li>Explore their voices and enjoy making sounds.</li> <li>Explore a range of sound-makers and instruments and play them in different ways.</li> </ul>	<p><b>ELG's:</b></p> <ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used.</li> </ul> <p><b>Additional:</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively sharing ideas, resources and skills.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Clap and repeat short rhythmic and melodic patterns.</li> <li>Make a sequence of sounds and respond to different moods in music.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Order sounds to create a beginning, middle and an end.</li> <li>Create music in response to different starting points.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Create repeated patterns with different instruments.</li> <li>Combine different sounds to create a specific mood or feeling.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Use notation to record compositions in a small group or individually.</li> <li>Use notation to record and interpret sequences of pitches.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Compose music which meets specific criteria.</li> <li>Choose the most appropriate tempo for a piece of music.</li> <li>Use music diary to record aspects of the composition process.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Use a variety of different musical devices in composition (including melody, rhythms and chords).</li> </ul>
	<p><b>Three and Four Year olds:</b></p> <ul style="list-style-type: none"> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Create their own songs, or improvise a song around one they know.</li> </ul>	<p><b>NC Knowledge/Skills:</b></p> <ul style="list-style-type: none"> <li>Make different sounds with their voice.</li> <li>make different sounds with instruments.</li> <li>Identify changes in sounds.</li> <li>Change the sound they hear.</li> <li>Repeat (short and melodic) patterns.</li> <li>Make a sequence of sounds.</li> <li>Show sounds by using pictures.</li> </ul>	<p><b>NC Knowledge/Skills:</b></p> <ul style="list-style-type: none"> <li>Order sounds to create a beginning, middle and end.</li> <li>Create music in response to different starting points.</li> <li>Choose sounds which create an effect.</li> <li>Use symbols to represent sounds.</li> <li>Make connections between notations and musical sounds.</li> </ul>	<p><b>NC Knowledge/Skills:</b></p> <ul style="list-style-type: none"> <li>Create repeated patterns with different instruments.</li> <li>To use different elements in their composition.</li> <li>Combine different sounds to create a specific mood or feeling.</li> <li>Create accompaniments for tunes.</li> <li>Compose melodies and songs.</li> </ul>	<p><b>NC Knowledge/Skills:</b></p> <ul style="list-style-type: none"> <li>Use notations to record and interpret sequences of pitches.</li> <li>Use standard notation</li> <li>Use notations to record compositions in a small group or on their own.</li> <li>Use their notation in a performance.</li> </ul>	<p><b>NC Knowledge/Skills:</b></p> <ul style="list-style-type: none"> <li>Change sounds or organise them differently to change the effect.</li> <li>Compose music which meets specific criteria.</li> <li>Use their notations to record groups of pitches (chords).</li> <li>Use a music diary to record aspects of the composition process.</li> <li>Choose the most appropriate tempo for a piece of music.</li> </ul>	<p><b>NC Knowledge/Skills:</b></p> <ul style="list-style-type: none"> <li>Use a variety of different musical devices in their composition? (incl melody, rhythms and chords).</li> <li>Recognise that different forms of notation serve different purposes</li> <li>Use different forms of notation.</li> <li>Combine groups of beats.</li> </ul>	
				<p><b>Key Vocabulary:</b> Compose, Sequence, Control, Rhythm, Melody, Moods (happy, sad, frightened), Pitch (high, low), Tempo (fast, slow).</p>	<p><b>Key Vocabulary:</b> Patterns, Effect, Texture, Structure, Ostinato.</p>	<p><b>Key Vocabulary:</b> Contrast, Pentatonic Scale, Timbre.</p>	<p><b>Key Vocabulary:</b> Notation, Composition.</p>	<p><b>Key Vocabulary:</b> Lyrics.</p>

	Compose	Listen/ Appraise	Perform
<b>Year 7</b>	<p><b>NC KS3 Statement</b></p> <ul style="list-style-type: none"> <li>• Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li> <li>• Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li> <li>• Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</li> </ul>	<p><b>NC KS3 Statement</b></p> <ul style="list-style-type: none"> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>	<p><b>NC KS3 Statement</b></p> <ul style="list-style-type: none"> <li>• Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</li> </ul>
	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Compose musical patterns within regular phrase structures within different metres</li> <li>• Represent musical ideas through notations</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Evaluate own and other’s music using musical language</li> <li>• Recognise the characteristics of a range of great composers, relating their music to its historical and cultural context</li> <li>• Recognise instrumental resources used individually and in combination in the western classical and a selection of other traditions</li> <li>• Memorise and reproduce rhythmic and melodic shapes and patterns through performing and notations</li> <li>• Identify and compare features of music heard and played showing understanding of structural devices</li> <li>• Recognise a range of musical structures in music heard</li> <li>• Recognise the use of music technology in music heard</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Perform with understanding of phrase</li> <li>• Provide contrast in a performance by using musical elements</li> <li>• Interpret music from notations appropriate to the piece</li> </ul>
	<p><b>NC Knowledge/Skills:</b></p> <ul style="list-style-type: none"> <li>• Compose musical patterns within regular phrase structures within different metres</li> <li>• Improvise confidently with a sense of musical shape showing understanding of the intended effect</li> <li>• Create music that accurately reflects moods and meets the demands of the brief</li> <li>• Can adapt ideas within group compositions in a way that supports the contributions of others</li> <li>• Create independent ideas and realise them in sound</li> <li>• Represent musical ideas through notations</li> </ul>	<p><b>NC Knowledge/Skills:</b></p> <ul style="list-style-type: none"> <li>• Evaluate own and other’s music using musical language</li> <li>• Revise own performances and compositions in the context of the given brief</li> <li>• Recognise the characteristics of a range of great composers, relating their music to its historical and cultural context</li> <li>• Respond to music of others in an appropriate way</li> <li>• Recognise instrumental resources used individually and in combination in the western classical and a selection of other traditions</li> <li>• Memorise and reproduce rhythmic and melodic shapes and patterns through performing and notations</li> <li>• Identify and compare features of music heard and played showing understanding of structural devices</li> <li>• Recognise a range of musical structures in music heard</li> <li>• Recognise the use of music technology in music heard</li> </ul>	<p><b>NC Knowledge/Skills:</b></p> <ul style="list-style-type: none"> <li>• Sing and play accurately and fluently building on existing technique</li> <li>• Perform confidently as a soloist</li> <li>• Perform with understanding of phrase</li> <li>• Provide contrast in a performance by using musical elements</li> <li>• Perform in ensembles with awareness of other parts</li> <li>• Interpret music from notations appropriate to the piece</li> <li>• Respond to visual cues in performance</li> <li>• Lead others in performance</li> </ul>