English Martyrs' RC Primary School

MUSIC

CURRICULUM MAP 2026 - 2027

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	7 weeks	**7 weeks**	**6 weeks**	**5 weeks**	**7 weeks**	**7 weeks**
YEAR 1	**Building bricks of music** Learning about different instrumental sounds, pitches and tones, beginning to understand difference between beat and rhythm Exploring high and low sounds with their voices, fast and slow tempos and loud and quiet **Music linked to Black History Month**, looking at African sounds and rhythms and singing some African songs	**Songs and music from Around the world** Learning traditional songs from around the world. **Focus on Christmas celebrations and Nativity play** Listening to Chistmas/seasonal music such as the Nutcracker and Sleigh Ride commenting on tempo, dynamics and how the music makes them feel Perform together as a class Sing with an awareness of other performers and for pleasure	**Composing music to a stimulus -** In the midnight wood Listen to music depicting different characters Say whether a piece of music is fast or slow Compose music/choose sounds to reflect different moods, events and characters Discuss and identify how use of musical elements- eg slow/fast tempos and loud and quiet sounds can be chosen for special effects and apply to own work	**Chants and songs** Understand difference between using speaking voice to chant and singing voice to get different pitches Exploring different tones of voice and experimenting with different pitches of sound Using body percussion to make up simple repeated patterns to go with chants and songs	**Sounds and symbols** Follow simple graphic scores using pictures and symbols such as creature beat, creature beat counting Create their own symbols and pictures to show sounds and differences in timbre, pitch and dynamic Make loud and quiet sounds on same instrument	**Beat and Rhythm** Developing ability to differentiate between beat and rhythm Sing a range of songs identifying the beat and rhythm of words Develop ability to follow symbols and pictures and use these when choosing and ordering their own sounds Create changes in texture, dynamic, pitch, duration and timbre

YEAR 2	**Building bricks of music** Recognise difference between tones of voices Explore long and short sounds, pulse, rhythm and tempo changes Understand that the speed of music can change Follow pitch movement with hands and use high, middle and low vocal sounds **Music linked to Black History Month** Learning songs from Africa and the Caribbean with and without accompaniment	**Songs and music from around the world** Traditional songs from around the world **Focus on Christmas celebrations and** Nativity play Listen to Christmas/seasonal music such as music from the Nutcracker and Sleigh Ride Listen out for particular things in a piece of music Sing songs expressively and accurately Recognise different roles in creating music eg choir, composer, orchestra, conductor	**Composing music to create sp effects** Listen to a range of music with added sound and vocal effects and discuss the atmosphere created Listen to a range of metallic instruments and sound sources and discuss how they are being used to created cold sounding effect Sing song about the winter and discuss the atmosphere fo the music Create music to depict a storm and frosty winter's day discussing use of timbre, dynamics and pitch Explore how sounds on one sound source can be change for different effects – eg- using the inside or outside of an instrument, rapidly striking an instrument to create a tremolo effect.	**Developing notation skills** Using simple symbols and grids to compose rhythm patterns Use word rhythm patterns to enhance understanding of duration and how syllables in the words can impact the rhythm	**Introduction to glocks/chime bars** Learning how the note names are labelled on xylophones, glockenspiels and chime bars Performing simple accompaniments and making up simple rhythms using set notes	**Singing with expression and accuracy** Develop a repertoire of songs and learn about purpose of different types of song

YEAR 3	**Building bricks of Music** Learning about different instrumental timbres and groups of instruments Exploring different tempos and dynamics and creating contrast **Music linked to Black History Month** Listen to and sing songs from the Caribbean and Africa Sing songs confidently, understanding why clear diction is important	**Songs and music from around the world** Learn traditional songs from around the world Focus on Christmas celebrations/seasonal music Understand why diction is important And why variations of dynamics are needed Use musical vocabulary to describe inter- related dimensions of music Recognise the work of at least one famous composer	**Learning about different composers and ensembles** Revising instruments of the orchestra and other types of ensemble Identify at least one well known composer Sing a range of songs in different styles	**Pentatonic music** Learning about Chinese music and Indonesian Gamelan and other types of music based on the five note pentatonic scale Perform, compose and improvise simple tunes based on the pentatonic scale	**Structure in songs** Identifying the different sections of a song such as call and response, introduction, chorus, refrain, verse, bridge passage and coda/outro Learning that some songs do not have a chorus Sing a range of songs in different styles	**Drones and ostinatos** Learning about drones and ostinatos and how they are used to add interest and can be used as an accompaniment to songs Compose simple ostinato rhythms and tunes Learn songs with ostinato patterns

YEAR 4	**Building bricks of music** Name a variety of instruments and describe the tone quality of instruments Recognise whether pitch moves by steps or leaps Listening to a range of music and identify the character and purpose, comparing traditions across time and place and identify key musicians **Music linked to Black History Month** Listen to music from Africa and the Caribbean and sing related songs Understand how music is made up of several layers of sound Create ostinatos to accompany songs And perform from grid notation	**Songs and music from around the world** **Learn traditional songs from around the world** Focus on Christmas celebrations/seasonal music and Nativity play When singing, be aware of melodic and rhythmic phrases and how to breathe in appropriate places When listening to music, identify character of the music and identify inter-related dimensions	**Songs telling stories** Learn how songs can tell about historic events or be written in response to events taking place Listen to a range of songs including those from the folk repertoire such as the Lincolnshire Poacher The Titanic song and the Isle of Hope	**Texture and special effects in music** Learn about layering of parts and how instruments and other vocal parts can create interest and add atmosphere. Add instrumental and vocal parts to create thicker textures and enhance atmosphere Sing the song of the Sirens adn Ancient Egyptians	**Comparing music across time and place** Listen to a range of music from different cultures, identify features, differences and similarities Understand how eg music of Ireland may sound different from music from Mali Identify. Sing songs composed for different purposes and understand what performance style is needed for the music Eg how a pop song may be performed differently from a hymn sung in church	

YEAR 5	**Building bricks of music** Explain how tempo can change the character of music and identify changes in speed Explore different textures in music And comment on contrasts in texture **Music linked to Black History Month** Hold a part in a round and call and response song, taking the lead from more confident pupils Explore strong and weak beats in songs Listening to music of black musicians and composers such as Scott Joplin and Florence Price and Louis Armstrong Listen to a greater range of musical pieces and describe and evaluate music using musical vocabulary Explore **s**yncopation	**Songs and music from around the world** Learn traditional songs from around the world Focus on Christmas celebrations/seasonal music and Nativity play Perform significant parts from memory and sing with awareness of melodic and rhythmic phrases Listen to a greater range of musical piece, identify instrumental families and describe and evaluate music using musical vocabulary	**Looking at structure in music** Identify musical themes and how these may be repeated throughout a piece of music Listen to music in binary, ternary and rondo form and make up simple rhythm parts for different sections of music Create contrast in different sections of music by eg using different body percussion, dynamics, timbres and textures to create variety when composing in ternary form and performing	**Musical Devices** Listen to music using a range of devices such as riffs ostinatos and ground bass patterns. Identify ostinatos and ground bass in music and compose simple ground bass using grid notation tune selecting notes from a chord pattern	**Film Music** Listening to a range of film music and learning how music can add atmosphere and create interest Learn about different techniques composers use **Developing singing repertoire** Sing songs in a range of styles developing singing technique and awareness of phrasing and expression	**Arranging music** Listen to different versions of the same piece of music and discover how composers manipulate musical elements such as adding extra notes, changing rhythms, adding different instruments

YEAR 6	**Building bricks of music** Looking at notation And writing and performing simple rhythms **Music linked to Black History Month** Listening and learning about features of Ragtime Listen to music by Samuel Coleridge-Taylor Symphonic variations on an African Air Learn about Florence Price and influences Create body percussion composition using basic structural forms eg ostinato and rondo Sing songs from Africa and the Caribbean and invent simple accompaniments	**Songs and music from around the world** Learn traditional songs from around the world Focus on Christmas celebrations/seasonal music and Nativity play Evaluate how venue and occasion and purpose affects way a piece of music is created Find differences and similarities between different piece of music- especially where the theme is the same- eg Sleigh Ride by Delius, Leroy Anderson and Prokofiev (Troika)	**Notation and rhythms** Compose simple rhythms and tunes using grid notation Learn how to transfer using conventional staff notation Learn how different notations serve different purposes	**Structure in music** Listen to a range of music using different structures such as binary, ternary and rondo form Compose and perform using rondo form creating contrast in texture, dynamics and timbre	**Musical patterns** Compose according to criteria such as improvising using notes from the pentatonic scale Writing a simple sequential tune	**Comparing and contrasting music** Find similarities and differences in pieces of music Evaluate how venue, occasion and purpose affects the way a piece of music is created and performed