

Highwood Music Curriculum Map

EYFS-National Music Curriculum (for Reception)

- 1 - Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- 2 - Pupils play tuned and untuned instruments musically.
- 3 - Pupils listen with concentration and understanding to a range of high-quality live and recorded music.
- 4 - Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music

Statutory Framework for the Early Years Foundation Stage

| Reception | | | | | | |
|---|---|---|--|---|---|--|
| Communication and Language | Personal, Social and Emotional Development | Physical Development | Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
| <p>Listen attentively and respond to what they hear with relevant questions, comments and actions.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> | <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity. Demonstrate an ability to follow instructions involving several ideas or actions.</p> <p>Work and play cooperatively, taking turns with others.</p> | <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Use a range of small tools (e.g. instrument beaters).</p> | <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems, and during role play.</p> | <p>Take part in finger rhymes with numbers and sing counting songs and number rhymes.</p> <p>Notice patterns and arrange things in patterns – such as repeated words or rhythm/melody in a song.</p> <p>Engage in following and inventing movement and music patterns, such as clap, clap, stamp.</p> | <p>Listen to music from a wide range of genres and cultures.</p> <p>Listen to and sing songs which describe aspects of the natural world i.e seasons, weather, locations.</p> | <p>Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.</p> |

KS1 National Music Curriculum

- 1 - Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- 2 - Pupils play tuned and untuned instruments musically.
- 3 - Pupils listen with concentration and understanding to a range of high-quality live and recorded music.
- 4 - Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music

Model Music Curriculum

| Year 1 | | | | | |
|---|--|---|--|---|--|
| Singing | Listening | Composing/Improvising | Beat/Pulse | Rhythm | Pitch |
| <p>Sing simple chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>Sing songs with a very small range, mi-so, then slightly wider. Include pentatonic songs.</p> <p>Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy.</p> | <p>Develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Listen to recorded performances.</p> | <p>Improvise simple vocal chants using question-and-answer phrases.</p> <p>Create musical sound effects and short sequences of sounds in response to a stimulus e.g. a rainstorm or a train journey. Combine to make a story using classroom instruments.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Use music technology to capture, change and combine sounds.</p> <p>Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</p> | <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat.</p> <p>Respond to the pulse in recorded/live music through movement and dance.</p> | <p>Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Perform short repeating rhythm patterns while keeping in time with a steady beat.</p> <p>Perform word-pattern chants; create, retain and perform their own rhythm patterns.</p> | <p>Listen to sounds in the local school environment comparing high and low sounds.</p> <p>Sing familiar songs in low and high voices and talk about the difference in sound.</p> <p>Explore percussion sounds to explore storytelling.</p> <p>Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum.</p> |

Year 2

| Singing | Listening | Composing/Improvising | Beat/Pulse | Rhythm | Pitch |
|---|--|--|--|--|---|
| <p>Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control.</p> <p>Sing songs with a small pitch range, pitching accurately.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to the leader's directions and visual symbols.</p> | <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Listen to recorded performances.</p> | <p>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</p> <p>Work with a partner to improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Use music technology to capture, change and combine sounds.</p> | <p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>Identify the beat groupings in familiar music that they sing regularly and listen to.</p> | <p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>Create rhythms using word phrases as a starting point.</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</p> <p>Create and perform their own chanted rhythm patterns with the same stick notation.</p> | <p>Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately.</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion.</p> |

KS2 National Music Curriculum

- 1 - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- 2 - Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- 3 - Listen with attention to detail and recall sounds with increasing aural memory.
- 4 - Use and understand staff and other musical notations.
- 5 - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- 6 - Develop an understanding of the history of music.

Model Music Curriculum

| Year 3 | | | | |
|---|--|---|--|---|
| Singing | Listening | Composing/Improvising | Playing | Notation |
| <p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression.</p> <p>Perform with <i>forte</i> and <i>piano</i> dynamics.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> | <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Listen to recorded performances.</p> | <p>Become more skilled in improvising (using voices, tuned and untuned percussion and other instruments), inventing short ‘on-the-spot’ responses using a limited note range.</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end, composing in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi)</p> | <p>Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.</p> <p>Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups.</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.</p> <p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; <i>allegro</i> and <i>adagio</i>. Extend to question-and-answer phrases.</p> | <p>Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <p>Introduce and understand the differences between crotchets and paired quavers.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> |

Year 4

| Singing | Listening | Improvising | Composing | Playing | Notation |
|---|--|--|--|--|--|
| <p>Continue to sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately and following directions for <i>crescendo</i> and <i>diminuendo</i>.</p> <p>Sing rounds and partner songs in various time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.</p> | <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Listen to recorded performances.</p> | <p>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).</p> <p>Begin to make decisions about the structure of improvisations and continue this process in composition tasks.</p> | <p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches, singing or playing these phrases as self-standing compositions.</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases and arrange into bars.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood e.g music to accompany a short film clip.</p> <p>Introduce major and minor tonality.</p> <p>Include instruments played in whole-class/group/individual teaching to expand the scope of sounds available for composition work.</p> <p>Record creative ideas using either graphic symbols, rhythm notation (with time signatures) staff notation or technology.</p> | <p>Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>Play and perform melodies following staff notation using a small range as a whole-class.</p> <p>Perform in two or more parts from simple notation using instruments played in whole class teaching.</p> <p>Identify static and moving parts.</p> <p>Copy short melodic phrases including those using the pentatonic scale.</p> | <p>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and play from pitch notation within a defined range.</p> <p>Follow and play from simple rhythmic scores to a steady beat, aiming to maintain individual parts accurately and achieving a sense of ensemble.</p> |

| Year 5 | | | | | |
|--|--|--|--|---|---|
| Singing | Listening | Improvising | Composing | Playing | Notation |
| <p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</p> <p>Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> | <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Listen to recorded performances.</p> | <p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including <i>fortissimo</i>, <i>pianissimo</i>, <i>mezzo forte</i> and <i>mezzo piano</i>. Continue this process in composition tasks.</p> | <p>Compose melodies made from pairs of phrases in either C major or A minor (or key suitable for the instrument chosen). Melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Work in pairs/groups to compose a short ternary piece.</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment e.g create music to accompany a silent film or to set the scene in a play or book.</p> <p>Record creative ideas using either, graphic symbols, rhythm notation (with time signatures) staff notation or technology.</p> | <p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation.</p> <p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> | <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation up to an octave.</p> <p>Read and play short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations</p> |

| Year 6 | | | | | |
|--|--|---|--|---|--|
| Singing | Listening | Improvising | Composing | Playing | Notation |
| <p>Sing a broad range of songs, including those that involve syncopated rhythms, with a sense of ensemble and performance, including rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group - i.e no longer in discrete parts.</p> | <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Listen to recorded performances.</p> | <p>Create music with multiple sections that include repetition and contrast.</p> <p>Begin to use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, focussing on melodic shaping.</p> | <p>Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale, incorporating rhythmic variety and interest. Notate and play this melody on available tuned percussion and/or orchestral instruments.</p> <p>Compose melodies made from pairs of phrases in either G major or E minor or key suitable for the instrument chosen.</p> <p>Begin to enhance improvised/composed melodies with rhythmic or chordal accompaniment.</p> <p>Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> | <p>Play a melody following staff notation written on one stave and make decisions about dynamic range.</p> <p>Accompany this same melody, using block chords or a bass line. This could be done using keyboards, tuned percussion or an online keyboard.</p> <p>Engage with others through ensemble playing, taking on melody or accompaniment roles. The accompaniment, could be chordal or a single-note bass line.</p> | <p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Develop the skills to read and play from pitch notation.</p> <p>Read and play confidently from rhythm notation cards/rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, identifying note names and durations.</p> |