

Music Curriculum Route Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Autumn 1</u> Unit title		My Musical Heartbeat	Pulse, Rhythm and Pitch	Writing Music Down	West Sussex Key2Music programme	Melody and Harmony in Music	Music and Technology
Social question		How can we make friends when we sing together?	How does music help us to make friends?	How does music bring us closer together?	Autumn term focus: djembes	How does music bring us together?	How does music bring us together?
Musical styles covered		hip-hop, pop, jazz, soul, classical	soul, jazz, rock, pop, 20th century orchestral	pop, country, baroque		20th/21st century orchestral, gospel	soul, pop, 20th/21st century orchestral
<u>Autumn 2</u> Unit title		Dance, Sing and Play	Playing in an Orchestra	Playing in a Band	West Sussex Key2Music programme	Sing and Play in Different Styles	Developing Ensemble Skills
Social question		How does music tell us stories about the past?	How does music teach us about the past?	What does music tell us about the past?	Autumn term focus: djembes	How does music connect us with our past?	How does music connect us with our past?
Musical styles covered		20th/21st century orchestral, pop, reggae, lullaby	jazz, swing, pop, 20th/21st century orchestral/choral	disco, New Orleans jazz, film/tv soundtrack, folk (sea shanty)		pop, minimalism, rock & roll, gospel, 20th/21st century orchestral	soul, hip-hop, rock, jazz (swing), 20th/21st century orchestral
<u>Spring 1</u> Unit title		Exploring Sounds	Inventing a Musical Story	Compose Using Your Imagination	West Sussex Key2Music programme	Composing and Chords	Creative Composition
Social question		How does music make the world a better place?	How does music make the world a better place?	How does music make the world a better place?	Spring term focus: ukuleles	How does music improve our world?	How does music improve our world?
Musical styles covered		pop, waltz, reggae, funk, lullaby,	pop, ragtime, kwela, rock & roll	pop, ballad, disco, gospel, musical		South African pop, contemporary jazz,	disco, romantic, rock & roll, pop, Zimbabwean pop,

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		20th/21st century orchestral				soul, 20th/21st century orchestral	
<u>Spring 2</u> Unit title		Learning to Listen How does music help us to understand our neighbours? pop, jazz (swing), waltz, lullaby, 20th/21st century orchestral	Recognising Different Sounds How does music teach us about our neighbourhood? pop, romantic/20th century orchestral, marching band, jazz (swing), gospel	More Musical Styles How does music help us get to know our community? pop, romantic, rock, Native American, soul	West Sussex Key2Music programme Spring term focus: ukuleles 	Enjoying Musical Styles How does music teach us about our community? 20th/21st century orchestral, reggae, pop, film/tv soundtrack	Musical Styles Connect Us How does music teach us about our community? folk, pop, rock, romantic
<u>Summer 1</u> Unit title		Having Fun with Improvisation What songs can we sing to help us through the day? pop, jazz (swing), lullaby, classical	Exploring Improvisation How does music make us happy? jazz, rock, film music, calypso	Enjoying Improvisation How does music make a difference to us every day? jazz, gospel, hip-hop, 20th/21st century orchestral	West Sussex Key2Music programme Summer term focus: glockenspiels 	Freedom to Improvise How does music shape our way of life? 20th/21st century orchestral, pop, hip-hop, funk	Improvising with Confidence How does music shape our way of life? gospel, hip-hop, salsa, contemporary R&B
<u>Summer 2</u> Unit title		Let's Perform Together How does music teach us about looking after our planet? jazz, pop, country, reggae, gospel,	Our Big Concert How does music teach us about looking after our planet? pop, rock, calypso, funk, reggae	Opening Night How does music connect us with our planet? gospel, romantic, pop, hip-hop,	West Sussex Key2Music programme Summer term focus: glockenspiels	Battle of the Bands How does music connect us with the environment? 20th/21st century orchestral, pop, romantic,	Farewell Tour How does music connect us with the environment? reggae, jazz, pop, soul, Film/TV soundtrack

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		20th/21st century orchestral		20th/21st century orchestral		contemporary R&B	
Key learning & skills (covered throughout all units)	Try to move in time with music.	<u>General musicianship</u> Find and keep a steady beat together. Begin to move in time with a steady beat/pulse. Copy back simple long and short rhythms with clapping. Copy back simple high and low patterns by singing. Start to know and demonstrate the difference between pulse, rhythm and pitch. Use body percussion, voice and instruments.	<u>General musicianship</u> Move in time and keep a steady beat together. Create own rhythmic and melodic patterns. Copy back simple rhythmic patterns using long and short durations. Copy back simple melodic patterns using high and low notes. Understand the difference between creating a rhythm pattern and a pitch pattern. Sing short phrases independently. Learn to watch and follow a steady beat. Begin to understand that the speed of the beat can change, creating a faster or slower tempo.	<u>General musicianship</u> Explore the time signatures of 2/4, 3/4 and 4/4. Internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time. Listen and copy more complex rhythmic patterns by ear or from notation. Copy back more complex melodic patterns. Copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests. Copy back and improvise simple melodic patterns using 3 natural notes. Begin to understand formal notation, linking sounds to symbols, and	<u>General musicianship</u> Follow a steady beat and stay 'in time'. Internalise, keep and move in time with a steady beat in different time signatures. Understand the difference between creating a rhythm pattern and a pitch pattern. Listen and copy more complex rhythmic patterns by ear or from notation. Copy back more complex melodic patterns. Copy back and improvise simple rhythmic patterns using semibreves, minims, dotted crotchets, crotchets, quavers and their rests.	<u>General musicianship</u> Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes from the keys of C major, G major and F major. Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their	<u>General musicianship</u> Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes from the keys of C major, G major and F major and D major. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.

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			Play copy-back rhythms, copy a leader, and invent rhythms for others to copy, on untuned and tuned percussion. Create rhythms using word phrases as a starting point. Recognise long and short sounds, and match them to syllables and movement.	understand that music has its own language. Start learning about basic music theory: • Understand the differences between crotchets and paired quavers. • Play and sing in the time signatures of 2/4, 3/4 and 4/4. • Create rhythms using word phrases as a starting point. • Identify the names of some pitched notes on a stave. • Identify if a song is in a major or minor tonality.	Improvise simple vocal patterns using 'question and answer' phrases. Continue to develop an understanding of formal notation, linking sounds to symbols, and understand that music has its own language.	rests, by ear or from notation. Copy back various melodic patterns.	
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Key learning & skills (covered throughout all units)	Listen attentively, move to and talk about music, expressing their feelings and responses.	<u>Listening & responding</u>	<u>Listening & responding</u>	<u>Listening & responding</u>	<u>Listening & responding</u>	<u>Listening & responding</u>	<u>Listening & responding</u>
		Move, dance and respond in any way when listening.	Find and try to keep a steady beat.	Find the beat or groove of the music.	Find and demonstrate the steady beat.	Talk about feelings created by the music.	Justify opinions with reference to the musical elements.
		Describe thoughts and feelings when hearing music, including what likes and dislikes.	Invent different actions to move in time with the music.	Talk about the style of the music.	Talk about the words of the song.	Identify 2/4, 3/4 and 4/4, metre.	Identify 2/4, 3/4, 4/4, 5/4 and 6/8 metre.
		Talk about any instruments heard and maybe identify them.	Discuss what the song or piece of music might be about.	Share thoughts and feelings about the music.	Think about why a piece of music was written.	Identify different instruments by ear and through a range of media.	Identify the following instruments by ear and through a range of media: bass guitar; electric guitar; percussion; sections of the orchestra such as brass, woodwind and strings; electric organ; congas; piano and synthesisers; and vocal techniques such as scat singing.
		Recognise some band and orchestral instruments.	Describe what is seen in the imagination when listening to the piece of music.	Talk about what the song/piece means.	Identify a tempo as fast, slow or steady.	Identify repeats in musical structures.	
		Identify a fast or slow tempo.	Talk about likes and dislikes when hearing music.	Identify and describe feelings when hearing the music, including likes/dislikes.		Discuss the structure of the songs with reference to the introduction, verse, chorus, bridge, and improvisation sections.	
		Identify loud and quiet sounds (as an introduction to understanding dynamics).	Mark the beat of a listening piece by tapping or clapping, and recognise tempo as well as changes in tempo.	Use appropriate musical language to describe and discuss the music.		Discuss different forms, e.g. call and response, and AB (binary) form.	Identify the sound of a gospel choir and soloist, a rock band, a symphony orchestra and a-cappella groups.
		Talk about other music heard before that is similar.	Walk in time to the beat of a piece of music.	Start to use musical concepts and elements more confidently when talking about the music.		Begin to recall by ear memorable phrases heard in the music.	Recall by ear memorable phrases heard in the music.
		Begin to understand where the music fits in the world.	Describe differences in tempo and dynamics with more confidence.	Recognise that some instruments are band instruments and some are orchestral instruments.		Explain the role of a main theme in musical structure.	Explain the structure of different sections of a piece of music.
		Begin to understand different styles of music.	Begin to understand that there are different styles of music.	Identify some specific instruments.		Begin to identify major and minor tonalities.	

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				Talk about where the music fits into the world. Think about and discuss why the song/piece was written and what it might mean. Discuss the style of the music and relate to other music heard before that is similar.		Recognise the sound and notes of the pentatonic and blues scales, by ear and from notation. Identify the musical style of a song or piece of music. Recognise the following styles and any key musical features that distinguish each style: <i>20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock 'n' Roll, South African Pop, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</i>	Identify major and minor tonalities and chord triads. Identify the musical style of a song, using some musical vocabulary to discuss its musical elements. Recognise the following styles and any key musical features that distinguish the style: <i>20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</i>
Key learning & skills (covered throughout all units)	Sing a range of well-known nursery rhymes and songs. Perform songs and rhymes with others. Sing in a group or on their own, increasingly matching the pitch and following the melody.	<u>Performing: Singing</u> Sing songs and rhymes as part of a group. Begin to demonstrate good singing posture – standing up straight with relaxed shoulders. Sing songs from memory. Try to understand the meaning of the song. Try to follow the leader or conductor.	<u>Performing: Singing</u> Sing and rap as part of a group. Demonstrate good singing posture. Have a go at singing a solo. Sing with more pitch accuracy. Understand and follow the leader or conductor.	<u>Performing: Singing</u> Sing as part of an ensemble in unison. Sing with attention to clear diction. Sing more expressively, with attention to breathing and phrasing. Discuss what the song or piece of music might be about. Follow the leader or conductor confidently.	<u>Singing</u> Rehearse and learn songs from memory and/or with notation. Sing 'on pitch' and 'in time'. Sing expressively, with attention to staccato and legato. Respond to a leader/conductor.	<u>Performing: Singing</u> Sing in unison and in parts, and as part of a smaller group. Sing in 2/4, 3/4 and 4/4 metre. Self-correct if lost or out of time. Sing expressively, with attention to dynamics and articulation. Develop confidence as a soloist.	<u>Performing: Singing</u> Sing a second part in a song. Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 metres. Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. (This should include observing rhythm, phrasing, accurate

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		Begin to add actions and/or movement to a song.	Sing and try to communicate the meaning of the words. Listen for being 'in time' or 'out of time'. Add actions/ movement to a song.	Sing with attention to the meaning of the words. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Perform actions confidently and in time. Sing a widening range of unison songs, of varying styles and structures.		Talk about the different styles of singing used for different styles of song. Talk confidently about how connected they feel to the music and how it connects to the world.	pitching and appropriate style.) Demonstrate and maintain good posture and breath control whilst singing. Sing with and without an accompaniment. Sing syncopated melodic patterns. Lead a singing rehearsal. Talk about the different styles of singing used in the various styles of song visited throughout this year. Discuss personal connections to music and songs, and how the songs and styles are connected to the world.
Key learning & skills (covered throughout all units)	Explore and engage in music making, performing solo or in groups.	<u>Performing: instruments</u> Rehearse and learn to play a simple melodic instrumental part by ear. Play a part on a tuned or untuned instrument by ear.	<u>Performing: instruments</u> Rehearse and learn to play a simple melodic instrumental part by ear. Play a part on a tuned or untuned instrument by ear.	<u>Performing: instruments</u> Develop skills in playing the glockenspiel. Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and E major.	<u>Playing instruments</u> Develop skills in playing a range of untuned and tuned instruments from different families: djembe, ukulele glockenspiel. Learn how to treat the djembe, ukulele and	<u>Performing: instruments</u> Rehearse and learn to play parts, by ear or from notation, in C major, F major, G major, E $\flat$ major, C minor and D minor. Play a part on the glockenspiel by ear and	<u>Performing: instruments</u> Rehearse and learn to play parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E $\flat$ major, D minor and F minor.

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		Learn to treat instruments carefully and with respect. Rehearse and perform parts within the context of a song. Learn to play together with everybody while keeping in time with a steady beat. Perform short, repeating rhythm patterns while keeping in time with a steady beat.	Learn to a range of instruments carefully and with respect. Rehearse and perform parts within the context of a song. Play together as a group while keeping in time with a steady beat. Perform ostinati and riffs while keeping in time with a steady beat.	Play a part on the glockenspiel by ear. Learn how to treat the glockenspiel carefully and with respect. Play with good posture and technique. Play the right notes with secure rhythms. Play together as a group while keeping the beat.	glockenspiel carefully and with respect. Play the djembe, ukulele and glockenspiel with good posture and technique. Listen to and follow musical instructions from a leader.	begin to play from notation. Play the right notes with secure rhythms. Rehearse and perform parts within the context a song. Begin to understand how to rehearse a piece of music in order to improve.	Play a part on the glockenspiel by ear and from notation. Play a melody, following staff notation written on one stave and using notes within an octave range. Make decisions about dynamic range. Understand how to rehearse a piece of music in order to improve.
Key learning & skills (covered throughout all units)	Explore, use and refine a variety of artistic effects, including music, to express their ideas and feelings. Create music collaboratively, sharing ideas, resources and skills.	<u>Improvising</u> Explore improvisation within a major and minor scale, using the notes: C, D, E D, E, A F, G, A D, F, G Explore personal musical ideas. Understand that improvisation is about making up a very simple tune on the spot. Follow a steady beat and stay 'in time'.	<u>Improvising</u> Explore improvisation within a major and minor scale, using the notes: C, D, E C, G, A G, A, B F, G, A Begin to create personal musical ideas using given notes. Work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played on untuned percussion,	<u>Improvising</u> Explore improvisation within a major scale, using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, C, D G, A, B, D, E F, G, A F, G, A, C, D Structure musical ideas (e.g. using echo or 'question and answer' phrases) to create music that has a beginning, middle and end.	<u>Improvising</u> Improvise a wider range of rhythmic patterns on untuned percussion (djembes). Improvise a wider range of melodic patterns on stringed instruments tuned percussion: ukuleles and glockenspiels.	<u>Improvising</u> Explore improvisation within a major and minor scale, using the notes: C, D, E, F, G C, D, E, G, A C, D, E ♭, F, G F, G, A, B ♭, C D, E, F, G, A Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Experiment with using a wider range of dynamics.	<u>Improvising</u> Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B ♭, C, D G, A, B, C, D F, G, A, C, D Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation. Follow a steady beat and stay 'in time'. Become more skilled in improvising, e.g. trying

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		Improvise simple vocal patterns using 'question and answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern.	creating a musical conversation.	When improvising, follow a steady beat and stay 'in time'. Become more skilled in improvising, e.g. a wider range of notes and rhythms, including rests or silent beats. Think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other.		Follow a steady beat and stay 'in time'. Become more skilled in improvising, e.g. trying more notes and rhythms; using melodic jumps (wider intervals) that might get higher and lower. Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. Include rests or silent beats. Making use of musical features, including <i>legato</i> (smooth) and <i>staccato</i> (detached) articulation.	more notes and rhythms. Include rests or silent beats. Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. Challenge themselves to play for longer periods, both as soloists and in response to others in a group.
Key learning & skills (covered throughout all units)	Explore, use and refine a variety of artistic effects, including music, to express their ideas and feelings. Create music collaboratively, sharing ideas, resources and skills.	<u>Composing</u> Begin to understand that composing is like writing a story with music. Explore sounds and create own melody, using crotchets and minims, and up to five natural pitches. Create a simple melody using crotchets and minims.	<u>Composing</u> Understand that composing is like writing a story with music. Perform a simple composition/s using up to five natural pitches. Create a simple melody starting and ending on the same note.	<u>Composing</u> Create a simple melody using minims and crotchets and paired quavers. Create a simple composition/s using up to five natural pitches from the pentatonic scale. Create a melody in keeping with the style of the backing track,	<u>Performing</u> Rehearse songs and pieces of music on a range of instruments (djembes, ukuleles and glockenspiels). Perform to an audience, as an ensemble, with confidence. Perform songs/pieces from memory or using notation.	<u>Composing</u> Create a simple melody using minims, crotchets and quavers, plus all equivalent rests. Create a simple composition/s using up to five natural pitches from major tonalities. Understand how triad chords are formed and play them on the glockenspiel.	<u>Composing</u> Create a melody using semibreves, minims, crotchets, quavers and semiquavers, plus all equivalent rests. Incorporate rhythmic variety and interest. Create a simple composition/s using up to five natural pitches from major and minor tonalities.

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		Begin to explore the use of graphic scores: • Create musical sound effects and short sequences of sounds in response to music and video stimuli. • Use graphic symbols to keep a record of composed pieces. • Create a story, choosing and playing classroom instruments. • Create and perform rhythm patterns with stick notation.	Explore and create graphic scores: • Create musical sound effects and short sequences of sounds in response to music and video stimuli. • Use graphic symbols, (dot notation and stick notation, as appropriate) to keep a record of composed pieces. • Create a story, choosing and playing classroom instruments. • Create and perform rhythm patterns with stick notation, including crotchets, quavers and minims.	e.g. composing over a simple chord progression, simple groove or drone. Include a home note, to give a sense of an ending. Perform a simple composition, using own choice of notes. Describe how their melodies were created. Use simple dynamics. Create a tempo instruction.	Follow the leader/ conductor during a performance. Communicate the meaning of sung words and articulate them clearly.	Create compositions with an awareness of the basic chords in the backing track. Perform simple chordal accompaniments. Understand the structure of the composition. Explain its musical shape (e.g. stepwise motion and wider intervals).	Plan and compose an 8- or 16-beat melodic phrase. Notate this melody. Enhance melodies with rhythmic or simple chordal accompaniment. Create a simple chord progression. Start to use and understand structures within compositions, e.g. introductions, verse and chorus, AB (binary) form, ABA (ternary) form. Compose song accompaniments, e.g using basic chords. Use a wider range of dynamics.
Key Vocab (introduced throughout the year)		melody, pitch, pulse, rhythm, tempo fast/slow, high/low, loud/quiet smooth/spiky, steady, note, sound, words	dynamics, layers of sound, structure/form, style, time signature, detached accordion, bass drum, bassoon, clarinet, cornet, euphonium,	articulation, expression texture, bar, barline, clef, key signature, notation, stave, time signature,	djembe ukulele glockenspiel	timbre, tonality, harmony treble clef, bass clef, alto clef, note name, note value dotted minim dotted quaver	phrase triplet crotchet Motown, Salsa, Zimbabwean pop producer

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		instrument, brass, percussion, strings, band, orchestra, glockenspiel, voice, vocals march, rap, nursery rhyme chorus, verse, outro, question & answer musician, play(er), singer, compose(r), song(writer), audience, concert actions, clap, copy back, count, dance, improvise, warm-up, imagination	french horn, oboe, penny whistle, pianola, piccolo, recorder, side drum, snare drum, tambourine, timpani, trombone, vibraslap, woodblock, woodwind, lead singer/vocals mouthpiece, sustain pedal brass band, horn section, reeds, choir, one-man band, trio, conductor, Calypso, film music choral music, folk music, hymn, kwela, opera, ragtime, rock & roll, romantic music, symphony canon, off-beat rhythm, improvisation, lyrics, piano accompaniment, scat singing performance, performer, record	semibreve, minim, crotchet, quaver, semiquaver, dotted crotchet, rest, rhythm pattern forte, piano, legato, staccato, scale, major, minor, pentatonic scale 20th/21st century orchestral music, Appalachian music, ballad, Baroque, blues, disco, film/tv soundtrack, Native American music, New Orleans jazz, sea shanty, backing track, hook, intro, ostinato, repeat, riff, tune		triplet quaver fortissimo, mezzo forte mezzo piano pianissimo crescendo, diminuendo, acoustic guitar, digital/electronic sounds, amplifier, deck, scratching loops contemporary jazz, contemporary R&B, minimalism, South African pop by ear, choreography cover, head, interlude, syncopation, tag ending, unison	
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