



MUSIC CURRICULUM MAP
SKILLS, KNOWLEDGE AND UNDERSTANDING PROGRESSION



National Curriculum	Year 3	Year 4	Year 5	Year 6
<i>Pupils should be taught to perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</i>	<ol style="list-style-type: none"> 1. Singing as an ensemble with confidence. 2. Singing melody accurately 3. Singing with expression and adding actions to enhance singing. 	<ol style="list-style-type: none"> 1. Singing confidently with wider range of vocal pitch. 2. Singing in rounds. 3. Singing in smaller groups to increase confidence. 	<ol style="list-style-type: none"> 1. Singing in harmony with a wider range of vocal pitch. 2. Being aware of breathing and control of voice when singing. Listening to others and being aware of other voices. 	<ol style="list-style-type: none"> 1. Creating different moods and atmospheres through singing. 2. Preparing for a performance. 3. Projecting singing voice.
<i>Listen with attention to detail and recall sounds with increasing aural memory</i>	<ol style="list-style-type: none"> 1. Identify pulses in music. 2. Identify pulse by joining in with percussion and being aware of tempo changes. 	<ol style="list-style-type: none"> 1. Playing ukulele with correct pulse. 2. Recognising rhythm patterns. Call and response singing 	<ol style="list-style-type: none"> 1. Identify different speeds of pulse by clapping and moving. 2. Identify and recall different rhythmic patterns. 	<ol style="list-style-type: none"> 1. Improvise different rhythmic patterns. 2. Perform an independent part, keeping to a steady beat.
Playing a musical instrument with increasing accuracy and fluency	Learning to play the steel drums	Learning to play the ukulele.	Learning to play the keyboard.	Learning to play the hand bells.
Improvise and compose music for a range of purposes using the interrelated dimensions of music	<p>Composing simple rhythms and melodies on chime bars.</p> <p>Improvising rhythms using body percussion and percussion instruments</p>	<p>Composing using greater melodic range using tuned percussion.</p> <p>Improving using singing voices during call and response songs.</p>	<p>Composing on the keyboard.</p> <p>Composing 'Space' compositions.</p> <p>Composing protest songs to a steady 4 beat pulse.</p>	<p>Composing songs on the ukulele.</p> <p>Improvising a melody on the keyboard while playing a chord progression.</p>

Develop an understanding of the history of music. Appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians	Learning about classical composers, their history and their works.	Introducing modern composers and world musicians.	Exploring composers' works in detail and looking at rhythmic patterns. Creative responses to a composer's work. Listen to protest singer / song writers.	Listening to songs and works by current composers and song writers.
Use and understand staff and other musical notations	Introduce treble clef notation and learn to write simple tunes.	Read treble clef notation and chord symbols when playing ukulele.	Gain confidence in reading treble clef notation when playing keyboard.	Use treble clef notation and learn blues scale when writing own songs.
Performance skills	Perform in front of class to gain confidence. Increase confidence through Christmas performance.	Sing as an ensemble through year group performance which relates to topic studied.	Further increase confidence in performing by singing in small groups and solos in front of an audience.	Show a high level of confidence in performance by singing solos and in groups during Leavers' performance.
Key Vocabulary	<i>Pulse, tempo, beat, rhythm, Treble clef, crotchet, minim, Time signature</i>	<i>Parts of the ukulele, pitch, chords, Dynamics, forte, piano</i>	<i>Treble clef, bass clef, Time signature, crotchet, minim, dotted minim, semibreve, quaver</i>	<i>Chord progressions, F sharp, B flat, harmony, bass line, improvisation</i>

