MUSIC CURRICULUM MAP
SKILLS, KNOWLEDGE AND UNDERSTANDING PROGRESSION

Unit key:	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Underlined units are planned in house

National Curriculum Objectives	Year 3	Year 4	Year 5	Year 6
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Students to start to understand how to build texture with a minor accompaniment and ostinato. Students to share stories through performance with increasing expression. Students to build on their understanding of rhythmic ostinato by constructing their own songs. Student to sing together with drones and accompaniment over a melody. Students to sing in a major pentatonic melody. Students to work on staying in time and following rounds.	Students to understand how to build texture with several untuned accompaniments. Students to perform in a year 4 Performance with increasing confidence, fluency, control and expression. Students to compose songs by bringing together the taal, raag and drone. Students to rehearse as an ensemble and reflect on this journey. Students to perform major melodies either in a mini ensemble or independently. Students to work on following a conductor and working in pairs to sing songs with a structure.	Students to spend several sessions layering songs with part singing and a variety of instruments to then perform as a group and evaluate their piece. Students to sing in harmony with a desired effect on emotion. To perform a minimalist cell with untuned percussion. Students to learn how to beatbox with increasing accuracy and fluency. Students to perform a minor melody on a stave in groups with a greater amount of control. Students to be introduced to syncopation and to build a piece involving this.	Students to improve their understanding of syncopation by introducing and rehearsing polyrhythms components. Students to share emotions through song writing and sing for a change in the world. Students to use tuned instruments with continued accuracy across the minor pentachord. Students combine their knowledge of notation, syncopation, balance and untuned and tuned percussion to create a fusion piece of music. Students to create a piece of themed music based on the opera. Students to work as a year group to take part in a year 6 performance celebrating their time at Drayton Junior School.

Listen with attention to detail and recall sounds with increasing aural memory	Students to recognise major and minor tones in a variety of songs. Students to listen to how opera can tell a story. Students to listen to how music can follow notation with rhythm. Students to start to remember melodic ostinato accompaniments to songs. Students to recall a rhythmic ostinato and practice rounds with increasing accuracy.	Students to recognise major and minor pentachords. Students to learn about Hindustani Classical music and the features of this music. Students to engage in active listening together to fine tweak performances in an ensemble. Students to continue to understand how major and minor pentachords are used in harmony. Students to listen carefully to their peers work to check if they have accurately included an effective round.	Students to listen to their peers and to examples and provide feedback based on a success criterion (part-singing, rhythmic ostinato and a thick texture) Students to listen to a series of songs that take inspiration from each other and to spot shared melodies. To pick out minimalist melodies in different pieces of music. Students to listen to beatboxing pieces of music and make a connection between real instruments and mouth sounds. Students to pick out tone in music and use this knowledge to support each other's performance. Students to use syncopation knowledge to pick out the technique in jazz songs.	Students to listen to the development of syncopation in a variety of different contexts and translate this from body percussion to untuned. Students to listen to civil rights songs and pay attention to the inflection behind certain lines. Students to listen to each other's performances and provide feedback based on the pentachord scale. Students to listen with detail for patterns and melody in fusion songs. Students to recall melodic variation in themes and to understand its desired impact.
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Students to start to understand the development of folk music. Students to start to understand some of the background and famous figures behind opera. Students to appreciate how songs can have layers of instrumental accompaniments. Students to identify a major pentatonic melody.	Students to understand how accompaniment has been layered over major and minor folk songs. Students to appreciate Hindustani classic music and the great composers of this genre. Students to understand how major and minor melodies can be played within a variety of different genres.	Students to listen to a wide array of music and to discuss how musical choices can result in desired emotions. To appreciate a range of minimalist music across different time periods. Students to link beatboxing to nature and a film score.	Students to understand about how rhythm patterns can differ depending on where you are in the world. Students to investigate how music intends to create social change in a variety of different contexts. Students to experience a range of high-quality jazz music from a range of influential artists.

	Listening to how composers and musicians have used a rhythmic ostinato in several contexts.	Students to understand how the development of partner songs have changed over time.	Students to draw on Benjamin Britten's Old Abram Brown to appreciate the development of music over time.	Students to appreciate how fusion music incorporate parts of alternative music from precious artists. Students to listen to a range of operatic music and understand the emotions and stories tied to specific melodies.
Develop an understanding of the history of music	Students to start to understand some of the background and famous figures behind opera. Students can start to understand how some notations can be shared/implemented into other songs. Students to learn how major pentatonic harmonies are used in folk songs.	Students to appreciate Hindustani classic music and the great composers of this genre as well as its development over time. Students to understand how major and minor chords change over the course of a song. Students to understand how the development of partner songs have changed over time.	Students to start to understand how music can be linked to major historical events (i.e., The Hillsborough disaster and You'll Never Walk Alone). To appreciate how music has adapted and changed for current events. Students to understand how beatboxing has changed over time, largely due to the introduction of loop pedals. Students to understand a basic history of jazz.	Students to investigate how music has been tied to social change (apartheid). Students to investigate the development of jazz improvisation over time. Students to understand how classical music dates back to the 16th century.
Improvise and compose music for a range of purposes using the interrelated dimensions of music	Students to start to compose their own music using rhythm grids. Students to improvise a major pentatonic harmony.	Students to compose music using a five note raag and to improvise with these songs. Students to compose songs along the major and minor scale with untuned instruments.	Students to improvise and predict minimalist music endings based on musical knowledge. Students to use beatboxing to impersonate media and real life (film score and a beach). Students to compose music using instruments and vocals that fit a minor tone.	Students to compose music by layering polyrhythms under a pulse. Students to improvise a longer minor phrase using the D minor pentatonic scale. Students to improvise and combine a variety of different cells to make music that matches well.

			Students to use rehearsal time to create a tight melody combining many aspects.	Students to use tuned instruments to create a tuned, structured piece of music based on The Young Person's Guide to the Opera.
Use and understand staff and other musical notations	Students to start to investigate how to read rhythm grids for notation. Students to note a major pentatonic harmony.	Students to bring together all their knowledge to understand the meaning behind technical vocab – taal, raag and drone. Students to create their own songs by using the major pentachord scale.	Students to understand minimalist notation and how it can be shared in multiple different pieces of music. Students to practice fluency with the minor and major pentachord notation.	Students to learn the minor pentatonic five note scale. Students to note their own music in appropriate notation and follow along to the notation of songs that involve several differing melodies