

# Music Curriculum Map

Redbridge Primary School



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn Term</b>	speaking and chanting short phrases together	speaking and chanting together	singing a variety of songs with more accuracy of pitch	singing songs in a variety of styles with confidence	singing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody	singing songs in a wide variety of styles, showing accuracy and expression	singing confidently in a wide variety of styles with expression
	finding their singing voice and beginning to develop a sense of pitch over a small range of notes	singing in time to a steady beat	echoing short sung melodic phrases	showing increasing awareness of pitch and awareness of the shape of a melody	singing confidently as part of a small group or solo being aware of posture and good diction	singing as part of three-part round: singing a second part with increasing confidence	communicating the meaning/mood of a song
	singing a variety of songs both accompanied and unaccompanied	co-ordinating actions to go with a song	identifying if pitch is getting higher/lower/staying the same	keeping a steady beat on an instrument individually/in a group	copying short phrases and being able to sing up and down in step independently	playing a range of percussion/orchestral instruments with increasing confidence and ability	singing a simple second part of a two-part song: maintaining own part in a round with confidence
	playing instruments and sound-makers by shaking, scraping, rattling and tapping	playing classroom instruments by tapping, shaking, scraping, rattling	playing instruments with control e.g. maintaining a steady beat, getting faster/louder	maintaining a melodic or rhythmic ostinato to accompany a song	composing simple rhythmic accompaniment to a song using ostinato patterns and drones	playing and improvising as part of a group and as solo performer	performing on a range of instruments confidently to an audience
	starting and stopping together	playing to a steady beat	performing a rhythm accompaniment to a song	using tuned percussion with increasing confidence	composing a simple melody from a selected group of notes [i.e. a pentatonic scale]	composing music for a special occasion [e.g. march or fanfare]	creating simple songs reflecting the meaning of the words?
		following simple signals: stop/start	composing short melodic phrases	composing words and actions to go with songs	composing music that has a recognisable structure	writing lyrics to match a melody	composing music that reflects its given intentions e.g. a rap, a march
			composing repeated rhythmic patterns [ostinati]	recognising some familiar instruments in recorded music: piano, drums, guitar, violin etc	recognising aurally the range of percussion [tuned and untuned] used in school and some orchestral instruments taught in school	recognising and talking about specific styles/traditions with growing awareness of musical similarities/ differences	identifying 'what happens when' within simple structures
			recognising different qualities of sound [timbre]		identifying repeated rhythmic or melodic phrases in live or recorded music		



