



Otterbourne CE Primary School - Music

Curriculum Map, Progression and Golden Threads

Concepts to know and remember

	Music from other cultures		Instrumental - untuned	Instrumental - tuned		Vocal
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Exploring Sound Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment.	Celebration Music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.	Music and Movement Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	Musical Stories Moving to music with instruction, changing movements to match tempo, pitch or dynamics and learning that music can convey moods or represent characters.	Transport Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound.	Big band Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.
Assessment	Listen attentively, move to and talk about music, expressing their feelings and responses Explore and engage in music making and dance, performing solo or in groups. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.					
Year 1	All about me (Pulse and rhythm) Identifying the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities.	Year 1 Nativity Born in a Barn Songs and performance	Fairy Tales (Timbre and rhythmic patterns) Introducing timbre; learning that different sounds can represent characters /key events in a story. Clapping syllables of words and phrases before creating rhythmic patterns.	Superheroes (Pitch and tempo) Learning how to identify high and low notes and to compose simple tune, exploring different instruments and investigating how tempo changes help tell a story.	Under the sea (Musical vocabulary) Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.	By the sea (vocal and body sounds) Children are encouraged to feel pieces of music, conveying mood through movement and making links between music, sounds and environments.

Assessment Knowledge Skills	To know that rhythm means a pattern of long and short notes.		To know that my voice can create different timbres.	To respond to simple musical instructions.	To understand that pitch means how high or low a note sounds.	To know that dynamics can change how someone listening feels about music.
Year 2 (Taught by HMS)	Descant Recorders Develop instrumental skills and techniques.		Bamboo Tamboo Use the bamboo tamboo to play different sounds in a controlled way: bouncing on floor, tapping tubes with sticks, tapping sticks together.		Voice Sing as a whole-body activity, focusing on a natural position and relaxed face and body. Introduce the idea of phrases and breathing together at the end of a phrase.	
Assessment Knowledge Skills	To be able to play BAG with correct fingering and a clear sound.		To play three bamboo tamboo sounds (bounce, tap bamboo tamboo, tap sticks).		To sing in pitch accurately.	
Year 3/4 Cycle A	South Africa (Instrumental Unit) Learning about South African music, singing and playing a gumboot dance-style piece in two parts, as well as learning the basics of staff.	Body and tuned percussion (Rainforests) Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest.	Changes in pitch, tempo and dynamics (Rivers) Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	Caribbean (Instrumental) Learning about the history and features of calypso music, performing a calypso-style song with voices and tuned percussion in multiple parts and playing from staff notation.	Developing singing technique (Vikings) Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.	Jazz Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.
Assessment Knowledge Skills	To use and understand staff and other notations.	To identify gradual dynamic and tempo changes within a piece of music.	To know an ostinato is a musical pattern that is repeated repeatedly; a vocal ostinato is a pattern created with your voice.	To know how to read and play quavers from staff notation and pitches from staff notation with letter name prompts.	To understand that both instruments and voices can create audio effects that describe something you can see.	To know that Ragtime is piano music that uses syncopation and a fast tempo.

Year 3/4 Cycle B	Creating a composition in response to an animation (Theme: Mountains) Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.	Rock and Roll Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.	Samba and carnival sounds and instruments (S. America) Introducing samba/ sights and sounds of the carnival. Learning about traditional sounds and instruments, syncopated rhythms and composing samba breaks.		Adapting and transposing motifs (Roman) Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them	Haiku, music and performance (Hanami festival) Using descriptive vocabulary to create a Haiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance.
Assessment Knowledge Skills	To understand that the timbre of instruments played affect the mood and style of a piece of music.	To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals.	Can play syncopated rhythms with accuracy, control and fluency.		Recognising the use and development of motifs in music.	To understand that both instruments and voices can create audio effects that describe something you can see.
Year 5/6 Cycle A	Looping & Remixing Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well known song before putting a dance music spin on it to create their own versions.	Blues Identifying the key features and mood of Blues music and its importance. Learning the 12-bar Blues and the Blues scale, combining these to create an improvised piece with a familiar, repetitive backing.	Dynamics, pitch & texture (Theme: Coast - Fingal's Cave by Mendelssohn) Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.	Composition to represent the festival of colour (Holi Festival) Exploring the associations between music, sounds and colour, composing and performing their own musical composition to represent Holi.	South America (Instrumental lessons) Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions .. Use and understand staff and other musical notation	Year 6 Production Songs

Assessment Knowledge Skills	To know that a loop is a repeated rhythm or melody, and is another word for ostinato.	To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	To understand that improvisation means making up music 'on the spot'.	To composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama).	To sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.	
Year 5/6 Cycle B	Film music Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.	Composing & notation (Ancient Egypt) Identifying the pitch and rhythm of written notes /experimenting with notating their compositions in different ways to help develop understanding of staff notation.	Music theatre Introduction to musical theatre: how singing, acting and dancing can be combined, exploring how music can be used to tell a story and learning about performance aspects.	Theme and Variations (Pop Art) Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments	South & West Africa Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.	Year 6 Production Songs
Assessment Knowledge Skills	To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.	To know that simple pictures can be used to represent the structure (organisation) of music.	To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.	To know that a 'theme' is a main melody in a piece of music.	To understand that major chords create a bright, happy sound.	

Progression and Golden Threads

Listening, Composing and Performing

	Listening	Composing	Performing
Year R	Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. Exploring lyrics by suggesting appropriate actions. Exploring the story behind the lyrics or music. Listening to and following a beat using body percussion and instruments. Considering whether a piece of music has a fast, moderate or slow tempo. Listening to sounds and matching them to the object or instrument and identifying high and low pitch. Listening to and repeating a simple rhythm. Listening to and repeating simple lyrics. Understanding that different instruments make different sounds and grouping them accordingly.	Playing untuned percussion 'in time' with a piece of music. Selecting classroom objects to use as instruments. Experimenting with body percussion and vocal sounds to respond to music. Selecting appropriate instruments to represent action and mood. Experimenting with playing instruments in different ways.	Using their voices to join in with well-known songs from memory. Remembering and maintaining their role within a group performance. Moving to music with instruction to perform actions. Participating in performances to a small audience. Stopping and starting playing at the right time.
Year 1	Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group.	Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition. Beginning to make improvements to their work as suggested by the teacher.	Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation.
Year 2	Recognising timbre changes in music they listen to. Recognising structural features in music they listen to.	Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.	Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).

	Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work.	Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work.	Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.
Year 3/4	Listening	Composing	Performing
	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrecendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing) Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. Suggesting improvements to others' work, using musical vocabulary.	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency.

Year 5/6	Listening	Composing	Performing
	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, drama). Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work, using musical vocabulary.	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Performing with accuracy and fluency from graphic and simple staff notation. Playing a simple chord progression with accuracy and fluency. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.