



St John's Church of England Primary School

Music Long Term Curriculum Map

| Year Group | Autumn | | Spring | | Summer | |
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| EYFS | <p><u>I've Got A Grumpy Face</u> Explore making sound with voices and percussion instruments to create different feelings and moods. Make up new words and actions.</p> <p><u>The Sorcerer's Apprentice</u> Explore storytelling elements in the music and create a class story inspired by the piece. Identify and describe contrasts in tempo and dynamics. Begin to use musical terms (louder/quieter, faster/slower, higher/lower).</p> | <p><u>Witch, Witch</u> Make up a simple accompaniment using percussion instruments. Use the voice to adopt different roles and characters. Match the pitch of a four-note call and-response song.</p> <p><u>Row, Row, Row Your Boat</u> Make up new lyrics and vocal sounds for different kinds of transport. Sing a tune with 'stepping' and 'leaping' notes. Play a steady beat on percussion instruments</p> | <p><u>Birdspotting: Cuckoo polka</u> Explore the range and capabilities of voices through vocal play. Develop a sense of beat by performing actions to music. Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music. (so-mi). Enjoy moving freely and expressively to music</p> <p><u>Shake my sillies out</u> Listen to music and show the beat with actions. Sing an action song with changes in speed. Play along with percussion instruments. Create a sound story using instruments to represent different animal sounds/movements.</p> | <p><u>Up and down</u> Make up new lyrics and accompanying actions. Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. Use appropriate hand actions to mark a changing pitch.</p> <p><u>Five fine bumble bees</u> Improvise a vocal/physical soundscape about minibeasts. Sing in call-and-response and change voices to make a buzzing sound. Play an accompaniment using tuned and untuned percussion and recognise a change in tempo. Listen to a piece of classical music and respond through dance.</p> | <p><u>Down there under the sea</u> Develop a song by composing new words and adding movements and props. Sing a song using a call-and-response structure. Play a call-and-response phrase comprising a short stepping tune (C-D-E) and sea effects on percussion instruments. • Listen to a range of sea-related pieces of music</p> <p><u>It's oh so quiet!</u> Improvise music with different instruments. Develop listening skills, identifying dynamics. Compose a three-beat body percussion pattern and perform it to a steady beat.</p> | <p><u>Slap clap clap</u> Invent and perform actions for new verses. Sing a song while performing a sequence of dance steps. Play a two-note accompaniment, marking the pulse on tuned or untuned percussion. Listen to examples of other folk songs from North America</p> |
| KS1 Year 1 | <p><u>Menu song</u> Sing a cumulative song from memory, remembering the order of the verses. Play classroom instruments on the beat. Copy a leader in a call-and-response song, show the shape of the pitch moving with actions and sing using mire-do. Listen and move in time to the song.</p> <p><u>Colonel Hathi's March</u> Compose music to march to using percussion. Respond to musical characteristics through movement. Describe the features of a march using music vocabulary</p> | <p><u>Magical Musical Aquarium</u> Experiment with sounds to create aquarium-inspired music. Sing a unison song rhythmically and in tune. Play percussion instruments expressively representing the character of their composition.</p> <p><u>The King is in the Castle</u> Explore using timbre, dynamics and pitch to tell a story. Change voice to suit different characters while performing appropriate actions. Play contrasting accompaniments to reinforce the verse structure. Identify a simple song structure and rhyme pattern</p> | <p><u>Football</u> Compose word patterns in groups. Improvise fournote call-and-response vocal phrases using 'so' and mi-re-do. Chant together rhythmically, marking rests accurately. Play a simple ostinato on untuned percussion</p> <p><u>'Dawn' from Sea Interludes</u> Sing a simple singing game. Listen actively by responding to musical signals and musical themes using movement. Create a musical movement picture. Move and rock to music to develop a sense of</p> | <p><u>Musical conversations</u> Compose musical sound effects and short sequences of sounds in response to a stimulus. Improvise question-and-answer conversations using percussion instruments. Create, interpret and perform simple graphic scores</p> <p><u>Who stole my chickens and my hens?</u> Make up new lyrics and create short body percussion patterns to accompany the song. Sing familiar songs in low and high voices, recognising higher and lower. Play a partner clapping game while singing a song.</p> | <p><u>Dancing and drawing to</u> Perform actions to music, reinforcing a sense of beat. Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.</p> <p><u>Cat and mouse</u> Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. Attempt to record compositions with stick and other notations. • Sing and chant songs and rhymes expressively. • Listen and copy rhythm patterns.</p> | <p><u>As I was walking down the street</u> Play untuned percussion instruments, and use movement, to mark the beat and recognise a change in metre. Listen to a jig and move in time to the music.</p> |
| KS1 Year 2 | <p><u>Tony Chestnut</u> Improvise rhythms along to a backing track using the note C or G. Play the song's melody on a tuned percussion instrument. Sing with good diction to</p> | <p><u>Carnival of the Animals</u> Select instruments and compose music to reflect an animal's character. Listen with increased concentration to sounds/music and respond by:</p> | <p><u>Grandma Rap</u> Compose 4-beat patterns. Chant rhythmically and perform in unison and in a round. Chant and play rhythms (using the durations of 'walk' (crotchet),</p> | <p><u>Orawa</u> Structure short musical ideas to form a larger piece. Perform composed pieces for an audience. Listen with attention</p> | <p><u>Swing-along with Shostakovich</u> Create action patterns in 2- and 3- time. Mark the beat by tapping, clapping and swinging to the music. Listen and move, stepping a variety of rhythm</p> | <p><u>Tanczymy labada</u> Compose rhythm patterns to accompany the song. Sing confidently in another language and play a cumulative game with spoken call-and-response</p> |



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| | emphasise word play. Listen to, recognise, and play echoing phrases by ear | talking about them using music vocabulary, or physically with movement and dance. Identify different qualities of sound. Recognise and respond to changes of speed. <u>Magical musical aquarium</u> Experiment with sounds to create aquarium inspired music and draw the sounds using graphic symbols. | 'jogging' (quavers) and 'shh' (crotchet rests) from stick notation. Learn a clapping game to Hi lo chicka lo. Listen to a variety of music and show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers). | to detail and recall sounds and patterns. <u>Musical Conversations</u> Compose musical sound effects and short sequences of sounds in response to a stimulus. Improvise question-and-answer conversations using percussion instruments. Create, interpret and perform simple scores. | patterns and identify them in familiar songs. • Move freely and creatively to music using a prop. <u>Cat and mouse</u> Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. Attempt to record compositions with stick and other notations. • Sing and chant songs and rhymes expressively. | sections. Play an accompaniment on tuned percussion. Listen and copy vocal and rhythm patterns accurately, in tune, and in time with a steady beat. |
| KS2 Year 3 | <u>I've been to Harlem</u> Compose a pentatonic ostinato. Sing a call-and-response song in groups, holding long notes confidently. Play melodic and rhythmic accompaniments to a song. Listen and identify where notes in the melody of the song go down and up. | <u>Nao chariya de/ Mingulay boat song</u> Begin to develop an understanding and appreciation of music from different musical traditions. Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Understand that a folk song is music that belongs to the people of a particular place. <u>Mingulay Boat Song</u> Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. Sing by improvising simple melodies and rhythms. Identify how the pitch and melody of a song has been developed using symmetry. | <u>Latin dance</u> Compose a 4-beat rhythm pattern to play during the instrumental sections. Sing syncopated rhythms and recognise a verse, chorus structure. Play a one note part contributing to chords accompanying the verses. Listen to music from Cuba and describe features using music vocabulary. Invent a drone accompaniment for a song. Accompany themselves singing a call-and-response song with a drone. | <u>'March' from The nutcracker</u> Develop active listening skills by responding to musical themes through movement. Understand the structure of rondo form (A-B-A-C-A). Develop a sense of beat and rhythmic pattern through movement <u>From a Railway Carriage</u> Improvise and explore a variety of ways in which words can be used to create music. Create word rhythm patterns and longer sequences and explore ways to communicate atmosphere and effect. Listen to pieces of music that have cleverly combined words and music. | <u>Just Three Notes</u> Invent simple patterns using rhythms and notes C-D-E. Compose music, structuring short ideas into a bigger piece. Notate, read, and follow a 'score'. Recognise and copy rhythms and pitches C-D-E. <u>Samba with Sérgio</u> Perform call-and-response rhythms by ear using word rhythms and transfer rhythms to instruments. Perform vocal percussion as part of a group. Move in time with the beat of music. •Talk about what has been learnt about Brazil and Carnival | <u>Fly with the stars</u> Improvise ('doodle') on-the-spot phrases using A minor and C major triads. Compose rising and falling question-and-answer phrases using mi-re-do (m-r-d). Sing the syncopated melody confidently and with a sense of style. Listen and copy back stepwise phrases using mi-re-do (m-r-d) and correctly recognise phrases from dot notation, showing different arrangements of m-r-d. Create rhythmic accompaniments based around arpeggios and crotchet, quaver durations |
| KS2 Year 4 | <u>Whole-Class Trumpet Lessons with Somerset Music</u> Learning how to use the mouth piece to create a clear note. Reading simple notation Playing solo and ensemble Performing to others | | <u>Whole-Class Trumpet Lessons with Somerset Music</u> Learning how to use the mouth piece to create a clear note. Reading simple notation Playing solo and ensemble Performing to others | | <u>Whole-Class Trumpet Lessons with Somerset Music</u> Learning how to use the mouth piece to create a clear note. Reading simple notation Playing solo and ensemble Performing to others | |
| KS2 Year 5 | <u>What shall we do with the drunken sailor?</u> Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. Sing a sea shanty with accurate pitch and a strong | <u>Why we sing</u> Recognise by ear, individual instruments and voices. Listen to a selection of gospel music, identifying key elements that give the music its unique sound | <u>Madina tun nabi</u> Use major chords to create a drone accompaniment and improvise freely over a drone. Sing a song in two parts with expression and an understanding of its origins. | <u>Building a Groove</u> Compose groove based pieces understanding how drum grooves and bass lines fit together to create memorable and catchy riffs. Perform in a vocal percussion style. Play | <u>Balinese Gamelan</u> Compose a kecak piece as part of a group. Chant a part within a kecak performance. Develop knowledge and understanding of the Balinese gamelan forms of beleganjur and kecak. Listen | <u>Baloo Baleerie</u> Compose a melody in 3/4 time, use notes from a pentatonic scale and question-and-answer phrasing. Sing a lullaby with understanding of the song's purpose. Play an |



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| | beat. Play bass notes/chords to accompany singing. Talk about the purpose of sea shanties and describe some of the features using music vocabulary | and talk about it using music vocabulary Introduction to Songwriting 'Doodle' with sound, playing around with pitch and rhythm to create a strong hook. Create fragments of songs that could be developed. Identify the structure of songs and analyse songs to appreciate the role of metaphor. Develop understanding of song writing techniques | Listen and copy back simple rhythmic and melodic patterns. | drum patterns, basslines and riffs on a variety of instruments as part of a group. Listen and copy drum patterns and riffs. Época Work creatively in movement in small groups, learning to share and develop ideas. Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. Demonstrate an understanding of the history of Argentine Tango. | and match vocal and instrumental parts to grid and dot notation Empress of the pagodas Create a piece in ternary form using a pentatonic scale, with accompaniment, contrasting dynamics and tempo. Notate ideas to form a simple score to play from. Listen and respond to music using drawings and words. Recognise that music can describe feelings and tell a story | accompaniment using percussion. Listen to lullabies from around the world. Understand the differences between 3/4 and 4/4 time signatures |
| KS2 Year 6 | Hey, Mr Miller Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately. Sing and play their own arrangement of the song together in time. Listen to historical recordings of big band swing and describe features of the music using music vocabulary | Shadows Explore the influences on an artist. Recognise and identify features of timbre /instrumentation and expression in an extract of recorded music. Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. Composing for Protest Create their own song lyrics. Fit their lyrics to a pulse, creating a chant. Write a melody and sing it. Structure their ideas into a complete song. | Dona Nobis Pacem Compose an 8-bar piece in 3-time. Sing a round in a legato style. Listen to a piece of music identifying changes in texture. Listen to music from a mass and talk about features of the music. | You to me are Everything Recognise and identify key musical features such as rhythm, tempo, timbre, structure, and instruments. Use musical vocabulary and knowledge to discuss similarities and differences in pieces of music Building a groove Compose groove based pieces understanding how drum grooves and bass lines fit together. Perform in a vocal percussion style. Play drum patterns, basslines and riffs as part of a group. Listen and copy drum patterns and riffs | Empress of the Pagodas Create a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics and tempo. Notate ideas to form a simple score to play from. Listen and respond to music using drawings and words. Recognise that music can describe feelings and tell a story. | Ame sau vala tara ba Create a rhythmic piece for drums and percussion instruments. Sing a melody with attention to phrasing. Develop knowledge and understanding of a variety of musical styles from India and talk about them using music vocabulary. Show the beat by dancing to bhangra music. |

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| Awareness Days | Harvest Festival ADHD Awareness Black History Month National Poetry Day | Remembrance World Mental Health Day World Kindness Day Anti-Bullying Week World Cup Christmas | Chinese New Year National Story-telling Week Safer Internet Day Children's Mental Health Week | World Book Day Shrove Tuesday Ash Wednesday Easter | | |
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