






East Tilbury Primary School's Music Curriculum Map

Year 1	HT1	HT2	HT3	HT4	HT5	HT6
<p>Music</p> 	<p><u>Skill: Singing</u></p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • Use voice in different ways to create different effects. 				<p><u>Skill: Composition</u></p> <ul style="list-style-type: none"> • play tuned and untuned instruments musically • experiment with, create, select and combine sounds using the inter-related dimensions of music. • create patterns with their own voices • create a sequence of long and short sounds with help • make different sounds using pitch, dynamics and tempo <p><u>Knowledge: Responding and Reviewing</u></p> <ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music • choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). 	
<p>Year 2</p> 			<p><u>Skill: Composition</u></p> <ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the inter-related dimensions of music • carefully choose sounds to achieve an effect • order sounds to create an effect • create short musical patterns. 			

		<ul style="list-style-type: none"> • create sequences of long and short sounds- rhythmic patterns • use pitch changes to communicate an idea. • start to compose with two or three notes • control playing instruments so they sound as they should. • make own sounds and symbols to make and record music. • change sounds to suit a situation <p><u>Knowledge: Listen to, review and evaluate music across a range of historical periods including the works of the great composers and musicians</u></p> <ul style="list-style-type: none"> • Holst – Planets Suite • start to use musical dimensions vocabulary to describe music 	
Year 3			
		<p><u>Skill: Composition and Improvisation</u></p> <ul style="list-style-type: none"> • Play with a sound-then symbol approach. • Use sound to create abstract effects • Create/ improvise repeated patterns with a range of instruments. • Effectively choose, order, combine and control sounds 	<p><u>Skill: Composition</u></p> <ul style="list-style-type: none"> • Compose and perform simple melodies - monophonic melodies • Combine sounds expressively (all dimensions). • Use silence for effect and know symbol for a rest <p><u>Knowledge: Rhythmic Awareness</u></p> <ul style="list-style-type: none"> • Read notes and know how many beats they represent (minim, crotchet, quaver and rests).

			<ul style="list-style-type: none"> • Know the difference between pulse and rhythm.
Year 4			
	<p><u>Skill: Composition</u></p> <ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimensions of music <p><u>Knowledge: Developing Musical Ideas</u></p> <ul style="list-style-type: none"> • Compose and perform melodies • Create accompaniments for tunes using drones or melodic ostinati 	<p><u>Skill: Performance</u></p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Sing a range of songs in tune with expression, as part of a group or individually. • Perform with an awareness of tempo and dynamic. • Know that sense of occasion affects performance. 	
Year 5			
	<p><u>Skill: Developing musical ideas</u></p> <ul style="list-style-type: none"> • Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively • Compose and perform developed melodies • Read/ work out the musical staff: minim, crotchet, semi-breve, quaver, dotted crotchet and rest. 	<p><u>Skill: Performance</u></p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Sing a separate part in a group performance, keeping in time with the group, e.g. sing or play a part in a round. • Perform with an awareness of tempo, dynamic and musical style. • Know that sense of occasion affects performance. 	

	<p><u>Knowledge: Notation</u></p> <ul style="list-style-type: none"> • use and understand staff and other musical notations 	<ul style="list-style-type: none"> • Identify where to place emphasis and accents in a song to create effects (duration). • Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. 	
<p>Year 6</p>			
			<p><u>Skill: Performance</u></p> <ul style="list-style-type: none"> • Sing an individual role in a group performance, from memory or by reading notation, singing solos, accompaniments or directing the group. • Perform own part in a round or other split part. • Maintain a harmony (singing higher or lower than the main melody) in a song. <p><u>Knowledge: develop an understanding of the history of music.</u></p> <ul style="list-style-type: none"> • Describe different purposes of music in history