

Year 3 - Mapping key



National Curriculum KS2		
Programme of study	1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
	2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
	3	Listen with attention to detail and recall sounds with increasing aural memory.
	4	Use and understand staff and other musical notations.
	5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
	6	Develop an understanding of the history of music.
Model Music Curriculum Statements		
Singing	a	Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunelessly and with expression. Perform <i>forte and piano</i> , loud and soft.
	b	Perform actions confidently and in time to a range of action songs.
	c	Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Composing: Improvise	a	Become more skilled in improvising (using voices, tuned and untuned percussion, and other instruments), inventing short 'on-the-spot' responses using a limited note-range.
	b	Structure musical ideas (e.g. using echo or question-and-answer phrases) to create music that has a beginning, middle, and end. Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs), and musical sources.
Composing: Compose	c	Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi).
	d	Compose song accompaniments on untuned percussion using known rhythms and note values.
Performing	a	Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.
	b	Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups.
	c	Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.
	d	Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; <i>allegro</i> and <i>adagio</i> , fast and slow. Extend to question-and-answer phrases.
Performing: Reading notation	e	Introduce the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch.
	f	Introduce and understand the differences between crotchets and paired quavers.
	g	Apply word chants to rhythms, understanding how to link each syllable to one musical note.

Title		<i>I've been to Harlem</i>	<i>Latin dance</i> (Classroom percussion)	<i>Fly with the stars</i> (Classroom percussion)
Number of lessons		6	6	6
Musical focus		Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1.	Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2.	Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3.
National Curriculum for Music				
Programme of study	1	✓	✓	✓
	2	✓	✓	✓
	3	✓	✓	✓
	4	✓	✓	✓
	5	✓	✓	
	6		✓	
Model Music Curriculum				
Singing		a + b	a	a + b
Listening		b	a + b	
Composing: Improvise		a		
Composing: Compose		d		c
Performing		b + d	a	a
Reading notation		e		f + g

Year 4 - Mapping key



National Curriculum KS2		
Programme of study	1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
	2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
	3	Listen with attention to detail and recall sounds with increasing aural memory.
	4	Use and understand staff and other musical notations.
	5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
	6	Develop an understanding of the history of music.
Model Music Curriculum Statements		
Singing	a	Continue to sing a broad range of unison songs with the range of an octave (do-do), pitching the voice accurately and following directions for getting louder (<i>crescendo</i>) and quieter (<i>decrescendo</i>).
	b	Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Composing: Improvise	a	Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (<i>legato</i>) and detached (<i>staccato</i>).
	b	Begin to make compositional decisions about the overall structure of improvisations and continue this process in composition tasks.
Composing: Compose	c	Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.
	d	Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest, and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.
	e	Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.
	f	Introduce major and minor chords.
	g	Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.
	h	Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.
Performing	a	Develop facility in the basic skills of a selected musical instrument over a sustained learning period.
	b	Play and perform melodies following staff notation using a small range (e.g. Middle C-G/do-so) as a whole-class or in small groups.
	c	Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.
	d	Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).
Performing: Reading notation	e	Introduce and understand the differences between minims, crotchets, paired quavers, and rests.
	f	Read and perform pitch notation within a defined range (e.g. C-G/do-so).
	g	Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.

Title		<i>This little light of mine</i>	<i>The doot doot song</i> (Classroom percussion)	<i>Favourite song</i> (Classroom percussion)
Number of lessons		6	6	6
Musical focus		Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response, progression snapshot 1.	Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2.	Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3.
Programme of study	1	✓	✓	✓
	2	✓	✓	
	3	✓	✓	✓
	4		✓	✓
	5	✓	✓	✓
	6	✓	✓	✓
Singing		a	a + b	a + b
Listening		a + b	a + b	a + b
Composing: Improvise		a		
Composing: Compose				
Instrumental performance			a + c	a
Reading notation				

Year 5 - Mapping key



National Curriculum KS2		
Programme of study	1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
	2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
	3	Listen with attention to detail and recall sounds with increasing aural memory.
	4	Use and understand staff and other musical notations.
	5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
	6	Develop an understanding of the history of music.
Model Music Curriculum Statements		
Singing	a	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style.
	b	Sing three-part rounds, partner songs, and songs with a verse and a chorus.
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Composing: Improvise	a	Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.
	b	Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (<i>fortissimo</i>), very quiet (<i>pianissimo</i>), moderately loud (<i>mezzo forte</i>), and moderately quiet (<i>mezzo piano</i>). Continue this process in composition tasks.
Composing: Compose	c	Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.
	d	Working in pairs, compose a short ternary piece.
	e	Use chords to compose music to evoke a specific atmosphere, mood, or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.
	f	Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.
Performing: Instrumental performance	a	Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C' /do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.
	b	Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.
	c	Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.
	d	Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.
Performing: Reading notation	e	Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers.
	f	Understand the differences between 2/4, 3/4, and 4/4 time signatures.
	g	Read and perform pitch notation within an octave (e.g. C–C' /do–do).
	h	Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.

Title		<i>What shall we do with the drunken sailor?</i>	<i>Madina tun nabi</i>
Number of lessons		6	6
Musical focus		Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1.	Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2.
National Curriculum for Music			
Programme of study	1	✓	✓
	2	✓	✓
	3	✓	✓
	4	✓	
	5	✓	✓
	6	✓	✓
Model Music Curriculum			
Singing		a + b	a + b
Listening		a	a + b
Composing: Improvise			a
Composing: Compose		f	f
Instrumental performance		b + c	c
Reading notation		e	

Title		<i>Why we sing</i>	Introduction to songwriting
Number of lessons		3	3
Musical focus		Gospel music, instruments, structure, texture, vocal decoration.	Structure (verse/chorus), hook, lyric writing, melody.
National Curriculum for Music			
Programme of study	1	✓	✓
	2	✓	✓
	3	✓	✓
	4		
	5	✓	✓
	6	✓	
Model Music Curriculum			
Singing		a + b	
Listening		a + b	b
Composing: Improvise		b	b
Composing: Compose			c
Instrumental performance			
Reading notation			

Year 6 - Mapping key



National Curriculum KS2		
Programme of study	1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
	2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
	3	Listen with attention to detail and recall sounds with increasing aural memory.
	4	Use and understand staff and other musical notations.
	5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
	6	Develop an understanding of the history of music.
Model Music Curriculum Statement		
Singing	a	Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style.
	b	Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group - i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts, and vocal independence.
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Composing: Improvise	a	Create music with multiple sections that include repetition and contrast.
	b	Use chord changes as part of an improvised sequence.
	c	Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.
Composing: Compose	d	Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.
	e	Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.
	f	Enhance improvised/composed melodies with rhythmic or chordal accompaniment.
	g	Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
Performing: Instrumental performance	a	Play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (<i>fff</i>), very quiet (<i>pp</i>), moderately loud (<i>mf</i>), and moderately quiet (<i>mp</i>).
	b	Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.
	c	Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.
Performing: Reading notation	d	Further understand the differences between semibreves, minims, crotchets, quavers, and semiquavers, and their equivalent rests.
	e	Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do).
	f	Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
	g	Read and play from notation a four-bar phrase, confidently identifying note names and durations.

Title		<i>Hey, Mr Miller</i>	<i>Dona nobis pacem</i>
Number of lessons		6	6
Musical focus		Timbre, beat, pitch contour, swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWI, segregation), progression snapshot 1.	Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony, progression snapshot 2.
National Curriculum for Music			
Programme of study	1	✓	✓
	2	✓	✓
	3	✓	✓
	4	✓	✓
	5	✓	✓
	6	✓	✓
Model Music Curriculum			
Singing		a + b	a + b
Listening		a + b	a + b
Composing: Improvise		c	
Composing: Compose			d + f
Performing		c	c
Reading notation			d + f

Title		<i>You to me are everything</i>	Race!
Number of lessons		3	3
Musical focus		1970s soul music, comparing cover versions.	To create music to accompany a short film about a race, composing an extended melody and accompaniment.
National Curriculum for Music			
Programme of study	1	✓	✓
	2		✓
	3	✓	✓
	4		✓
	5	✓	✓
	6	✓	✓
Model Music Curriculum			
Singing		a	
Listening		a + b	a + b
Composing: Improvise			
Composing: Compose			d + f
Performing			
Reading notation			e + f + g