

# Music subject map

<b>Key stage 1 outcomes</b>	<ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	
<b>Year group</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b>	<p>Start to sing songs/raps together in a group/ensemble.</p> <p>To talk about why it is important to warm up our voices.</p> <p>How to sing with good diction and expression.</p> <p>How to perform with a good sense of pulse and rhythm.</p> <p>Explore our voices in different ways such as speaking, singing and chanting.</p> <p>To explore the confidence to sing to an audience.</p>	<p>To embed the foundations of the dimensions of music, pulse, rhythm and pitch.</p> <p>Sing with a sense of shape of a melody.</p> <p>To improvise using very simple patterns of voice.</p> <p>Continue to create simple rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>Sing with confidence and understanding in the group.</p> <p>Perform songs using creativity and expression and create dramatic effect.</p> <p>Improvise making sounds with voice.</p>
<b>Play tuned and untuned instruments musically</b>	<p>Begin to understand how pulse, rhythm and pitch work together to create music.</p> <p>Start to learn to play together in a band or ensemble.</p> <p>Understand the difference between improvisation and composition.</p> <p>Create simple melodies and record them.</p> <p>Play instruments showing an awareness of others.</p> <p>Repeat and investigate simple beats and rhythms.</p> <p>Play an instrument with care and attention and treat it with respect.</p>	<p>Play confidently in a band or ensemble.</p> <p>Follow a leader/conductor.</p> <p>Play and move between differentiated parts with a sound-before-symbol approach.</p> <p>Practise, rehearse and present performances with some awareness of an audience.</p> <p>Understand how to control playing an instrument so it sounds as it should.</p> <p>Keep a steady pulse when playing an instrument.</p> <p>Recognise and explore how sounds can be organised.</p> <p>To communicate ideas, thoughts and feelings through simple musical demonstrations.</p>
<b>Listen with concentration and understanding to a range of high quality live and recorded music</b>	<p>Listen to a variety of musical styles from different times, traditions and composers.</p> <p>Learn to recognise the sound of musical instruments and basic features of key musical styles.</p> <p>Reflect on music and say how it makes people feel, act, move.</p> <p>How to choose music to represent different things such as ideas, thoughts, feelings, moods.</p>	<p>Listen to a variety of musical styles from different times, traditions and composers.</p> <p>Begin to recognise very basic style indicators and start to recognise different instruments played.</p> <p>Understand and find the pulse in a piece of music.</p> <p>Understand simple rhythm patterns, pitch, texture, tempo, dynamics.</p> <p>Discuss a performance and how can composition be improved.</p>

<p><b>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b></p>	<p>Begin to understand how pulse, rhythm and pitch work together to create music.</p> <p>Create a sequence of long or short sounds.</p> <p>Investigate making different sounds such as louder, quieter, higher, lower.</p> <p>Explore own ideas and how these can be changed.</p>	<p>Continue to create your own very simple melodies.</p> <p>Use sounds to achieve an effect (using ICT).</p> <p>Choose and order sounds into a beginning, middle and end.</p> <p>Explore music eg. getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo) and slower (tempo).</p> <p>Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations.</p>
<p><b>Key stage 2 outcomes</b></p>	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Develop an understanding of the history of music.</li> </ul>	
<p><b>Year group</b></p>	<p><b>Year 3</b></p>	<p><b>Year 4</b></p>
<p><b>Play and perform in solo and ensemble contexts</b></p>	<p>Sing with a good sense of the pulse internally and sing together in time with a group.</p> <p>Sing in tune with good diction, tone and expression.</p> <p>Start to show control in voice.</p> <p>Create short musical patterns with long and short sequences and rhythmic phrases on the ukulele.</p> <p>Continue to create simple rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>Play the ukulele confidently as part of your ensemble/group.</p>	<p>Sing in tune with good diction, tone and expression. Understand the importance of pronouncing the words in a song.</p> <p>To sing as a soloist and as part of a larger group and/or in parts.</p> <p>Sing songs from memory with accurate pitch.</p> <p>Show control in voice.</p> <p>Understand more about preparing to sing.</p> <p>Explore a range of vocal activity eg rapping, beatboxing.</p> <p>Play notes on instruments with clear sound.</p>
<p><b>Improvise and compose music for a range of purposes</b></p>	<p>Continue to improvise using very simple patterns using a ukulele or voice.</p> <p>Continue to create simple rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>Carefully choose and order sounds to achieve a planned effect.</p> <p>Create short musical patterns with long and short sequences and rhythmic phrases.</p> <p>Musically demonstrate an understanding and use of the interrelated dimensions of music within the context of creating and making music eg dynamics, pitch, tempo.</p>	<p>Compose music with several layers of sounds and understand the effect of this.</p> <p>Use sound to create abstract effects.</p> <p>Music can be recorded in sound or written form using any graphic or formal notation.</p> <p>Recognise and create repeated patterns with a range of instruments.</p> <p>Carefully choose, order, combine and control sounds and understand its combined effect.</p> <p>Improvise repeated patterns.</p> <p>Compose and perform melodies and songs. Including IT.</p>

	<p>Use voice expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>To notice and explore the way sounds can be combined and used expressively.</p>	
<p><b>Listen with attention to detail and recall sounds with increasing aural memory.</b></p>	<p>Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together.</p> <p>Continue to recognise the sound of the musical instruments used and basic musical structure of a piece of music.</p> <p>Listen to the sound of the composition as it unfolds and make decisions about it.</p> <p>To notice and explore the way sounds can be combined and used expressively.</p>	<p>Listen to other ideas about music, respect those ideas and feelings.</p> <p>To notice, analyse and explore the way sounds can be combined and used expressively.</p> <p>To comment on musicians use of technique to create effect.</p> <p>Deepen understanding of the dimensions of music and how they fit into music i.e. pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, timbre, structure and how some of these fit together.</p>
<p><b>Use and understand staff and other musical notations.</b></p>	<p>Continue to play and move between differentiated parts with a sound-before-symbol approach to play the ukulele.</p> <p>Start to understand the basics and foundations of formal notations.</p> <p>Using musical notations and correct terminology to play the ukulele.</p> <p>Use the correct technique to play the ukulele.</p> <p>Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.</p>	<p>Learning to read the music.</p> <p>Perform as a soloist and as part of a band or ensemble, by ear and/or from different notations.</p> <p>Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.</p> <p>When composing use staff and musical notations.</p> <p>Know how many beats in a minim, crochet and semibreve and recognise these symbols.</p> <p>Know the symbol for a rest in music and how to use silence for effect in music.</p>
<p><b>Appreciate and understand a wide range of high-quality live and recorded music</b></p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Find and internalise the pulse.</p> <p>Listen to different types of composers and musicians.</p> <p>Discuss other dimensions of music and how they fit into the music understanding pulse, rhythm, pitch and also tempo, dynamics, timbre, texture and structure.</p> <p>Consider that words mean something and project the meaning of the song.</p>	<p>Recognise and identify instruments in music.</p> <p>Recognise and identify how many instruments or voices are being played.</p> <p>Compose music and express growing tastes in music.</p> <p>How musical elements are combined to compose a piece of music.</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p>
<p><b>Develop an understanding of the history of music.</b></p>	<p>Describe the purpose of the song and context within history.</p> <p>Describe the purpose of music in different cultures.</p> <p>Begin to understand the sense of how occasion effects the performance.</p>	<p>Develop an understanding of the history of music.</p> <p>The purpose of the song and context within history.</p> <p>Understand the sense of how occasion effects the performance.</p>

Year group	Year 5	Year 6
<p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments.</b></p>	<p>Sing in tune, breathe well and pronounce words, change pitch and show control in singing.</p> <p>Perform in a round. Perform songs in a way that reflects their meaning and the occasion.</p> <p>Sustain a drone or melodic ostinato to accompany singing.</p> <p>Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal) and play with more knowledge, confidence, ease and enjoyment.</p> <p>Know how important it is and why we warm up our voices, posture, breathing and voice projection.</p> <p>Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse.</p> <p>Understand the workings of an ensemble / choir. Follow a conductor and be a conductor.</p> <p>Sing confidently, maintaining an appropriate pulse. Suggest, follow and lead simple performance directions. Demonstrate musical quality - eg clear starts, ends of pieces / phrases, technical accuracy.</p>	<p>Sing or play the keyboard in tune from memory with confidence.</p> <p>Perform alone and in a group, displaying a variety of techniques.</p> <p>Hold a part in a singing round.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Maintain a part with an awareness of what others are playing.</p> <p>Play the keyboard with more knowledge, confidence, control, ease and enjoyment.</p> <p>Continue to realise/understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure.</p> <p>Play easy and medium parts by ear (without reading notation) or play the easy and medium parts with notation as an extension activity or if appropriate.</p> <p>Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate.</p>
<p><b>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</b></p>	<p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Demonstrate musical quality eg. clear starts, ends of pieces/phrases, technical accuracy etc.</p> <p>Create music which reflects given intentions and uses notations as a support for performance.</p> <p>Combine sounds expressively using 3 notes. Create songs with an understanding of the relationship between lyrics and melody.</p> <p>To understand the workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and be the leader/conductor.</p>	<p>Take turns to lead a group.</p> <p>Create musical patterns of 3 – 5 notes. Use a variety of different musical devices including melody, rhythms, and chords on the keyboard.</p> <p>Continue to perform rhythms and melodies with confidence and understanding in the group.</p> <p>Improvise using up to three or more notes with greater confidence.</p> <p>Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Including tempo, dynamics, timbre, texture and structure.</p> <p>Follow the leader/conductor and be the leader/conductor.</p>

<p><b>Listen with attention to detail and recall sounds with increasing aural memory.</b></p>	<p>Embed and deepen knowledge and understanding of the foundations of the dimensions of a piece of music, pulse, rhythm and pitch.</p> <p>Appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to.</p> <p>Use ICT to organise musical ideas.</p> <p>Use correct musical language to describe the music you are listening to and your feelings towards it.</p>	<p>Demonstrate imagination and confidence in the use of sound.</p> <p>Continue to use ICT to organise musical ideas.</p> <p>Show thoughtfulness in selecting sounds and structures to convey an idea.</p> <p>Appreciate harmonies and work out how drones and melodic ostinato are used to accompany singing.</p> <p>Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</p>
<p><b>Use and understand staff and other musical notations.</b></p>	<p>Create music which reflects given intentions and uses formal notations as a support for performance.</p> <p>Use standard musical notation of crotchet, minim and semibreve.</p> <p>Read the musical stave and work out the notes, EGBDF and FACE.</p> <p>Draw a treble clef at the correct position on the stave.</p> <p>Notate music in different ways, using graphic/pictorial notation, video, ICT or with formal notation if appropriate.</p>	<p>Use standard musical notation to both perform using the keyboard and record music.</p> <p>Use musical vocabulary to help understand how best to combine musical elements.</p> <p>Read notes and know how many beats they represent.</p> <p>Play the keyboard more confidently as part of an ensemble/group with notation.</p> <p>Notate music in different ways, using graphic/pictorial notation, video, ICT and with formal notation.</p> <p>Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations.</p>
<p><b>Appreciate and understand a wide range of high-quality live and recorded music.</b></p>	<p>Describe music and use this to identify strengths and weaknesses within that piece of music.</p> <p>To continue to recognise features of key musical styles and continue to recognise different instruments.</p> <p>To deepen knowledge and understanding of specific musical styles and understanding its musical structure and style indicators.</p>	<p>Understand how lyrics reflect the cultural context and have social meaning and use this knowledge to enhance compositions.</p> <p>Deepen knowledge and understanding of specific musical styles and understanding its musical structure and style indicators.</p> <p>Use correct musical language to confidently describe the music being listening to and your feelings towards it.</p> <p>Watch a recording and/or discuss the performance. Offer constructive comments about own and others' work and ways to improve; accept feedback and suggestions from others.</p>
<p><b>Develop an understanding of the history of music.</b></p>	<p>Deepen an understanding of the history of music.</p> <p>Deepen the purpose of the song and context within history.</p> <p>Understand the sense of how occasion effects the performance.</p>	<p>Understand the different cultural meanings and purposes of music.</p> <p>Use different venues and occasions to vary performances.</p> <p>Continue to identify musical styles through learning about their style indicators and the instruments played.</p> <p>Listen to other ideas about music, respect those ideas and feelings.</p>

