

## Whole School Music Map



### Big Ideas

- To learn how to play an instrument with a specialist teacher
- To listen to and appraise a range of musical styles
- To create and compose music
- To sing individually and as a group

### Reception

In Foundation Stage, children will be introduced to music through singing, playing and stories. They will have an opportunity to perform as a whole class.



### Year 1

In Year 1, the children will listen to a range of musical genres and begin to recognise characteristics of music from across historical periods and cultures. They will respond physically to changes in pitch, pulse, rhythm and tempo within music and sing a song using the correct pitch. They will compose and conduct their own compositions based on soundscapes and follow and perform some simple graphic notations. They will recognise some unpitched instruments by sight and sound.

*Where possible, the children will study music linked with the History and Geography topics for each term.*

#### Cycle A:

Autumn - London  
Spring – Transport/ Me On My Map  
Summer – Bridges/ Water’s Edge

#### Cycle B:

Autumn – Puppets/ History of Toys  
Spring – Explorers/ Grimsby in India  
Summer – Victorian Cleethorpes/ Our Seaside

### Year 2

In Year 2, the children will listen to a range of musical genres and recognise and develop their knowledge of music from across historical periods and cultures. They will develop their understanding of pulse, rhythm, tempo and pitch by recognising when changes of these elements occur within music. Children will develop their performance skills through singing in unison and using body percussion in a performance. They will follow and perform a graphic notation score in two parts and compose and conduct their own class composition based on a soundscape idea. They will recognise by sight and sound some pitched percussion instruments.

*Where possible, the children will study music linked with the History and Geography topics for each term.*

#### Cycle A:

Autumn - London  
Spring – Transport/ Me On My Map  
Summer – Bridges/ Water’s Edge

#### Cycle B:

Autumn – Puppets/ History of Toys  
Spring – Explorers/ Grimsby in India  
Summer – Victorian Cleethorpes/ Our Seaside

### Year 3

In Year 3, the children will develop their understanding of key musical elements through listening and appraising music from different historical periods. They will expand their compositional skills by composing, notating and recording a group composition. They will perform in unison and in a round, reading and using musical notations with a simple time signature. They will recognise by sound and sight the instruments of the string family and understand its role in the orchestra.

*Where possible, the children will study music linked with the History and Geography topics for each term.*

#### Cycle A:

Autumn – Natural Disasters/ Romans  
Spring – Tudors/ The Amazon Rainforest  
Summer – Ancient Egypt/ Rivers

#### Cycle B:

Autumn – Chocolate from Bean to Bar/ Mayans  
Spring – Grimsby Fishing Heritage/ Our Local Area  
Summer – Prehistoric Britain/ Coastlines

### Year 4

In Year 4, the children will study music from a range of historical periods. They will recognise key musical elements in musical pieces and understand how these can be altered for different effects and purposes. The children will expand their recognition of musical notation and time signatures, using them to compose and perform as a class and in smaller groups. They will have the opportunity to sing in unison, as a soloist and in two parts. They will recognise by sight and sound instruments of the woodwind family and understand its role in the orchestra.

*Where possible, the children will study music linked with the History and Geography topics for each term.*

#### Cycle A:

Autumn – Natural Disasters/ Romans  
Spring – Tudors/ The Amazon Rainforest  
Summer – Ancient Egypt/ Rivers

#### Cycle B:

Autumn – Chocolate from Bean to Bar/ Mayans  
Spring – Grimsby Fishing Heritage/ Our Local Area  
Summer – Prehistoric Britain/ Coastlines

### Year 5

In Year 5, the children will listen to and appraise music from 1900 onwards and investigate its characteristics. They will have opportunities to see live musical performances. They will understand the musical element timbre and show how the voice and body percussion can demonstrate this. The children will use musical notation and expand their recognition of time signatures to compose and perform. They will develop their ability to sing in unison, as a soloist and in two and three parts. They will recognise by sight and sound instruments of the brass family and understand its role in the orchestra.

*Where possible, the children will study music linked with the History and Geography topics for each term.*

#### Cycle A:

Autumn – World War II  
Spring – Shackleton/ Extreme Environments  
Summer – Olympic Legacies

#### Cycle B:

Autumn – Town and Country/ Guy Fawkes  
Spring – Viking Raiders/ Fair Trade  
Summer – Keen to be Green

### Year 6

In Year 6, the children will be able to confidently discuss pulse, rhythm, texture, timbre and genre when listening and appreciate music from a wide range of cultures and genres. They will have opportunities to see live musical performances. They will confidently be able to perform, compose, record and notate music as a class and in smaller groups. They will develop their ability to sing in unison, as a soloist and in two or three parts. They will recognise by sight and sound instruments from around the world.

*Where possible, the children will study music linked with the History and Geography topics for each term.*

#### Cycle A:

Autumn – World War II  
Spring – Shackleton/ Extreme Environments  
Summer – Olympic Legacies

#### Cycle B:

Autumn – Town and Country/ Guy Fawkes  
Spring – Viking Raiders/ Fair Trade  
Summer – Keen to be Green

