



Tany's Dell Primary School and Nursery Music Curriculum Map

(Objectives written in bold are our chosen Key Performance Indicators, used to give us an overall picture of each child's musical ability and growth.)

Year	Autumn	Spring	Summer
R	<p>Listen and Appraise: Respond to what they have heard, expressing their thoughts and feelings. Listen with increased attention to sounds.</p> <p>Perform: Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>EFYS Christmas Song Performance</p>	<p>Listen and Appraise: Watch and talk about dance and performance art, expressing their feelings and responses. Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Perform: Explore and engage in music making and dance, performing solo or in groups. Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>
1	<p>Listen: Focus their listening</p> <p>Recognise: *Loud/quiet? *Fast/slow? *High/low? *Long/short?- *Shaken/ hit/ blown/ bowed notes?</p> <p>Appraise: Respond to music through movement [PE link]and art.</p> <p>Play: Perform/play on percussion instruments. Hold instruments correctly to ensure that a good quality sound is made.</p> <p>Sing: Sing simple songs from memory.</p>	<p>Listen: Focus their listening Recognise sounds of some instruments and identify sounds from the environment.</p> <p>Appraise: Respond to different moods in music.</p> <p>Play: Respond to a steady beat. Repeat rhythmic and melodic patterns.</p> <p>Sing: Use their voice expressively in different ways (eg singing /chanting rhymes) Perform songs, rhymes and poems with others.</p> <p>Compose:</p>	<p>Listen: Focus their listening Recognise well-defined changes in sounds.</p> <p>Appraise: Identify how music is used for different purposes e.g., lullaby, tell a story and dance etc. Discuss what they know/ feel using every day and musical vocabulary. Respond to each other's compositions.</p> <p>Compose: Work co-operatively as part of a group when composing. Know that sounds can be described using graphic symbols. Create and choose sounds in response to a given starting point e.g. sound effects for a story. Recognise how sounds can be organised.</p>

	<p>Compose: Choose instruments from a selection. Explore instrumental, vocal and body sounds.</p>	<p>Explore sounds around us and represent them using objects and instruments.</p> <p>Y1 Performance</p>	
2	<p>Listen: Listen with concentration Recognise sounds of different instruments.</p> <p>Appraise: Perform actions to words and match movements to music.</p> <p>Respond and move to a steady beat and count the beats in rhythm patterns.</p> <p>Perform:</p> <p>Play: Perform simple patterns, keeping to a steady beat/ pulse. Play tuned and untuned instruments with increasing control.</p> <p>Sing: Sing with a sense of melody.</p> <p>Compose: Select appropriate instruments. Create rhythmic and melodic patterns.</p> <p>Y2 Performance</p>	<p>Listen: Listen with concentration</p> <p>Identify differences between how musical elements have been used e.g. changes in:</p> <p>*dynamics *tempo *pitch *duration *timbre</p> <p>Appraise: Identify how music is used for different purposes e.g. lullaby, tell a story and dance etc. Recognise how musical elements can be used to create different effects and moods.</p> <p>Sing: Sing with an awareness of others? (eg controlling dynamics / starting and finishing together)</p> <p>Compose: Know that sounds can be made by playing instruments in different ways eg plucked/blown /hit/shaken Choose and order sounds within simple structures (eg beginning/middle/end) in response to a given starting point.</p>	<p>Listen: Listen with concentration Recognise repeated melody patterns.</p> <p>Appraise: Discuss in more detail what they know/ feel using every day and musical vocabulary. Respond to each other's compositions.</p> <p>Play: Rehearse and perform with others. Begin to read simple rhythm notation.</p> <p>Compose: Represent sounds with graphic symbols. Improve their own work.</p>
3	<p>Listen: Listen with attention to detail Identify key musical elements within pieces they listen to, including texture. Recognise the sounds of an increasing range of instruments</p> <p>*Identify repetition in music</p> <p>Appraise: *Use musical language to describe music heard e.g. tempo, dynamics, timbre etc. Associate music with emotions, actions and visual images</p>	<p>Sing: Sing songs with clear diction and control of pitch Use voice expressively *Sing quietly with control Practise, rehearse and present a performance</p> <p>Appraise: Explore music through movement and dance Listen and respond to a range of different beats</p> <p>Y3 Performance</p>	<p>Compose: Recognise and explore the way sounds can be combined expressively Investigate and recognise different timbres Improvise and compose rhythms based upon spoken phrases *Compose music that tells a story or paints a picture Create rhythmic accompaniments for songs Record compositions using graphic symbols that attempt to describe sounds Improve their own work</p> <p>Appraise:</p>

			<p>Review the effectiveness of each other's compositions</p> <p>Play: *Play percussion instruments with rhythmic accuracy Played tuned instruments with control Perform simple accompaniments, keeping to a steady beat/pulse Read simple rhythm notation Become aware of pitch names Practise, rehearse and present a performance Hold their own part in a group performance</p>
4	<p>Sing: Sing in one or two parts *Know how to improve tone production and use diction and other vocal techniques Practice, rehearse and present a performance with an awareness of the audience</p> <p>Play: *Clap, tap and internalise pulse Begin to play tuned instruments by ear Maintain a melodic ostinato Become more familiar with pitch names Practice, rehearse and present a performance with an awareness of the audience</p> <p>Appraise: Respond to music through movement, dance and other expressive forms</p> <p>Y4 Performance</p>	<p>Listen: Listen with sustained concentration Identify simple structures within music listened to. Identify metre (no. of beats in a bar) *Identify repeated phrases in music listened to</p> <p>Appraise: Identify sounds and describe them using an increasing range of musical vocabulary *Identify musical elements within pieces they listen to Know how pitched and rhythmic sounds can be combined to create textures Recognise music from different times</p>	<p>Compose: Choose sounds for particular effects eg to describe feelings and moods Know that sounds can be created using IT resources Understand how rhythmic sounds can be combined Improvise simple melodies from a selected group of notes Compose music that has a recognisable structure e.g. question and answer, ABA form *Improvise rhythmic and melodic ideas from a given stimulus Record compositions using graphic symbols that increasingly describe sounds in terms of pitch and duration Make improvements to their own work, commenting on the intended effect Review the effectiveness of each other's compositions</p>
5	<p>Listen: -Understand how cyclic patterns are formed</p> <p>Appraise: Respond to music through movement, dance and other expressive forms</p> <p>Compose: -Invent simple repeating patterns -Fit different rhythm patterns together to create an intended effect -Compose by developing ideas within given structures. -Record compositions using graphic symbols that show an increasing understanding of conventional notation</p>	<p>Listen: Internalise and recall sounds *Distinguish differences between timbre and texture between a wide variety of instruments and instrumentation</p> <p>Appraise: - Understand how sounds can be contrasted -Understand the effect of different pitched notes being played together and how they can sound tense or relaxed -Respond to each other's compositions and review using appropriate vocabulary *Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary</p>	<p>Sing: *Sing in two parts with clear diction and control of pitch -Know about breathing and dynamics Know about phrase and structure within songs Develop their performances in response to suggestions</p> <p>Y5 Performance</p>

	<p>*Make improvements to their own work, commenting on the intended effect</p> <p>Play: *Play percussion instruments with control, rhythmic accuracy and expression Relate sounds to notations and know how music can be described using conventional notation -Develop their performances in response to suggestions</p>	<p>-Identify differences between how musical elements have been used Identify and explore how music reflects different intentions</p> <p>Compose: -Analyse and compare sounds -Use IT resources to explore and record sounds *Make improvements to their own work, commenting on the intended effect</p>	
6	<p>Listen: Internalise and recall sounds with increasing memory</p> <p>Appraise: Respond to music through movement, dance and other expressive forms</p> <p>Compose: Explore, choose and combine ideas within musical structures - understanding how different patterns can fit together *Record rhythms using conventional notation Record melodic motifs/tunes using conventional notation Refine and improve their work Select sounds to create an intended effect *Create, capture and modify sounds using IT resources</p> <p>Play: Read a variety of notations, including conventional pitch notation *Perform/play on percussion instruments with an awareness of others</p>	<p>Listen: Identify differences between how musical elements have been used. *Identify features of expression (phrasing, melody, dynamics etc.) in live or recorded music.</p> <p>Appraise: *Identify and explore how music reflects time and place Analyse and compare musical features within pieces they listen to using an appropriate musical vocabulary. Identify, analyse and compare musical devices such as melody, rhythms, chords and structures</p>	<p>Appraise: Respond to each other's compositions and review using appropriate vocabulary</p> <p>Compose: Improvise melodic and rhythmic material within given structures Compose music for different occasions</p> <p>Sing: Sing in two or more parts with clear diction and control of pitch *Sing songs with a sense of phrase and musical expression</p> <p>Play: Know how to achieve a high-quality performance that creates an intended effect Remember longer pieces of music</p> <p style="text-align: center;">Y6 Performance</p>