

Music Long Term Coverage Map

EYFS Development Matters Subject Content	<p>Purpose of study; Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p>	
<p>Early Learning Goal</p> <p>Action songs and nursery rhymes Songs to aid learning.</p> <p>Turn taking and call and response songs Use movement to express feelings.</p> <p>Creates movement in response to music.</p> <p>Sings to self and makes up simple songs.</p> <p>Listens to music on CD's.</p> <p>Makes up rhythms.</p> <p>Captures experience and responds with music.</p> <p>Learn to play instruments correctly and get the best sound.</p> <p>Extend children's experience and expand their imagination through the provision of music –learning loud/quiet, high/low</p>	<p>Aims</p> <p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. <p>Attainment targets By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p>	
	KS1 National Curriculum Subject Content	KS2 National Curriculum Subject Content
	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and un-tuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Pupils should be taught:</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 Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music

Music Key Concepts

These key concepts are the 'big ideas' which run as threads through the curriculum. The same key concepts are explored and revisited in each unit of work in every year group. This enables pupils to build on prior knowledge, deepen their contextual knowledge and always working towards the bigger picture of achievement at the end of each year group or phase.

Performing

This concept involves developing skills, such as using controlled breathing to sing and correct playing technique to present something to an audience

Composing

This concept involves developing a skill for exploring, selecting, combining and organising sounds to create an intended effect

Notating

This concept involves learning ways of writing down ideas, patterns and sounds down in a traditional or untraditional way that can be read by another

Appreciation

This concept involves listening to music and recognising the influence and works of the Great Composers and musicians from different times and places throughout history.

Aspirations for the future

Pupils develop an understanding of how subjects and specific skills are linked to future jobs. Here are some of the jobs you could aspire to do in the future as a Musician:

Songwriter
Military Musician
Theatre Musician
Soloist
Freelance Performer
Composer
Music Teacher
D.J.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Rhythm & Pulse- Using my voice	Pitch, Percussion, Perform	Stop and Play, Composition, Duration	Timbre Composition	Tempo Appreciation	Performing musically- Moods and Music
	<p>NC: Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>NC: Pupils should be taught to: experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>NC: Pupils should be taught to: listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>NC: Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>NC: Pupils should be taught to: play tuned and un-tuned instruments musically.</p> <p>NC: Pupils should be taught to: listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>NC: Pupils should be taught to: play tuned and un-tuned instruments musically</p> <p>NC: Pupils should be taught to: listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>NC: Pupils should be taught to: experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>NC: Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>NC: Pupils should be taught to: listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>NC: Pupils should be taught to: listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>NC: Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>NC: Pupils should be taught to: listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>NC: Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>
Key Concepts	<p><i>Composing by organising sound and rhythm as a class to a pulse.</i></p> <p><i>Performing songs in different voice styles.</i></p> <p><i>Appreciating and describing music with a strong pulse</i></p>	<p><i>Composing/ organising music using pitched instruments.</i></p> <p><i>Composing/ organising patterns of body percussion sounds</i></p> <p><i>Performing for an audience</i></p>	<p><i>Performing as a class giving directions for others to follow.</i></p> <p><i>Composing a sequence of sounds.</i></p> <p><i>Appreciating and describing programme music</i></p>	<p><i>Appreciating and describing music by quality of sound</i></p> <p><i>Composing by using sounds to imitate other things or moods</i></p> <p><i>Performing in a group giving directions for others to follow.</i></p>	<p><i>Appreciating and describing music according to fast or slow pace and getting faster or slower.</i></p> <p><i>Performing or singing music that gets faster or slower</i></p>	<p><i>Appreciating and describing music according to the emotion it makes us feel.</i></p> <p><i>Describing how music makes us feel and explaining using descriptive language what we like or don't like about it.</i></p> <p><i>Performing in a singing competition as a class</i></p>
Year 2	Rhythm or pulse - Song Structure	Pitch Composition and Perform	Sequencing Patterns Musical Character	Sounds and Symbols Musical Structure	Changing pitch and Tempo	Perform, Dynamics Appreciation
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Key Concepts	<p><i>Performing rhythm patterns.</i></p> <p><i>Appreciating and describing rhythms in music</i></p> <p><i>Notation- One dot, two dot represents one sound, two sounds.</i></p>	<p><i>Composing with body percussion sounds to create sequences of music</i></p> <p><i>Appreciating and describing sounds and visual patterns in a piece of music in Canon</i></p> <p><i>Notation- organising sounds in a line on a grid.</i></p>	<p><i>Composing patterns and sequences of sounds.</i></p> <p><i>Appreciating and describing how music makes us feel</i></p> <p><i>Notating rhythm sounds as lines and dots</i></p> <p><i>Performing vocally in different styles</i></p> <p><i>Performing the group compositions for the class.</i></p>	<p><i>Composing music by organising sounds to create 'an ending'.</i></p> <p><i>Appreciating and describing music which has repeated patterns</i></p> <p><i>Notating - Reading notated sounds traditionally as ta and tete</i></p>	<p><i>Appreciating and describing music according to how high or low, or how fast or slow the music goes.</i></p> <p><i>Notating -Reading notated sounds traditionally as ta and tete</i></p>	<p><i>Appreciating and describing music according to volume.</i></p> <p><i>Appreciating and describing music according to preference.</i></p> <p><i>Performing in a singing competition as a class</i></p>

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Year 3	To play the Recorder Pitch Notation	Stave Notation, Woodwind instruments, Perform	Musical Words, Strings, Aural Memory	Composition, Percussion, Improving my work	Structure, Brass, Compose a melody	Performing skills Appreciation
	<p>NC: Pupils should be taught to Use and understand staff and other musical notations</p> <p>NC: Pupils should be taught to: listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>NC: Children should have the opportunity to learn a musical instrument</p>	<p>NC: Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>NC: Pupils should be taught to: listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>NC: Children should have the opportunity to learn a musical instrument</p>	<p>NC: Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>NC: Pupils should be taught to Listen with attention to detail and recall sounds with increasing aural memory</p> <p>NC: Children should have the opportunity to learn a musical instrument</p> <p>NC: Pupils should be taught to Use and understand staff and other musical notations</p>	<p>NC: Pupils should be taught to: experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>NC: Pupils should be taught to: Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>NC: Children should have the opportunity to learn a musical instrument</p>	<p>NC: Pupils should be taught to: experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>NC: Pupils should be taught to: Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>NC: Children should have the opportunity to learn a musical instrument</p>	<p>NC: Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>NC: Pupils should be taught to: 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>NC: Children should have the opportunity to learn a musical instrument</p>
Key Concepts	<p><i>Performing music on the recorder.</i></p> <p><i>Appreciation of music- instrumental sounds.</i></p> <p><i>Notating- Begin exploring and notating sounds on a traditional stave.</i></p>	<p><i>Performing music as a class.</i></p> <p><i>Appreciating and describing structure in music.</i></p> <p><i>Notating sounds and symbols on the stave using e.g. Every Good Boy as a learning tool.</i></p>	<p><i>Performing music including from memory.</i></p> <p><i>Appreciation of expression in music.</i></p> <p><i>Notating - Developing performing skills adding new notes</i></p>	<p><i>Composing music using a limited numbers of notes.</i></p> <p><i>Appreciating and describing music.</i></p> <p><i>Notating sounds traditionally on a stave.</i></p> <p><i>Notating rhythm traditionally from memory-dictation</i></p>	<p><i>Composing words for a song.</i></p> <p><i>Appreciating and describing musical structure recognising different music in sections.</i></p> <p><i>Notating rhythm traditionally from memory-dictation</i></p>	<p><i>Performing music for an audience in a concert.</i></p> <p><i>Appreciating and describing instrumental sounds and atmosphere created in a piece of music.</i></p> <p><i>Notating rhythm traditionally from memory-dictation</i></p>
Year 4	Plucking and strumming	Singing, 1 finger Chords, Perform	Writing on the stave, 2 finger chord changes, Emotion in music	Create and Notate 3 finger Chords and changes	Silence is golden / Develop fluency	Performing: Playing new notes/Compose a rap.
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Key Concepts	<p><i>Performing music on the ukulele.</i></p> <p><i>Appreciation - Describing strumming patterns according to direction of stroke and rhythm.</i></p> <p><i>Describing emotion in music</i></p> <p><i>Notating-Listening and describing instrumental sounds.</i></p>	<p><i>Performing songs and songs accompanied with ukulele chords.</i></p> <p><i>Appreciation - Listening and describing pitch, texture and vocal timbre.</i></p> <p><i>Notating - Reading notated sounds in TAB form.</i></p> <p><i>Describing chord structure</i></p>	<p><i>Performing / reading music on the ukulele.</i></p> <p><i>Appreciating and describing musical character.</i></p> <p><i>Composing techniques e.g. repeats, ostinato, motifs</i></p> <p><i>Notating sounds on a traditional stave</i></p>	<p><i>Composing music on the ukulele or using percussion for an intended effect.</i></p> <p><i>Appreciating and describing music</i></p> <p><i>Notating- Improvising rhythm patterns and notating sounds traditionally</i></p>	<p><i>Appreciating and describing music by famous composers.</i></p> <p><i>Appreciating and comparing different effects in composer's music.</i></p> <p><i>Notating sounds including silence using different rest symbols.</i></p>	<p><i>Composing vocal music in a group using a given structure.</i></p> <p><i>Appreciating and describing music and rhythm patterns and linking with art.</i></p> <p><i>Notating rhythm patterns and words in phrase lengths.</i></p> <p><i>Performing in a singing competition as a class</i></p>

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Year 5	<p align="center">Graphic Scores Vocal styles</p>	<p align="center">Beater Technique Consecutive notes: Perform</p>	<p align="center">Dotted rhythms, Q and A, Phrasing</p>	<p align="center">Musical fusion, Garage Band</p>	<p align="center">Improvisation, Patriotism Music since 1900+</p>	<p align="center">Performing, Antiphony Composition 1960+</p>
	<p>NC: Pupils should be taught to Develop an understanding of the history of music. NC: Pupils should be taught to Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians NC: Pupils should be taught to Use and understand staff and other musical notations NC: Pupils should be taught to compose music for a range of purposes using the inter-related dimensions of music</p>	<p>NC: Pupils should be taught to Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression NC: Pupils should be taught to Use and understand staff and other musical notations NC: Pupils should be taught to Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>NC: Pupils should be taught to Listen with attention to detail and recall sounds with increasing aural memory NC: Pupils should be taught to Use and understand staff and other musical notations NC: Pupils should be taught to 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>NC: Pupils should be taught to Develop an understanding of the history of music. NC: Pupils should be taught to Use and understand staff and other musical notations NC: Pupils should be taught to Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians NC: Pupils should be taught to use technology appropriately and have the opportunity to progress to the next level of musical excellence</p>	<p>NC: Pupils should be taught to Develop an understanding of the history of music. NC: Pupils should be taught to Improvise and compose music for a range of purposes using the inter-related dimensions of music NC: Pupils should be taught to 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>NC: Pupils should be taught to Develop an understanding of the history of music. NC: Pupils should be taught to Improvise and compose music for a range of purposes using the inter-related dimensions of music NC: Pupils should be taught to Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
Key Concepts	<p><i>Composing and performing music including in small groups.</i></p> <p><i>Appreciating and describing different vocal styles in music.</i></p> <p><i>Notating compositions using a graphic score.</i></p>	<p><i>Performing music including in large and small groups.</i></p> <p><i>Appreciating and describing different styles of music and recognising particular sounds and combinations of sounds.</i></p> <p><i>Notating and reading traditional pitch and rhythm sounds.</i></p>	<p><i>Performing music including in large groups.</i></p> <p><i>Appreciating and describing a fusion of styles in music.</i></p> <p><i>Notating different rhythm including the dotted minim.</i></p>	<p><i>Composing music using technology.</i></p> <p><i>Appreciating and describing music and musical structure.</i></p> <p><i>Performing music created back to class and explain why and how choices were created.</i></p>	<p><i>Composing music including 'on the spot' improvisation</i></p> <p><i>Appreciating, describing and comparing musical style including music from the time of The Andrew Sisters.</i></p> <p><i>Notating- The structure of 12 Bar Blues and Partner Songs.</i></p>	<p><i>Composing music in small groups.</i></p> <p><i>Appreciating and describing musical character including use of tempo.</i></p> <p><i>Perform music that passes between groups.</i></p> <p><i>Performing in a singing competition as a class</i></p>
Year 6	<p align="center">Medieval (1400-1600) and Baroque (1600 -1750) Music Performing</p>	<p align="center">The Black Mozart Classical Music (1750-1820)</p>	<p align="center">Modern Classical Music (1890-1960); Electronic Music</p>	<p align="center">Romantic Music (1820-1890) - Theme & Variation structure; Antiphony</p>	<p align="center">Melodic Improvisation; Pentatonic Scale; Listening</p>	<p align="center">Musical Theatre early 20th Century Performing</p>
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Key Concepts	<p><i>Appreciation of changes in musical style through the Medieval and Baroque eras.</i></p> <p><i>Performing music including in groups.</i></p> <p><i>Notation- Reading and discussing different traditional and graphic notation.</i></p>	<p><i>Appreciation of changes in musical style during the Classical era.</i></p> <p><i>Performing music reflecting other eras in small and large groups.</i></p> <p><i>Notation-Reading traditional notation, symbols (e.g. time sigs) and building blocks of music.</i></p>	<p><i>Appreciating of musical style and structures through the modern and contemporary eras.</i></p> <p><i>Comparing different styles and recognising fusion of genres.</i></p> <p><i>Reading traditional notation including symbols directing repeats and dramatic dynamics.</i></p> <p><i>Composing music using technology - GarageBand</i></p> <p><i>Performing music including in groups and in pairs using ICT.</i></p>	<p><i>Appreciation of changes in musical style changing through the Romantic era.</i></p> <p><i>Understanding the importance of venue on performance.</i></p> <p><i>Reading and using traditional and graphic notation</i></p> <p><i>Performing music including in groups.</i></p> <p><i>Composition of theme and variation structure.</i></p>	<p><i>Appreciation of, and comparing of musical styles with awareness of how this may reflect cultural context.</i></p> <p><i>Performing music, including improvisations, in solos and groups.</i></p> <p><i>Composing music that uses note groups to create harmony.</i></p> <p><i>Notation and structure of pentatonic scale.</i></p>	<p><i>Appreciation by listening, describing and comparing musical styles.</i></p> <p><i>Performing songs with an awareness of any social meaning.</i></p> <p><i>Understanding the importance of venue on performance.</i></p>