

## Mapping of curriculum subjects to National Curriculum

### Music

#### **Blossom tree Nursery**

<b>Communication and Language</b>
<ul style="list-style-type: none"> <li>Sing a large repertoire of songs</li> </ul>
<b>Physical Development</b>
<ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>
<b>Expressive Arts and Design</b>
<ul style="list-style-type: none"> <li>Listen with increased attention to sounds.               <ul style="list-style-type: none"> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> </ul> </li> <li>• Create their own songs, or improvise a song around one they know.</li> </ul>
<b>Being imaginative and Expressive</b>
<ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs.</li> </ul>

#### **Nursery**

<b>Communication and Language</b>
<ul style="list-style-type: none"> <li>Sing a large repertoire of songs</li> </ul>
<b>Physical Development</b>
<ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>
<b>Expressive Arts and Design</b>
<ul style="list-style-type: none"> <li>Listen with increased attention to sounds.               <ul style="list-style-type: none"> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> </ul> </li> <li>• Play instruments with increasing control to express their feelings and ideas</li> </ul>
<b>Being imaginative and Expressive</b>
<ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others</li> </ul>

#### **Reception**

<b>Communication and Language</b>
<ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> </ul>
<b>Physical Development</b>
<ul style="list-style-type: none"> <li>Combine different movements with ease and fluency</li> </ul>
<b>Expressive Arts and Design</b>
<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
<b>Being imaginative and Expressive</b>
<ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

### Early Learning Goal

#### Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher;
- 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.

Y1

Knowledge	Skills
<ul style="list-style-type: none"> <li>• To know the difference between creating a rhythm pattern and a pitch pattern.</li> <li>• To know and recognise how graphic notation can represent created sounds. Explore and invent their own symbols.</li> <li>• To compare high sounds and low sounds in the school environment.</li> <li>• To know which sounds to use (percussion instruments) to enhance storytelling.</li> <li>• To listen carefully to a range of recorded or live music and use their musical knowledge to discuss what they have heard (see the list of example pieces in the Model Music Curriculum).</li> </ul>	<ul style="list-style-type: none"> <li>• To sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory,</li> <li>• singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</li> <li>• To sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.</li> <li>• To create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and</li> <li>• playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</li> <li>• To invent, retain and recall rhythm and pitch patterns and perform these for others,</li> <li>• taking turns.</li> <li>• To walk, move or clap a steady beat with others, changing the speed of the beat as the</li> <li>• tempo of the music changes.</li> <li>• To use body percussion and classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat.</li> <li>• To respond to the pulse in recorded/live music through movement and dance.</li> <li>• To perform short copycat rhythm patterns accurately, led by the teacher.</li> <li>• To perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain</li> <li>• and perform their own rhythm patterns.</li> <li>• To follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the</li> <li>• drum.</li> </ul>

Y2

Knowledge	Skills
<ul style="list-style-type: none"> <li>• To know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to</li> <li>• demonstrate these when singing by responding to (a) the leader's directions and (b)</li> </ul>	<ul style="list-style-type: none"> <li>• To sing songs regularly with a pitch range of do-so with increasing vocal control.</li> <li>• To sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.</li> <li>• To create music in response to a non-musical stimulus (e.g. a storm, a car race, or a</li> <li>• rocket launch).</li> </ul>

<ul style="list-style-type: none"> <li>• visual symbols (e.g. crescendo, decrescendo, pause).</li> <li>• To listen carefully to a range of recorded or live music and use their musical knowledge to discuss what they have heard (see the list of example pieces in the Model Music Curriculum).</li> <li>• To know and understand that the speed of the beat can change, creating a faster or slower pace (tempo), mark the beat of a piece by tapping/clapping.</li> <li>• To know how to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</li> <li>• To know and recognise dot notation and match it to 3-note tunes played on tuned percussion.</li> </ul>	<ul style="list-style-type: none"> <li>• To work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</li> <li>• To use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</li> <li>• To use music technology, if available, to capture, change and combine sounds.</li> <li>• To play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</li> <li>• To create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).</li> <li>• To read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</li> <li>• To create and perform their own chanted rhythm patterns with the same stick notation.</li> <li>• To play a range of singing games based on the cuckoo interval (so-mi – eg: Little Sally Saucer).</li> <li>• To sing short phrases independently within a singing game or short song.</li> <li>• To respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</li> </ul>
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### Key stage 1 End Points

*Pupils should be taught to:*

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned 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.

Y3

Knowledge	Skills
<ul style="list-style-type: none"> <li>• To listen carefully to a range of recorded or live music and use their musical knowledge to discuss what they have heard (see the list of example pieces in the Model Music Curriculum).</li> <li>• To use listening skills to correctly order phrases using dot notation, showing</li> </ul>	<ul style="list-style-type: none"> <li>• To sing a widening range of unison songs of varying styles and structures with a pitch range of do–so (e.g. Extreme Weather), tunefully and with expression.</li> <li>• To perform forte and piano – loud and soft.</li> <li>• To perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).</li> <li>• To walk, move or clap a steady beat with others, changing the speed of the beat as the</li> </ul>

<ul style="list-style-type: none"> <li>• different arrangements of notes C-D-E/do-re-mi.</li> <li>• To know what the staff is, lines and spaces, and clef and use dot notation to show higher</li> <li>• or lower pitch.</li> <li>• To know and understand the differences between crotchets and paired quavers</li> <li>• To know how to apply word chants to rhythms, understanding how to link each syllable to one</li> <li>• musical note.</li> </ul>	<ul style="list-style-type: none"> <li>• tempo of the music changes.</li> <li>• To perform as a choir in school assemblies.</li> <li>• To become more skilled in improvising (using voices, tuned and untuned</li> <li>• percussion and instruments played in whole-class/group/individual/instrumental</li> <li>• teaching), inventing short 'on-the-spot' responses using a limited note-range.</li> <li>• To structure musical ideas (e.g. using echo or question and answer phrases) to</li> <li>• create music that has a beginning, middle and end. Pupils should compose in</li> <li>• response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</li> <li>• To combine known rhythmic notation with letter names to create rising and falling</li> <li>• phrases using just three notes (do, re and mi).</li> <li>• To compose song accompaniments on untuned percussion using known rhythms and</li> <li>• note values.</li> <li>• To develop facility in playing tuned percussion or a melodic instrument such as violin</li> <li>• or recorder. Play and perform melodies following staff notation using a small</li> <li>• range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and</li> <li>• quartets).</li> <li>• To individually (solo) copy stepwise melodic phrases with accuracy at different speeds;</li> <li>• allegro and adagio, fast and slow. Extend to question-and-answer phrases.</li> </ul>
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Y4

Knowledge	Skills
<ul style="list-style-type: none"> <li>• To listen carefully to a range of recorded or live music and use their musical knowledge to discuss what they have heard (see the list of example pieces in the Model Music Curriculum).</li> <li>• To develop their knowledge of musical components by composing music to create</li> <li>• a specific mood, for example creating music to accompany a short film clip.</li> <li>• To introduce major and minor chords and recognise how these sound.</li> <li>• To know and understand the differences between minims, crotchets, paired</li> <li>• quavers and rests.</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to sing a broad range of unison songs with the range of an octave (do–do)</li> <li>• (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and</li> <li>• following directions for getting louder (crescendo) and quieter (decrescendo).</li> <li>• To 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.</li> <li>• To perform a range of songs in school assemblies.</li> <li>• To improvise on a limited range of pitches on <b>the instrument they are now learning</b>,</li> <li>• making use of musical features including smooth (legato) and detached (staccato).</li> <li>• To begin to make compositional decisions about the overall structure of improvisations.</li> </ul>

	<ul style="list-style-type: none"> <li>• To 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.</li> <li>• Sing and play these phrases as self-standing compositions.</li> <li>• To 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.</li> <li>• To include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</li> <li>• To capture and record creative ideas using any of:             <ul style="list-style-type: none"> <li>• graphic symbols</li> <li>• rhythm notation and time signatures</li> <li>• staff notation</li> <li>• technology.</li> </ul> </li> <li>• To develop facility in the basic skills of a selected musical instrument over a sustained learning period -this can be achieved through working closely with TVMS who can provide whole-class instrumental teaching programmes.</li> <li>• To 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.</li> <li>• To perform in two or more parts.</li> <li>• To copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</li> <li>• To read and perform pitch notation within a defined range (e.g. C–G/do–so).</li> <li>• To follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</li> </ul>
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Y5

Knowledge	Skills
<ul style="list-style-type: none"> <li>• To listen carefully to a range of recorded or live music and use their musical knowledge to discuss what they have heard (see the list of example pieces in the Model Music Curriculum).</li> <li>• To know and understand how <b>triads</b> are formed, and play them on tuned percussion, melodic instruments. Perform simple, chordal accompaniments to familiar</li> </ul>	<ul style="list-style-type: none"> <li>• To 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.</li> <li>• To sing three-part rounds, partner songs, and songs with a verse and a chorus.</li> <li>• To perform a range of songs in school assemblies and in school performance opportunities.</li> <li>• To improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</li> </ul>

<ul style="list-style-type: none"> <li>• songs (e.g. Yellow Submarine by The Beatles).</li> <li>• To further understand the differences between semibreves, minims, crotchets and</li> <li>• crotchet rests, paired quavers and semiquavers.</li> <li>• To know and understand the differences between 2/4, 3/4 and 4/4 time signatures.</li> </ul>	<ul style="list-style-type: none"> <li>• To improvise over a simple groove, responding to the beat, creating a satisfying</li> <li>• melodic shape; experiment with using a wider range of dynamics, including very</li> <li>• loud (<i>fortissimo</i>), very quiet (<i>pianissimo</i>), moderately loud (<i>mezzo forte</i>), and</li> <li>• moderately quiet (<i>mezzo piano</i>).</li> <li>• To compose melodies made from pairs of phrases in either C major or A minor or a key</li> <li>• <b>suitable for the instrument chosen</b>. These melodies can be enhanced with rhythmic or</li> <li>• chordal accompaniment.</li> <li>• To work in pairs to compose a short <b>ternary</b> piece.</li> <li>• To use chords to compose music to evoke a specific atmosphere, mood or environment.</li> <li>• Equally, pupils might create music to accompany a silent film or to</li> <li>• set a scene in a play or book.</li> <li>• To capture and record creative ideas using any of: <ul style="list-style-type: none"> <li>• graphic symbols</li> <li>• rhythm notation and time signatures</li> <li>• staff notation</li> <li>• technology.</li> </ul> </li> <li>• To play melodies on tuned percussion, melodic instruments or keyboards, following</li> <li>• staff notation written on one staff and using notes within the Middle C–C'/do–do</li> <li>• range.</li> <li>• To develop the skill of playing by ear on tuned instruments, copying longer phrases</li> <li>• and familiar melodies.</li> <li>• To read and perform pitch notation within an octave.</li> <li>• To read and play short rhythmic phrases at sight from prepared cards, using</li> <li>• conventional symbols for known rhythms and note durations.</li> </ul>
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Y6

Knowledge	Skills
<ul style="list-style-type: none"> <li>• To listen carefully to a range of recorded or live music and use their musical knowledge to discuss what they have heard (see the list of example pieces in the Model Music Curriculum).</li> <li>• To further know and understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</li> </ul>	<ul style="list-style-type: none"> <li>• To sing a broad range of songs, including those that involve <b>syncopated</b> rhythms, as</li> <li>• part of a choir, with a sense of ensemble and performance. This should include</li> <li>• observing rhythm, phrasing, accurate pitching and appropriate style.</li> <li>• To continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – to develop greater listening skills, balance</li> <li>• between parts and vocal independence.</li> <li>• To perform a range of songs as a choir in school assemblies, school performance</li> <li>• opportunities and to a wider audience.</li> </ul>

- To extend improvisation skills through working in small groups to:
  - Create music with multiple sections that include repetition and contrast.
  - Use chord changes as part of an improvised sequence.
  - Extend improvised melodies beyond 8 beats over a **fixed groove**, creating a satisfying melodic shape.
- To 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.
- To compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.
- To compose a **ternary** piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
- To 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 (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp).
- To engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles.
- To further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).
- To read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
- To read and play from notation a four-bar phrase, confidently identifying note names and durations.
- Transition Project
- The end of Year 6 transition project provides a way to bring together what the pupils have learnt about reading notation, playing an instrument, composing melodies and singing as a class. More information can be found on page 98 of the Model Music Curriculum (2021).

## Keystage 2 End Points

*Pupils should learn to:*

- 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