

Music Curriculum Map



EYFS

	Key Learning Sequence	Musical Focus and Connections
Music	<p>Through six Charanga units (original music curriculum):</p> <ul style="list-style-type: none"> ○ Me ○ My Stories ○ Everyone ○ Our World ○ Big Bear Funk ○ Reflect and Rewind <p>All Charanga (O) To know nursery rhymes off by heart - ELG: Listening, Attention and Understanding ELG: Speaking To know the stories of some of the nursery rhymes - ELG: Listening, Attention and Understanding To learn that music can touch your feelings - ELG: Self-Regulation To enjoy moving to music by dancing, marching, being animals or Pop stars - ELG: Gross Motor Skills To know that we can move with the pulse of the music - ELG: Gross Motor Skills; ELG: Listening, Attention and Understanding Embed pulse, rhythm and pitch - ELG: Gross Motor Skills; ELG: Listening, Attention and Understanding To sing or rap nursery rhymes and simple songs from memory - ELG: Listening, Attention and Understanding; ELG: Speaking Perform any of the nursery rhymes by singing and adding actions or dance - ELG: Being Imaginative and Expressive Perform any nursery rhymes or songs adding a simple instrumental part - ELG: Managing Self; ELG: Gross Motor Skills Record the performance to talk about - ELG: Being Imaginative and Expressive</p>	<p>Focus on range of musical genres being introduced; understanding of pulse; link music to feelings.</p> <p>Cross-curricular links:</p> <ul style="list-style-type: none"> • Growing, homes, colour, toys, how I look. • Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time. • Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space. • Being Imaginative and Expressive ELG: 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. <p>Speaking ELG: Express their ideas and feelings about their experiences using full sentences.</p>



Year 1

Key Learning Sequence

Musical Focus and Connections

Music

- Through six Charanga units (new model music curriculum/original music curriculum)
- A1 Charanga (MMC): Introducing beat- How can we make friends when we sing together? **KS1 B3**
 - A2 Charanga (MMC): Adding rhythm and pitch – How does music tell us stories about the past? **KS1 B3**
 - SP1 Charanga (MMC): Introducing tempo and dynamics – How does music make the world a better place? **KS1 B1, B2**
 - SP 2 Charanga (MMC): Combining pulse, rhythm, pitch – How does music help us to understand our neighbours? **KS1 B1, B3**
 - SU1 Charanga (MMC): Having fun with improvisation – What songs can we sing together to help us through the day? **KS1 B1, B4**
 - SU 2 Charanga (MMC): Music and the environment – How does music teach us about looking after the planet? **KS1 B1, B2, B3**

- Focus on history links (A2 topic and Charanga unit about differences in the past).
- A2 focus also on performance (Nativity)
- SU2 – link to sustainability/love our planet
- SP 2 – linked to social themes of culture, community, identity



Year 2

Key Learning Sequence

Musical Focus and Connections

Music

- Through six Charanga units (new model music curriculum/original music curriculum)
- A1 Charanga (MMC): Exploring Simple Patterns - How Does Music Help Us to Make Friends? **KS1 B1, B3**
 - A2 Charanga (MMC): Dynamics and Tempo - How Does Music Teach Us about the Past? **KS1 B1, B2,**
 - SP1 Charanga (MMC): Exploring feelings through music - How Does Music Make the World a Better Place? **KS1 B1, B4**
 - SP2 Charanga (MMC): Music that makes you dance - How Does Music Make Us Happy? **KS1 B1, B3**
 - SU1 Charanga (MMC): Inventing a musical story - How Does Music Teach Us about Our Neighbourhood? **KS1 B3, B4**
 - SU2 Charanga (MMC): Music and the environment - How Does Music Teach Us About Looking After Our Planet? **KS1 B1, B2, B3**

- A1 – link to PSHE unit ‘Myself and My Relationships’
- A2 - linked to history (understanding the past)
- SP1 – PSHE unit on safer lifestyles – songs related to healthier lifestyles additionally.
- SU1 (switched Charanga unit to fit better in with the SU1 PSHE ‘Citizenship: Diversity and Communities’)



Year 3

Key Learning Sequence

Musical Focus and Connections

Music

- Through Charanga units (new model music curriculum/original music curriculum) and topic-related unit**
- A1 **Charanga (O)**: Let Your Spirit Fly/Beat & Pulse – What do you know about RnB music? **KS2 B3, B5, B6**
 - A2 (**Bespoke topic related**): Body Percussion and Composition – How can I use my knowledge of the Stone Age to create my own music? **KS2 B2, B5, B6**
 - SP1 **Charanga (O)**: Three Little Birds/ Texture and Tempo – How do you know this is reggae music? **KS2 B3, B5,**
 - SP2 **Charanga (MMC)**: Improvisation – What stories does music tell us about the past? **KS2 B2, B5, B6**
 - SU1 **Charanga (MMC)**: Composition and Playing – How does music make the world a better place? **KS2 B1, B2, B4, B5**
 - SU2 **Charanga (MMC)**: Sharing Musical Experiences – How does music help us get to know our community? **KS2 B4, B5**

- A2 – Bespoke unit of lessons designed by Year 3 teachers based around their overarching history topic.
- SP2 – link to history main topic – stories and the past
- SU1 – Can link to PSHE unit – healthier/better lifestyles. Songs to reflect this in PSHE and music lessons



Year 4

Key Learning Sequence

Musical Focus and Connections

Music

- Through Charanga units (new model music curriculum/original music curriculum) and WCIT**
Some of these units will be taught at different times due to the movement of WCIT around the classes, ensuring that all children get the opportunity.
- A1 **WCIT (and across the year)**: Ukuleles - Learning basic instrumental skills by playing tunes in varying styles. What is a ukulele and how can I become confident in playing it? **KS2 B1, B3, B4**
 - SP1 **Charanga (O)**: Mama Mia/ Pulse & rhythm – How does ABBA’s music reflect the musical styles of the 1970s and 1980s? **KS2 B3, B4, B5**
 - SP2 **Charanga (O)**: Stop! Composition/ANTI-bullying – How can a song represent a feeling? **KS2 B2, B3, B4**
 - SU1 **Charanga (O)**: Lean on Me/ understand changes in tempo, dynamics and texture – What is the importance of gospel music in history? **KS2 B3, B4, B5, B6**
 - SU2 **Charanga (MMC)**: Music and the environment - How does music connect us with the environment? **KS2 B1, B2, B4**

- WCIT to support musicianship – taught by outside music teacher.
- STOP! Moved to SP2 unit to match with anti-bullying PSHE focus for that half term.
- Mama Mia moved to SP1
 SU2 Environment/sustainability linked to Egyptian water irrigation topic



Year 5

Key Learning Sequence

Musical Focus and Connections

Music

- Through Charanga units (new model music curriculum/original music curriculum); Peterborough Rocks opportunity**
- A1 Charanga (O): Livin' on a Prayer/knowledge of the IRDM linking together to create a piece - How do you know that this is rock music? **KS2 B1, B3, B5, B6**
 - A2 Peterborough Rocks/performance focus – How can I use my singing, appraisal and musical knowledge skills to help prepare me for a live performance? **KS2 B1, B3, B4, B5**
 - SP1 Charanga (MMC): Exploring Key and Time Signatures – How does music improve our world? **KS2 B1, B2, B6**
 - SP2 Charanga (O): The Fresh Prince of Bel Air/rhythm & pulse – What is Hip Hop and how does it fit into the history of music? **KS2 B3, B4, B6**
 - SU1 Charanga (O): Dancing in the Street/tempo & pitch - How is a Motown song structured? **KS2 B3, B4, B5**
 - SU2 Charanga (MMC): Music and the environment - How does music connect us with the environment? **KS2 B3, B4, B5**

- A1 – Background info on rock music and what came after the Beatles (may be moved to Spring 1 for academic yr 2022/3 as makes sense chronologically to be post-P Rocks music).
- A2 – opportunity to learn by heart, read lyrics/notes/melody, have professionals train them, preparing for performance.
- Preparation for performance will stretch between A1/2, so Bon Jovi unit will also be amongst the two half terms.
- Performance unit also links to Autumn PSHE – Beginning & Belonging – How might people feel when starting something new/what helps me be resilient in new situations?
- SP1 – music is a changemaker – can link to Maya music.
- SP2 – not linked to topic, but very popular Charanga unit – could apply their knowledge learnt here to their PSHE – rap creation about healthier lifestyles?
- SU2 – environment and sustainability link.



Year 6

Key Learning Sequence

Musical Focus and Connections







Music

- Through Charanga units (new model music curriculum/original music curriculum) and topic-related units**
- A1/2 (Bespoke topic related): WW2 Music/composition/percussion/appraising – How important was the role of music in WW2? **KS2 B1, B2, B3, B5, B6**
 - SP1 Charanga (O): You've Got A Friend/pop music/female influence - Who was Carole King and what are her musical style indicators? **KS2 B1, B3, B4**
 - SP2 Charanga (MMC): Exploring Notation Further - How Does Music Teach Us about Our Community? **KS B1, B3, B4, B5**
 - SU1 Charanga (MMC): Using chords and structure – How does music shape our way of life? **KS2 B2, B6**
 - SU2 (Bespoke topic related): Showtime – performance/reading music – How can we use our Year 6 music skills to enhance our end of year performance? **KS2 B1, B3, B4,**

- A1/2 - Weekly specifically designed lessons to fit with WW2 history/geography topic
- A1 – links to Charanga (O) unit by comparing WW2 Jazz with more contemporary 20th/21stC pop music via Charanga (O) unit 1 (use of Charanga music timeline for comparison)
- A2 – 'Music Day' where pupils enjoy music sessions all day, culminating in a group creation/performance of their own WW2 style chant/rap/jazz song.
- SP2 – Link to PSHE and managing risk – unit about protest songs.
- SU1 – Role of musicians as influential/link to business topic – research music inspiration on successful businesspeople
- SU2 – Music lessons shaped around end of year show/theme/songs.



EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music						
	<p>Me!</p>  <p>Explore the pulse, rhythm and pitch</p>	<p>My Stories</p>  <p>Singing and percussion Explore voices and classroom instruments.</p>	<p>Everyone!</p>  <p>singing and tuned instruments Embedding pulse, rhythm and pitch, explore voices and classroom instruments.</p>	<p>Our World</p>  <p>Singing and tuned instruments Embedding pulse, rhythm and pitch, explore voices and classroom instruments.</p>	<p>Big Bear Funk</p>  <p>Embedding pulse, rhythm and pitch, explore voices and classroom instruments.</p>	<p>Reflect, Rewind and Replay</p>  <p>Embedding pulse, rhythm and pitch, explore voices and classroom instruments.</p>



Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music						
	<p>Introducing Beat How Can We Make Friends When We Sing Together?</p>	<p>Adding Rhythm & Pitch How Does Music Tell Stories about the Past?</p>	<p>Introducing Tempo & Dynamics How Does Music Make the World a Better Place? Xylophone/glockenspiels</p>	<p>Combining Pulse, Rhythm and Pitch How Does Music Help Us to Understand Our Neighbours?</p>	<p>Using your imagination to compose Your Imagination</p>	<p>The history of music, look back and consolidate your learning, learn some of the language of music. Reflect, Rewind and Replay</p>



Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music						
	Exploring Simple Patterns How Does Music Help Us to Make Friends?	Focus on Dynamics & Tempo How Does Music Teach Us about the Past? OCARINAS	Exploring Feelings Through Music How Does Music Make the World a Better Place? IMPROVISIONATION FOCUS		Inventing a Musical Story How Does Music Teach Us about Our Neighbourhood?	How does music teach us about looking after our planet? OCARINAS?



Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music						
	Let Your Spirit Fly <ol style="list-style-type: none">123456 What do you know about RnB music? Exploring the dimensions of music - beat and pulse. Let Your Spirit Fly/Beat & Pulse – What do you know about RnB music?	Exploring Stone Age Music Body percussion Using Cave Art to create a graphic score and perform using 'body percussion' Body Percussion and Composition – How can I use my knowledge of the Stone Age to create my own music?	Three Little Birds <ol style="list-style-type: none">123456 Exploring the dimensions of music: texture and tempo Three Little Birds/ Texture and Tempo – Who was Bob Marley	Enjoying Improvisation What Stories Does Music Tell Us about the Past? <ol style="list-style-type: none">123456	Recorders Composing Using Your Imagination How Does Music Make the World a Better Place? <ol style="list-style-type: none">123456	Sharing Musical Experiences How Does Music Help Us Get to Know Our Community? <ol style="list-style-type: none">123456



Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Music						
	<p>Ukulele's stage 1 Learning basic instrumental skills by playing tunes in varying styles</p> <p>Introduction to the language of music, theory and composition.</p>		<p>Stop!</p> <p>Grime, Classical, Bhangra, Tango, Latin Fusion</p> <p>Composition, Bullying.</p>	<p>Mama Mia</p> <p>Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.</p>	<p>Lean On Me</p> <p>Gospel</p> <p>Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.</p>	<p>Reflect, Rewind and Replay</p> <p>Western Classical Music and your choice from Year 4</p> <p>Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>



Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	<p>Livin' On A Prayer</p> <p>1 2 3 4 5 6</p> <p>How do you know that this is rock music? Improvisation focus To sing with an awareness of being in tune and listen to the group when singing.</p>	<p>Peterborough Sings Exploring ensemble performance – to confidently sing in unison and learn parts from memory</p> <p>Explore the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation</p> <p>In addition: Charanga Model Music Curriculum unit 2 – space links with the songs to learn and appraise (lessons 3 & 4)</p>	<p>Exploring Key & Time Signatures How Does Music Improve Our World?</p> <p>1 2 3 4 5 6</p> <p>Composition focus</p> <p>Explore the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation</p>	<p>The Fresh Prince Of Bel-Air</p> <p>1 2 3 4 5 6</p> <p>Explore the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation To experience rapping and solo singing</p>	<p>Dancing In The Street</p> <p>1 2 3 4 5 6</p> <p>Instrument focus Explore the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation</p>	<p>Instrument focus</p>

					Play a musical instrument with the correct technique	
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Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music						
	<p>World War II Music</p> <p>How important was the role of music in historical events?</p> <p>Percussion Composition</p> <p>Explain the influence of historical events on music.</p> <p>Composing a piece of music based on a theme.</p> <p>Play and perform (singing and tuned instruments) with accuracy, fluency, control and expression.</p> <p>Play and perform (singing and tuned instruments) with accuracy, fluency, control and expression.</p>	<p>You've Got A Friend</p> <p>How can we compare different songs by the same songwriter?</p> <p>1 2 3 4 5 6</p> <p>Singing Glockenspiels</p> <p>Explore the relationship between sound and how meaning can be expressed through music.</p> <p>Play and perform (singing and tuned instruments) with accuracy, fluency, control and expression.</p>	<p>Exploring Notation Further</p> <p>How Does Music Teach Us about Our Community?</p> <p>1 2 3 4 5 6</p> <p>Singing Glockenspiels</p> <p>Listen to and comment on the work of musicians/composers.</p> <p>Compare and analyse genres of music – applying musical vocabulary.</p>	<p>Using Chords and Structure</p> <p>How Does Music Shape Our Way Of Life?</p> <p>1 2 3 4 5 6</p> <p>Singing Glockenspiels & Keyboards</p> <p>Create complex rhythm patterns using a variety of instruments.</p>	<p>Showtime!</p> <p>How can we use our Year 6 music skills to enhance our end of year performance?</p> <p>Performance</p> <p>Explore the relationship between sound and how meaning can be expressed through music.</p> <p>Learn to play a musical instrument over a period of weeks.</p>	