

Music

Curriculum and Assessment Map

	0-3 Preschool	3-4 EYFS 1	Reception EYFS 2	Links to KS1 Curriculum
EYFS area of Learning	Expressive Arts and Design: Being Imaginative and Expressive			
Fundamental Knowledge	Joins in singing songs Creates sounds by rubbing, shaking, tapping, striking or blowing Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow	Joins in with rhymes and songs and is learning to sing familiar ones by heart and make up own Experiments with the different sounds instruments make Listens carefully and respond to the sounds heard Keeps in time to the beat and taps out a rhythm Shares music making with others	Sings new songs and rhymes matching the pitch and following the melody of a song Plays untuned and tuned instruments Expresses feelings and ideas through music and about music Composes and adapts songs and music Performs individually and in a group	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 interrelated dimensions of music.
Early Learning Goal	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.			

Curriculum map to be used in conjunction with Singup subscription.
Knowledge statements from Singup.

Music

Curriculum and Assessment Map

Year 1	Autumn		Spring	Summer
National Curriculum	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.			
	Colonel Hathi's March	Magical Musical Aquarium	Football	Cat and Mouse
Singing		Sing songs with a very small range (mi-so), then slightly wider. Include pentatonic songs Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy.	Sing simple chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.	Sing simple chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. Sing songs with a very small range (mi-so), then slightly wider. Include pentatonic songs
Listening	Develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances			Listen to recorded performances
Composing	Create musical sound effects and short sequences of sounds in response to a stimulus (e.g. a rainstorm or a train journey). Combine to make a story using classroom instruments or sound-makers.	Recognise how graphic notation can represent created sounds. Explore and invent own symbols.	Improvise simple vocal chants using question-and-answer phrases. Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.	Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns. Recognise how graphic notation can represent created sounds. Explore and invent own symbols.

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Music

Curriculum and Assessment Map

Performing	Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Respond to the pulse in recorded/live music through movement and dance.	Explore percussion sounds to explore storytelling.	Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat. Perform short copycat rhythm patterns accurately, led by the teacher. Perform word-pattern chants; create, retain and perform their own rhythm patterns.	Perform short repeating rhythm patterns while keeping in time with a steady beat. Perform word-pattern chants; create, retain and perform their own rhythm patterns. Explore percussion sounds to explore storytelling.
Curriculum Links	Science: Animals and Humans			
Assessment	Progression snapshot recorded at end of each unit			
Enriching Experiences	Nativity performance			

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Music

Curriculum and Assessment Map

Year 2	Autumn		Spring	Summer
National Curriculum	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.			
	Birdsong	Trains	Grandma Rap	Tanczymy Labada
Singing		Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).	Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control. Sing songs with a small pitch range, pitching accurately.	Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control. Sing songs with a small pitch range, pitching accurately.
Listening	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances.	Listen to recorded performances.	Listen to recorded performances.	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances.
Composing	Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).	Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch)	Use music technology to capture, change, and combine sounds.	

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Music

Curriculum and Assessment Map

Performing	Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. Sing short phrases independently within a singing game or short song.	Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.	Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchets rests.	Identify the beat groupings in familiar music that they sing regularly and listen to. Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.
Curriculum Links	Science: Animals and Humans	History: Transport DT: Wheels and Axels		
Assessment	Progression snapshot recorded at end of each unit			
Enriching Experiences	Nativity Performance			

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Music

Curriculum and Assessment Map

Year 3	Autumn	Spring	Summer
National Curriculum	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 • 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.		
	I've been to Harlem	Just Three Notes	Latin Dance (Ukelele) or Mangrove Twilight (Percussion) or Enchanted Forest (Recorder)*
Singing	Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft. Perform actions confidently and in time to a range of action songs.		Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft. Perform actions confidently and in time to a range of action songs.
Listening	Listen to recorded performances.	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances.	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances.
Composing	Become more skilled in improvising (using voices, tuned and untuned percussion, and other instruments), inventing short 'on-the-spot' responses using a limited note-range. Compose song accompaniments on untuned percussion using known rhythms and note values.	Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi).	Become more skilled in improvising (using voices, tuned and untuned percussion, and other instruments), inventing short 'on-the-spot' responses using a limited note range. Structure musical ideas (e.g. using echo or question-and-answer phrases) to create music that has a beginning, middle, and end. Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs), and musical sources.

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Music

Curriculum and Assessment Map

			Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi).
Performing	Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups. Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi. d Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.	Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups. Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi. Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note.	Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups. Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. Recognise the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note.
Curriculum Links			
Assessment	Progression snapshot recorded at end of each unit		

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Music

Curriculum and Assessment Map

Enriching Experiences	Year 3 Show
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Music

Curriculum and Assessment Map

Year 4	Autumn	Spring	Summer
National Curriculum	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 • 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.		
	This Little Light of Mine	Fly With the Stars (Ukelele) or Monsters, Monsters! (Recorder) or Ripples (Percussion)*	Global Pentatonics
Singing	Continue to sing a broad range of unison songs with the range of an octave (do-do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).	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.	Continue to sing a broad range of unison songs with the range of an octave (do-do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). 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.
Listening	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances.	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances.	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances.
Composing	Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations and continue this process in composition tasks.		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. Sing and play these phrases as self-standing compositions. Include instruments played in whole-class/group/individual teaching to expand the scope

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Music

Curriculum and Assessment Map

			and range of the sound palette available for composition work. Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology
Performing		Develop facility in the basic skills of a selected musical instrument over a sustained learning period. 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. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. Introduce and understand the differences between minims, crotchets, paired quavers, and rests. Read and perform pitch notation within a defined range (e.g. C–G/do–so). Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble	Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). Understand the differences between minims, crotchets, paired quavers, and rests.
Curriculum Links			

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Music

Curriculum and Assessment Map

Assessment	Progression snapshot recorded at end of each unit
Enriching Experiences	Orchestra Unwrapped Massed Choirs

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Music

Curriculum and Assessment Map

Year 5	Autumn	Spring	Summer
National Curriculum	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 • 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.		
	Why We Sing	Rosewood Gratitude (percussion), Earthlight (recorder) or The Doot Doot Song (Ukelele)*	Kisne Banaaya
Singing	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. Sing three-part rounds, partner songs, and songs with a verse and a chorus.		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. Sing three-part rounds, partner songs, and songs with a verse and a chorus.
Listening	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances.	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances.

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Music

Curriculum and Assessment Map

Composing	Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in composition tasks.		Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology
Performing		Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range. Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers. Read and perform pitch notation within an octave (e.g. C–C'/do–do). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.

Music

Curriculum and Assessment Map

Curriculum Links		Science: Space (Earthlight unit)	
Assessment	Progression snapshot recorded at end of each unit		

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Music

Curriculum and Assessment Map

Year 6	Autumn	Spring	Summer
National Curriculum	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 • 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.		
	Hey, Mr Miller	Dona Nobis Pacem	Ame Sau Vala Tara Bal
Singing	Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style. Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group - i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts, and vocal independence.	Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style. Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group - i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts, and vocal independence.	Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style. Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group - i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts, and vocal independence.
Listening	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances
Composing	Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.	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.	

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Music

Curriculum and Assessment Map

		Enhance improvised/composed melodies with rhythmic or chordal accompaniment.	
Performing	Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.	Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line. Further understand the differences between semibreves, minims, crotchets, quavers, and semiquavers, and their equivalent rests. Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.	Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.
Curriculum Links	History: WWII	Latin curriculum Personal Development: Peace	
Assessment	Progression snapshot recorded at end of each unit		
Enriching Experiences	Year 6 Show		

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