

## Rockmount Primary School Subject Curriculum Map

### Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<p><b>How can we have fun with music?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>to use their voices creatively and expressively whilst developing a sense of pitch and pulse (unconsciously) through singing, games, speaking chants and rhymes.</li> <li>to sing along with familiar songs and nursery rhymes.</li> <li>to expressive themselves freely through movement in response to music.</li> <li>to safely explore some musical instruments.</li> </ul>	<p><b>How can I use my voice?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>to use their voices creatively and expressively whilst developing a sense of pitch and pulse (unconsciously) through singing, games, speaking chants and rhymes.</li> <li>to sing along with familiar songs and nursery rhymes.</li> <li>to expressive themselves freely through movement in response to music.</li> <li>to safely explore some musical instruments.</li> </ul>	<p><b>How can I move to the music?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>to use their voices creatively and expressively whilst developing a sense of pitch and pulse (unconsciously) through singing, games, speaking chants and rhymes.</li> <li>to enjoy singing familiar songs and nursery rhymes, joining in with dancing and ring games</li> <li>to expressive themselves freely through movement and role-play in response to music.</li> <li>to safely use and explore some musical instruments, learning to play and stop.</li> <li>to listen and respond to what they have heard, expressing their thoughts and feelings about the music.</li> </ul>	<p><b>What's that sound?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>to use their voices creatively and expressively whilst developing a sense of pitch and pulse (unconsciously) through singing, games, speaking chants and rhymes.</li> <li>to enjoy singing familiar songs and nursery rhymes, joining in with dancing and ring games.</li> <li>to expressive themselves freely through movement and role-play in response to music.</li> <li>to safely use and explore some musical instruments, learning to play loudly or quietly.</li> <li>to listen and respond to what they have heard, expressing their thoughts and feelings about the music.</li> </ul>	<p><b>What sounds can I make?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>to use their voices creatively and expressively whilst developing a more accurate sense of pitch and pulse (unconsciously) through singing, games, speaking chants and rhymes.</li> <li>to enjoy singing familiar songs and nursery rhymes, joining in with dancing and ring games.</li> <li>to expressive themselves freely through movement and role-play in response to music.</li> <li>to safely use and explore some musical instruments, learning to play loudly or quietly, fast or slow.</li> <li>to listen and respond to what they have heard, expressing their thoughts and feelings about the music.</li> </ul>	<p><b>What happens when we play music together?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>to use their voices creatively and expressively whilst developing a more accurate sense of pitch and pulse (unconsciously) through singing, games, speaking chants and rhymes.</li> <li>to enjoy singing familiar songs and nursery rhymes, joining in with dancing and ring games.</li> <li>to expressive themselves freely through movement and role-play in response to music.</li> <li>to safely use and explore some musical instruments with increasing control to express their feelings and ideas.</li> <li>to listen and respond to what they have heard, expressing their thoughts and feelings about the music.</li> </ul>
<b>Reception</b>	<p><b>What makes music fun and exciting to learn?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>to use their voices creatively and expressively whilst developing a sense of pitch, pulse and rhythm (unconsciously) through singing, games, speaking chants and rhymes.</li> <li>to listen and respond to music, expressing themselves freely through movement and role play.</li> <li>to safely explore some musical instruments</li> <li>to develop a vocabulary to enable them to describe music and sounds.</li> </ul>	<p><b>How can music help us enjoy different festivals?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>to use their voices creatively and expressively whilst developing a sense of pitch, pulse and rhythm (unconsciously) through singing, games, speaking chants and rhymes.</li> <li>to express themselves freely through movement and role-play and to share their thoughts and observations in response to <i>The Dance of the Sugar Plum Fairy</i> and <i>The March</i> from Tchaikovsky's '<i>The Nutcracker</i>'. They also discover what an orchestra is.</li> <li>to explore different sounds and durations (Fireworks)</li> </ul>	<p><b>What opposites can we find in music?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>to use their voices creatively and expressively whilst developing a sense of pitch, pulse and rhythm (unconsciously) through singing, games, speaking chants and rhymes.</li> <li>to listen and respond to contrasting music, expressing themselves freely through role-play and movement.</li> <li>to safely use and explore some musical instruments</li> <li>to identify contrasts in music, focusing on high and low pitch, fast and slow, loud and quiet.</li> </ul>	<p><b>Can music sound like a bumblebee?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>to use their voices creatively and expressively whilst developing a sense of pitch, pulse and rhythm (unconsciously) through singing, games, speaking chants and rhymes.</li> <li>to expressive themselves freely through movement and role-play and to share their thoughts and observations in response to <i>The Flight of the Bumblebee</i> (Rimsky-Korsakov) using some musical vocabulary.</li> <li>to recognise some instruments of the orchestra.</li> </ul>	<p><b>How can music sound like an animal?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>to use their voices creatively and expressively whilst developing a sense of pitch, pulse and rhythm (unconsciously) through singing, games, speaking chants and rhymes.</li> <li>to expressive themselves freely through movement and role-play and to share their thoughts and observations in response to <i>The Carnival of the Animals</i> (Saint-Saens) using some musical vocabulary.</li> <li>to recognise some instruments of the orchestra.</li> <li>to safely use and explore a variety of tuned and untuned</li> </ul>	<p><b>What music sounds like water?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>to use their voices creatively and expressively whilst developing a sense of pitch, pulse and rhythm (unconsciously) through singing, games, speaking chants and rhymes.</li> <li>to express themselves freely through movement and role-play and to share their thoughts and observations in response to music using some musical vocabulary.</li> <li>to experiment with, create, select and combine sounds using the elements of music to represent a given idea.</li> <li>to safely use and explore a variety of tuned and untuned</li> </ul>

		<p>using their voices and instruments.</p> <ul style="list-style-type: none"> <li>to develop a vocabulary to enable them to describe music and sounds.</li> <li>to perform songs with a sense of purpose for end of term performances.</li> </ul>	<ul style="list-style-type: none"> <li>to develop a vocabulary to enable them to describe music and sounds.</li> </ul>	<ul style="list-style-type: none"> <li>to safely use and explore a variety of tuned and untuned percussion instruments.</li> <li>to describe their thoughts and observations using some musical vocabulary.</li> </ul>	<p>percussion instruments with increasing control.</p>	<p>percussion instruments with increasing control.</p>
<b>Year 1</b>	<p><b>How can music help us imagine royal life?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>to listen and respond to a range of music through movement and role-play, describing their thoughts and observations with an increasing musical vocabulary.</li> <li>to play percussion instruments with increasing control and accuracy.</li> <li>to develop a sense of pitch, pulse and rhythm through singing, chants, rhythm games and movement.</li> </ul>	<p><b>How can music help us celebrate festivities and tell enchanting stories?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>to listen and respond to Tchaikovsky's magical ballet, <i>The Nutcracker</i> through movement and role-play, describing their thoughts and observations with an increasing awareness and musical vocabulary.</li> <li>to recognise some instruments of the orchestra by sight and sound.</li> <li>to develop a sense of pitch, pulse and rhythm through singing, chants, rhythm games and movement.</li> <li>to perform songs with a sense of purpose for end of term performances.</li> </ul>	<p><b>What is melody?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>to listen and respond to a range of music through movement and role-play, describing their thoughts and observations with an increasing awareness and musical vocabulary.</li> <li>to read and create simple notated rhythms.</li> <li>about melody and melodic shapes, composing and playing their own short melodies.</li> <li>to play tuned percussion instruments with increasing control and accuracy.</li> <li>to develop a sense of pitch, pulse and rhythm through singing, chants, rhythm games and movement.</li> </ul>	<p><b>How do different styles of music make us feel and move?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>to listen and respond to music in contrasting styles through movement and role-play describing their thoughts and observations with an increasing awareness and musical vocabulary.</li> <li>to sing and play songs in different styles using tuned percussion instruments with increasing control and accuracy.</li> <li>to develop a sense of pitch, pulse and rhythm through singing, chants (rap), rhythm games and movement.</li> </ul>	<p><b>What does Mexican music sound like?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>about the music and instruments of Mexico through exploration of traditional Mexican music, songs, dances and rhythm games.</li> <li>to sing a variety of songs, including learning how to sing a round (Popocatepetl) in two parts.</li> <li>to read and create simple notated rhythms</li> <li>to play percussion instruments with increasing control and accuracy.</li> </ul>	<p><b>How can music represent different animals?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>to listen and respond to Saint-Saens' <i>Carnival of the Animals</i> through movement and role-play, exploring how the music represents the different animals.</li> <li>to sing a round (Kookaburra) in two parts.</li> <li>to use rhythm notation and their growing understanding of the elements of music to create their own animal class song/piece.</li> </ul>
<b>Year 2</b>	<p><b>How can the music and songs from Africa inspire us to sing and move?</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>to listen and appraise music from around the world, focusing on Africa.</li> <li>to sing a variety of African songs in unison, call and response and as a round/layered parts.</li> <li>to use their voices expressively and creatively as well as developing accuracy and control.</li> <li>to play percussion instruments musically, with increasing control and accuracy.</li> </ul>	<p><b>How can we use music and performance to bring stories to life?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>to perform songs with expression and a sense of purpose for the Year 2 Christmas production.</li> <li>to listen and respond to some of the contrasting dances from <i>The Nutcracker</i> (Tchaikovsky) through movement, playing instruments and by describing their observations using an increasing musical vocabulary.</li> </ul>	<p><b>How does Indian music take us on a journey to another world?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>about traditional Indian music and instruments through singing, playing, improvising and dancing.</li> <li>to use the keyboards creatively, carefully selecting keyboard voices to suit their improvised pieces.</li> </ul>	<p><b>How can singing in a round make our songs sound even better?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>to sing a variety of songs as a round.</li> <li>to sing with increasing control, accuracy and expression.</li> <li>what a ukulele is, how to hold it and strum the open strings steadily to a pulse.</li> <li>to accompanying themselves singing songs on the ukulele (open chord strumming).</li> </ul>	<p><b>Are we really learning when we play rhythm games?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>more about beat, rhythm and tempo through rhythm games, traditional clapping games and movement.</li> <li>to read notated rhythms more confidently.</li> <li>to listen and appraise '<i>Short Ride in a Fast Machine</i>' (John Adams), responding creatively through movement and art.</li> </ul>	<p><b>How can music reflect the beauty and excitement of the seaside?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>to sing a range of seaside themed songs in a variety of styles.</li> <li>to use their voices and play instruments expressively and creatively as well as developing accuracy and control.</li> <li>to listen and appraise music related to the sea, exploring how music can convey a particular atmosphere and mood through creative explorations of the elements of music.</li> </ul>



<p><b>Year 3</b></p>	<p><b>Why was rhythm an important feature of Stone Age music?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• about the origins of music and what music might have sounded like in the Stone Age.</li> <li>• to read, write and create rhythms that can be performed together to create texture.</li> <li>• to sing and play a Stone Age version of Queen's 'We Will Rock You' using body percussion and percussion instruments with increasing accuracy and control.</li> </ul>	<p><b>How can we use music to explore and express different scenes and emotions?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• to sing two songs together at the same time (partner songs) with an awareness of their own part, singing with good diction and expression.</li> <li>• to improvise and create music for a given scene.</li> <li>• to perform songs with increasing accuracy, expression and a sense of purpose for end of term performances.</li> </ul>	<p><b>How can music express ideas and tell a story?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• to listen with attention to detail, identifying the different instruments of the orchestra and how the character themes suit each of the characters in Prokofiev's 'Peter &amp; the Wolf'.</li> <li>• how music can express a mood or represent a character by using and combining the elements of music.</li> <li>• how to purposefully select and use the different voices of the keyboard.</li> <li>• to compose their own character themes for a class performance of a musical story.</li> </ul>	<p><b>Can you crack the secret code of pitch so you can play melodies and compose your own?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• to read pitched notation focusing on reading three notes (G A B)</li> <li>• to play and compose simple melodies on keyboard using rhythm and pitch notation, with an awareness of finger placement, hand position and posture.</li> </ul>	<p><b>How do we begin to play the ukulele?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• about the ukulele and the correct way to hold and play it.</li> <li>• how to strum downwards to a pulse (and on specific beats).</li> <li>• to play the chords C and Am (some may also learn F).</li> <li>• how to sing and accompany themselves on the ukulele.</li> <li>• to compose a class song using the ukulele to accompany themselves.</li> </ul>	<p><b>How have you improved as a musician since the beginning of the year?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• to reflect on their growing repertoire of musical skills, including singing, playing instruments, and creating music.</li> </ul>
<p><b>Year 4</b></p>	<p><b>How do we develop our ukulele skills?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• to play the chords C, Am and F (some may also learn to play G/G7).</li> <li>• how to change between chords smoothly</li> <li>• to strum up and down to create simple strumming patterns.</li> <li>• how to sing and accompany themselves on the ukulele</li> <li>• to compose songs using the ukulele to accompany themselves.</li> </ul>	<p><b>How do we make music sound mysterious?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• to play short melodies in a minor key using pitched notation (building on the three notes already secured in Yr3)</li> <li>• about minor tonality by playing and improvising in a minor key on tuned percussion and/or keyboards.</li> <li>• to perform songs with increasing accuracy, expression and a sense of purpose for end of term performances.</li> </ul>	<p><b>How can you use your body to create music?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• to further develop their sense of rhythm through rhythm games.</li> <li>• a repertoire of challenging body percussion rhythms that can be performed as an accompaniment to songs, performed in unison, as a round or layered together.</li> <li>• to create, play and combine challenging rhythms with increasing accuracy, control and an awareness of their own part within the ensemble.</li> </ul>	<p><b>Why does some music make you want to dance?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• about music from Brazil through listening and appraising, singing and playing instruments.</li> <li>• to play and combine syncopated rhythms with increasing accuracy, control and an awareness of their own part within the ensemble by forming a class samba band.</li> </ul>	<p><b>How do we make music sound exciting?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• to listen and appraise Grieg's 'In the Hall of the Mountain King', discovering how he made the music so exciting whilst also developing their knowledge of the orchestra and ability to listen with attention to detail.</li> <li>• how the elements of music can be used to create mood and atmosphere in music.</li> <li>• to play extracts from the piece on keyboards/tuned percussion.</li> <li>• to compose their own exciting music.</li> </ul>	<p><b>How have you improved as a musician since the beginning of the year?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• to reflect on and appreciate their expanding repertoire of musical skills, including singing, playing instruments, and creating music</li> </ul>
<p><b>Year 5</b></p>	<p><b>How can music convey different moods and feelings?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• how Holst uses the musical elements to create mood and atmosphere in <i>The Planets</i>.</li> <li>• to identify and use musical devices like drones, cluster chords, major and minor chords, and ostinatos in their own compositions.</li> </ul>	<p><b>Why was music an important part of the War years?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• to listen, appraise and perform music that was popular during World War 1 and 2.</li> <li>• to play and sing some war time songs (including a three-part round) with increasing accuracy, control, expression</li> </ul>	<p><b>How did music reflect life during the Tudor period?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• about traditional Tudor songs, dances and instruments through listening, appraising, composing and performing.</li> </ul>	<p><b>How can we use the ukulele to explore and perform music from different genres?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• to play the chords C, Am, F and G/G7.</li> <li>• to change between chords smoothly and with increasing ability.</li> </ul>	<p><b>How can we develop our keyboard skills to play confidently both on our own and with others?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• to become more confident keyboard players, incorporating finger placement and playing from staff notation with increasing accuracy and fluency.</li> </ul>	<p><b>How does music reflect our connection with water, from rivers to seas?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• how music is connected to water in various ways.</li> <li>• to listen and appraise music inspired by water and how the elements of music are used to evoke the power and beauty of water.</li> </ul>

		<p>and awareness of the swing style.</p> <ul style="list-style-type: none"> <li>to perform songs with increasing accuracy, expression and a sense of purpose for end of term performances.</li> </ul>		<ul style="list-style-type: none"> <li>to further develop their strumming techniques by adding rhythm and more complex up and down patterns</li> <li>how to sing and accompany themselves on the ukulele, playing songs in a range of styles.</li> <li>to compose songs using the ukulele to accompany themselves.</li> </ul>	<ul style="list-style-type: none"> <li>the ensemble skills needed to perform duets on the keyboard.</li> </ul>	<ul style="list-style-type: none"> <li>to sing some traditional sea shanties, rounds and partner songs with an awareness of their own part, using their voices with increasing accuracy, fluency, control and expression.</li> <li>to improvise and compose their own sea shanties and/or water inspired music.</li> </ul>
<b>Year 6</b>	<p><b>How has music brought people together across time, from the Victorian music halls to modern pop performances?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>to listen, appraise and perform music from the Victorian era.</li> <li>to perform in solo and ensemble contexts with an increasing awareness of their own part.</li> <li>to perform using their voices and playing musical instruments with increasing awareness of stylistic features, accuracy, fluency, control, expression and with a sense of purpose.</li> </ul>	<p><b>How can we use our ukulele skills to become confident, independent musicians?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>to sing some well-known (or their own original) songs, accompanying themselves on ukuleles.</li> <li>to master reading ukulele chord diagrams to enable learning new chords independently.</li> <li>to perform songs with increasing accuracy, expression and a sense of purpose for end of term performances.</li> </ul>	<p><b>How can learning one duet help us unlock the magic of four chords used in so many famous songs?</b></p> <p>Children learn:</p> <ul style="list-style-type: none"> <li>to play the famous piano duet <i>'Heart and Soul'</i>, using it as a foundation to master the four chords (C, Am, F, and G) that form the basis of countless popular songs.</li> <li>the ensemble skills needed to perform duets on the keyboard.</li> <li>to compose and improvise music using these chords.</li> </ul>	<p><b>How can music from around the world help us play and perform together?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>to appreciate the different traditions of music around the world through listening, appraising and performing.</li> <li>to draw from their repertoire of musical skills in order to perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>	<p><b>How can we use music, movement, and expression to create a memorable and impactful performance for our end-of-term show?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>to memorise and perform a range of challenging songs, focusing on wider vocal ranges, complex melodic shapes, rhythms, harmonies, and dynamics.</li> <li>to convey character emotions through song, integrating movement and expression to enhance their performance.</li> <li>to work as a cohesive ensemble, blending voices and applying techniques such as vocal projection and stage presence.</li> </ul>	