Rockmount Primary School Subject Curriculum Map
Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**How can we have fun with music?** Children learn • to use their voices creatively and expressively, developing an unconscious sense of pitch and pulse through singing, games, chants, and rhymes. • to sing along with familiar songs and nursery rhymes. • to express themselves freely through movement in response to music. • to safely explore a range of musical instruments.	**How can I use my voice?** Children learn • to continue exploring their voices creatively and expressively, developing an unconscious sense of pitch and pulse through singing, games, chants, and rhymes. • to join in with familiar songs and nursery rhymes as they become more confident. • to express themselves freely through movement in response to music. • to safely explore musical instruments as part of their play.	**How can I move to the music?** Children learn • to explore their voices and begin to develop an unconscious sense of pitch and pulse through playful singing, games, chants, and rhymes. • to enjoy singing songs and nursery rhymes, joining in with dancing and ring games. • to express themselves freely through movement and role-play in response to different types of music. • to explore instruments safely, learning how to start and stop playing. • to listen and respond to what they hear, sharing simple thoughts or feelings about the music.	**What's that sound?** Children learn • to continue exploring their voices creatively, developing an unconscious sense of pitch and pulse through musical play. • to enjoy participating in familiar songs, rhymes, and movement games. • to express themselves through imaginative movement and role play in response to music. • to begin exploring how instruments can make different sounds, such as loud and quiet. • to listen carefully to music and express how it makes them feel using simple words or actions.	**What sounds can I make?** Children learn • to explore their voices creatively while continuing to develop an unconscious sense of pitch and pulse through singing, games, chants, and rhymes. • to join in with songs, rhymes, and musical games with growing independence. • to express themselves through movement and imaginative play in response to music. • to explore how instruments can be played in different ways (e.g., loudly/quietly, fast/slow). • to respond to what they hear and begin to express their ideas and feelings about music.	**What happens when we play music together?** Children learn • to use their voices expressively, continuing to develop an unconscious awareness of pitch and pulse through singing, games, chants, and rhymes. • to enjoy singing and joining in with familiar songs, nursery rhymes, dancing, and circle games. • to express themselves through music and movement with increasing confidence. • to explore a range of instruments with growing control, using them to express their feelings and ideas. • to listen and respond to music, beginning to communicate what they hear through words, movement, or sound.
Reception	**What makes music fun and exciting to learn?** Children learn • to use their voices creatively and expressively, developing an unconscious sense of pitch, pulse and rhythm through singing, games, chants and rhymes. • to listen and respond to music, expressing themselves freely through movement and role play. • to safely explore some musical instruments. • to begin developing a vocabulary to describe music and sounds.	**How can music help us enjoy different festivals?** Children learn • to use their voices creatively and expressively, developing a growing awareness of pitch, pulse and rhythm through singing, games, chants and rhymes. • to respond to music through movement and role play, sharing their thoughts and observations in response to *The Dance of the Sugar Plum Fairy* and *The March* from Tchaikovsky's *The Nutcracker*, while also discovering what an orchestra is. • to explore different sounds and durations using both their voices and instruments.	**What opposites can we find in music?** Children learn • to continue developing vocal creativity and expression, building their sense of pitch, pulse and rhythm through singing, games, chants and rhymes. • to listen and respond to contrasting pieces of music through movement and role play. • to safely use and explore a range of musical instruments. • to identify and respond to musical contrasts, such as high and low pitch, fast and slow tempo, and loud and quiet dynamics.	**Can music sound like a bumblebee?** Children learn • to further develop vocal creativity and strengthen their sense of pitch, pulse and rhythm through singing, games, chants and rhymes. • to express themselves freely through movement and role-play, sharing their thoughts and observations in response to *The Flight of the Bumblebee* (Rimsky-Korsakov). • to begin recognising different instruments of the orchestra. • to explore a range of tuned and untuned percussion instruments.	**How can music sound like an animal?** Children learn • to continue using their voices expressively, while reinforcing their awareness of pitch, pulse and rhythm through singing, games, chants and rhymes. • to respond through movement and role play, sharing ideas and observations about The Carnival of the Animals by Saint-Saëns using musical vocabulary. • to recognise more instruments of the orchestra and how they represent different animals. • to explore and play a variety of tuned and untuned	**Can music sound like water?** Children learn • to use their voices expressively and creatively, continuing to develop a strong sense of pitch, pulse and rhythm through singing, games, chants and rhymes. • to respond to music using movement and role play, sharing their thoughts and feelings with growing confidence and vocabulary. • to experiment with, create, select and combine sounds using the elements of music to represent a given idea. • to use and explore a variety of tuned and untuned percussion instruments with

		• to develop a musical vocabulary that enables them to describe music and sounds. • to rehearse and perform songs with purpose as part of an end-of-term celebration.	• to develop a vocabulary to describe contrasts in music and sound.	• to describe their thoughts and observations using a growing musical vocabulary.	percussion instruments with increasing control.	increasing control and confidence.
Year 1	**How can music help us imagine royal life?** Children learn • to listen and respond to a range of music through movement and role-play, describing their thoughts and observations with an increasing musical vocabulary. • to play percussion instruments with increasing control and accuracy. • to develop a sense of pitch, pulse and rhythm through singing, chants, rhythm games and movement.	**How can music help us celebrate festivities and tell enchanting stories?** Children learn • to listen and respond to Tchaikovsky's magical ballet, *The Nutcracker* through movement and role-play, describing their thoughts and observations with an increasing awareness and musical vocabulary. • to recognise some instruments of the orchestra by sight and sound. • to develop a sense of pitch, pulse and rhythm through singing, chants, rhythm games and movement. • to perform songs with a sense of purpose for end of term performances.	**What is melody?** Children learn • 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. • to read and create simple notated rhythms. • about melody and melodic shapes, composing and playing their own short melodies. • to play tuned percussion instruments with increasing control and accuracy. • to develop a sense of pitch, pulse and rhythm through singing, chants, rhythm games and movement.	**How do different styles of music make us feel and move?** Children learn • 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. • to sing and play songs in different styles using tuned percussion instruments with increasing control and accuracy. • to develop a sense of pitch, pulse and rhythm through singing, chants (rap), rhythm games and movement.	**What does Mexican music sound like?** Children learn • about the music and instruments of Mexico through exploration of traditional Mexican music, songs, dances and rhythm games. • to sing a variety of songs, including learning how to sing a round (Popocatepetl) in two parts. • to read and create simple notated rhythms • to play percussion instruments with increasing control and accuracy.	**How can music represent different animals?** Children learn • to listen and respond to Saint-Saens' *Carnival of the Animals* through movement and role-play, exploring how the music represents the different animals. • to sing a round (Kookaburra) in two parts. • to use rhythm notation and their growing understanding of the elements of music to create their own animal class song/piece.
Year 2	**How can the music and songs from Africa inspire us to sing and move?** Children learn: • to listen and appraise music from around the world, focusing on Africa. • to sing a variety of African songs in unison, call and response and as a round/layered parts. • to use their voices expressively and creatively as well as developing accuracy and control. • to play percussion instruments musically, with increasing control and accuracy.	**How can we use music and performance to bring stories to life?** Children learn • to perform songs with expression and a sense of purpose for the Year 2 Christmas production. • to listen and respond to some of the contrasting dances from *The Nutcracker* (Tchaikovsky) through movement, playing instruments and by describing their observations using an increasing musical vocabulary.	**How does Indian music take us on a journey to another world?** Children learn • about traditional Indian music and instruments through singing, playing, improvising and dancing. • to use the keyboards creatively, carefully selecting keyboard voices to suit their improvised pieces.	**How can singing in a round make our songs sound even better?** Children learn • to sing a variety of songs as a round. • to sing with increasing control, accuracy and expression. • what a ukulele is, how to hold it and strum the open strings steadily to a pulse. • to accompanying themselves singing songs on the ukulele (open chord strumming).	**Are we really learning when we play rhythm games?** Children learn • more about beat, rhythm and tempo through rhythm games, traditional clapping games and movement. • to read notated rhythms more confidently. • to listen and appraise *'Short Ride in a Fast Machine' (John Adams),* responding creatively through movement and art.	**How can music reflect the beauty and excitement of the seaside?** Children learn • to sing a range of seaside themed songs in a variety of styles. • to use their voices and play instruments expressively and creatively as well as developing accuracy and control. • 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.

Year 3	**Why was rhythm an important feature of Stone Age music?** Children learn • about the origins of music and what music might have sounded like in the Stone Age. • to read, write and create rhythms that can be performed together to create texture. • 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.	**How can we use music to explore and express different scenes and emotions?** Children learn • to sing two songs together at the same time (partner songs) with an awareness of their own part, singing with good diction and expression. • to improvise and create music for a given scene. • to perform songs with increasing accuracy, expression and a sense of purpose for end of term performances.	**How can music express ideas and tell a story?** Children learn • 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 & the Wolf'. • how music can express a mood or represent a character by using and combining the elements of music. • how to purposefully select and use the different voices of the keyboard. • to compose their own character themes for a class performance of a musical story.	**Can you crack the secret code of pitch so you can play melodies and compose your own?** Children learn • to read pitched notation focusing on reading three notes (G A B) • to play and compose simple melodies on keyboard using rhythm and pitch notation, with an awareness of finger placement, hand position and posture.	**How do we begin to play the ukulele?** Children learn • about the ukulele and the correct way to hold and play it. • how to strum downwards to a pulse (and on specific beats). • to play the chords C and Am (some may also learn F). • how to sing and accompany themselves on the ukulele. • to compose a class song using the ukulele to accompany themselves.	**How have you improved as a musician since the beginning of the year?** Children learn • to reflect on their growing repertoire of musical skills, including singing, playing instruments, and creating music.
Year 4	**How do we develop our ukulele skills?** Children learn • to play the chords C, Am and F (some may also learn to play G/G7). • how to change between chords smoothly • to strum up and down to create simple strumming patterns. • how to sing and accompany themselves on the ukulele • to compose songs using the ukulele to accompany themselves.	**How do we make music sound mysterious?** Children learn • to play short melodies in a minor key using pitched notation (building on the three notes already secured in Yr3) • about minor tonality by playing and improvising in a minor key on tuned percussion and/or keyboards. • to perform songs with increasing accuracy, expression and a sense of purpose for end of term performances.	**How can you use your body to create music?** Children learn • to further develop their sense of rhythm through rhythm games. • 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. • to create, play and combine challenging rhythms with increasing accuracy, control and an awareness of their own part within the ensemble.	**Why does some music make you want to dance?** Children learn • about music from Brazil through listening and appraising, singing and playing instruments. • 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.	**How do we make music sound exciting?** Children learn • 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. • how the elements of music can be used to create mood and atmosphere in music. • to play extracts from the piece on keyboards/tuned percussion. • to compose their own exciting music.	**How have you improved as a musician since the beginning of the year?** Children learn • to reflect on and appreciate their expanding repertoire of musical skills, including singing, playing instruments, and creating music
Year 5	**How can music convey different moods and feelings?** Children learn • how Holst uses the musical elements to create mood and atmosphere in *The Planets*. • to identify and use musical devices such as, drones, cluster chords, major and	**Why was music an important part of the War years?** Children learn: • to listen, appraise and perform music that was popular during World War 1 and 2, including traditional songs and swing style.	**How did music reflect life during the Tudor period?** Children learn • about traditional Tudor songs, dances and instruments through listening, appraising, composing and performing.	**How can we use the ukulele to explore and perform music from different genres?** Children learn • to play the chords C, Am, F, Dm and G/G7. • to change between chords smoothly and with increasing ability.	**How can we develop our keyboard skills to play confidently both on our own and with others?** Children learn • to become more confident keyboard players, incorporating finger placement and playing from staff notation with increasing accuracy and fluency.	**How does music reflect our connection with water, from rivers to seas?** Children learn • how music is connected to water in various ways. • to listen and appraise music inspired by water and how the elements of music are

	minor chords, and ostinatos in their own compositions.	• to sing and play wartime songs with increasing accuracy, control, and expression—both in unison and in parts—with awareness of swing rhythms and their role in the ensemble. • to prepare and perform songs with a clear sense of purpose, reflecting on how wartime music still influences the music we enjoy today.		• to further develop their strumming techniques by adding rhythm and more complex up and down patterns • how to sing and accompany themselves on the ukulele, playing songs in a range of styles. • to compose songs using the ukulele to accompany themselves.	• the ensemble skills needed to perform duets on the keyboard.	used to evoke the power and beauty of water. • 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. • to improvise and compose their own sea shanties and/or water inspired music.
Year 6	**How can a simple piano duet become the launchpad for my own hit song?** Children learn • to play the famous piano duet Heart and Soul, using it as a foundation to develop fluency with the four chords (C, Am, F and G) that are used in many popular songs. • the ensemble skills needed to perform duets on the keyboard. • to use the four chords as a launchpad for creating, developing and performing a remix or original piece of music.	**How can we use our musical skills to become confident, independent musicians?** Children learn • to develop confidence and fluency when playing keyboards, ukuleles and other instruments. • to learn and accompany songs more independently. • to use their musical skills and ideas to create and develop a song. • to rehearse, refine and perform with increasing confidence and expression.	**How can music from around the world help us play and perform together?** Children learn • to explore and appreciate musical traditions from around the world through listening, performing and appraising. • to draw on their musical skills to perform with increasing accuracy, fluency, control and expression, both independently and as part of an ensemble. • to develop the listening, communication and teamwork skills needed to perform successfully with others.	**How can I use everything I've learned to create my own music?** Children Learn: • to draw on the musical skills and ideas they have developed to create their own music. • to use musical devices such as chords, drones, ostinatos, melody, repetition, contrast and structure in their compositions. • to experiment with different instruments, sounds and musical ideas to create a particular mood, style or purpose. • to develop and refine their music independently or collaboratively. • to perform and share a finished piece of music.	**How can we use music, movement and expression to create a memorable performance?** Children learn • to learn, memorise and perform challenging songs with accuracy, confidence and expression. • to develop vocal range, rhythm, harmony and dynamics. • to use movement and expression to communicate character and emotion. • to work together as an ensemble, developing blend, projection and stage presence.	**How have I grown as a musician at Rockmount, and how can I keep making music in the future?** Children learn • to reflect on the musical skills they've developed at Rockmount. • to explore ways of learning and making music beyond the classroom, such as online tutorials, apps and chord websites. • to create and perform music independently or in small groups. • to celebrate their progress and consider how they can continue making music beyond Rockmount.