



Music | Curriculum Mapping

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut 1		Sing a range of well-known nursery rhymes and songs;	- Identify the pulse through movement, using different voice production.	- Identify the pulse through movement, using different voice production.	- Identify the pulse through movement, using different voice production.	- Identify the pulse through movement, using different voice production.	- Identify the pulse through movement, using different voice production.	- Identify the pulse through movement, using different voice production.
Aut 2	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p><i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i></p> <p>Perform songs, rhymes, poems and stories with others (nativity)</p> <p><i>Sing in a group or on their own, increasingly matching the pitch and following the melody (nativity).</i></p>	<p>- Play simple rhythms and melodies on tuned and untuned percussion.</p> <p>- Sing simple melodies in solfege expressively and creatively.</p> <p>- Respond and interpret through</p>	<p>- Play simple rhythms and melodies on tuned and untuned percussion.</p> <p>- Sing simple melodies in solfege expressively and creatively.</p>	<p>- Play simple rhythms and melodies on tuned and untuned percussion.</p> <p>- Sing simple melodies in solfege expressively and creatively.</p>	<p>- Play simple rhythms and melodies on tuned and untuned percussion.</p> <p>- Sing simple melodies in solfege expressively and creatively.</p>	<p>- Play simple rhythms and melodies on tuned and untuned percussion.</p> <p>- Sing simple melodies in solfege expressively and creatively.</p>	<p>- Play simple rhythms and melodies on tuned and untuned percussion.</p> <p>- Sing simple melodies in solfege expressively and creatively.</p>



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			<p>movement changes in dynamics, speed, pitch and starting and stopping.</p> <p>- Create simple rhythms using high and low sounds.</p> <p>- Identify visually and through movement, crotchets, quavers and minims.</p>	<p>- Respond and interpret through movement changes in dynamics, speed, pitch and starting and stopping.</p> <p>- Create simple rhythms using high and low sounds.</p> <p>- Identify visually and through movement, crotchets, quavers and</p>	<p>- Respond and interpret through movement changes in dynamics, speed, pitch and starting and stopping.</p> <p>- Create simple rhythms using high and low sounds.</p> <p>- Identify visually and through movement, crotchets, quavers and minims, semibreves and semi-quavers.</p>	<p>- Respond and interpret through movement changes in dynamics, speed, pitch and starting and stopping.</p> <p>- Create simple rhythms using high and low sounds.</p> <p>- Identify visually and through movement, crotchets, quavers and minims, semibreves and semi-- quavers.</p>	<p>- Respond and interpret through movement changes in dynamics, speed, pitch and starting and stopping.</p> <p>- Create simple rhythms using high and low sounds.</p> <p>- Identify visually and through movement, crotchets, quavers and</p>	<p>- Respond and interpret through movement changes in dynamics, speed, pitch and starting and stopping.</p> <p>- Create simple rhythms using high and low sounds.</p> <p>- Identify visually and through movement, crotchets, quavers and</p>
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				<p>minims, semibreves and semi-quavers.</p> <p>- Notate simple rhythms.</p>	<p>- Notate simple rhythms and conduct simple melodies using Solfege.</p> <p>- Identify and differentiate between and perform 2 different musical parts as part of an ensemble.</p> <p>- Sing simple 2 part melodies using Solfege.</p> <p>- Improvise simple four beat rhythms to the pulse.</p>	<p>- Notate simple rhythms and conduct simple melodies using Solfege.</p> <p>- Identify and differentiate between and perform 2 different musical parts as part of an ensemble.</p> <p>- Sing simple 2 part melodies using Solfege.</p> <p>- Improvise simple four beat</p>	<p>minims, semibreves and semi-quavers.</p> <p>- Notate simple rhythms and conduct melodies in Solfege using the Major scale.</p> <p>- Identify and differentiate between and perform 2 different musical parts as part of an ensemble (melody and chord shapes).</p>	<p>minims, semibreves and semi-quavers.</p> <p>- Notate simple rhythms and conduct melodies in Solfege using the Major scale.</p> <p>- Identify and differentiate between and perform 2 different musical parts as part of an ensemble (melody and chord shapes).</p>
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						<p>rhythms to the pulse.</p> <p>- Recognise, interpret and articulate between different sections of a piece or song (AABA).</p>	<p>- Sing simple 2 part melodies using Solfege.</p> <p>- Sing a Round in 4 parts.</p> <p>- Improvise simple four beat rhythms to the pulse.</p> <p>- Recognise, interpret and articulate between different sections of a piece or song (AABAC).</p>	<p>- Sing simple 2 part melodies using Solfege.</p> <p>- Sing a Round in 4 parts.</p> <p>Improvise simple four beat rhythms to the pulse.</p> <p>- Recognise, interpret and articulate between different sections of a piece or song (AABAC).</p>
Spr 1		Perform songs, rhymes, poems and				- Improvise and compose music		



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		stories with others, and – when appropriate – try to move in time with music.				for a range of purposes using the inter-related dimensions of music		
Spr 2		Sing a range of well-known nursery rhymes and songs;	- Play tuned and untuned instruments musically				- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Use and understand staff and other musical notations	
Sum 1	Listen with increased attention to sounds. Respond to what they have heard, expressing	Sing in a group or on their own, increasingly matching the pitch and following the melody. Listen attentively, move to and talk		- Experiment with, create, select and combine sounds using the interrelated dimensions of music.	- Improvise and compose music for a range of purposes using the inter-related dimensions of music			- Improvise and compose music for a range of purposes using the inter-related dimensions of music.



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	their thoughts and feelings.	about music, expressing their feelings and responses.						
Sum 2		Sing a range of well-known nursery rhymes and songs;	- Experiment with, create, select and combine sounds using the interrelated dimensions of music.					- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Use and understand staff and other musical notations.