Derwent & Southill Federation Curriculum Map
Music
Resources used:

Key	Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	Early Learning Goals	ELG: Being Imaginative and Expressive Children at the expected level of development will: - 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.					
Early Years - Year A	Year A - being imaginative and expressive	Musical movements. Sing songs and create performances. Role play area linked to weekly story. Make different props for the role play area.	Children introduce storylines and narratives into their play. Role play area linked to weekly story. Children design and make their own gingerbread men.	Children are able to choose different colours for different purposes. Role play area linked to weekly story. Children play alongside other children who are engaged in the same theme.	Children talk about the ideas and processes which have led them to make music, designs, images or products. Role play area linked to weekly story.	Children begin recognising and assessing their own work. Children are able to talk about the strengths and weaknesses. Role play area linked to weekly story.	Children can talk about the features of their work and the features of the work of their peers. Role play area linked to weekly story.
Early Years - Year B	Year B - being imaginative and expressive	Join in with role play games and use resources available for props Build models using construction materials Join in with songs Harvest songs	Join in with role play and use resources available for props Use story maps, puppets, and story sacks to encourage children to retell, invent and adapt stories Christmas songs/ The Nativity Story and performance	Join in with role play games and use resources available for props Use story maps, puppets, and story sacks to encourage children to retell, invent and adapt stories Sing Up	Join in with role play games and use resources available for props Use story maps, puppets, and story sacks to encourage children to retell, invent and adapt stories Easter songs	Join in with role play games and use resources available for props Use story maps, puppets, and story sacks to encourage children to retell, invent and adapt stories Listen attentively, move to and talk about music, expressing their feelings	Listen attentively, move to and talk about music, expressing their feelings and emotions Use story maps, puppets, and story sacks to encourage children to retell, invent and adapt stories
Key Stage One	Year 1 Southill Year A	Copy musical sound effects with rhythm and pitch Composer: Mozart 1756 – 1791 Classical (Music written between c.1750 and c.1830) Listening classical context. Context: Rondo alla Turca' Vocabulary: March, piano, octave, rhythm Core Knowledge: Understand a rhythm and tune pattern Sing a range of call and response songs (See Sing Up resource) Sing a range of songs which are seasonally appropriate with a range of lyrics	Copy musical sound effects with rhythm and pitch Menu song 6 40 minute lessons ending with a performance. Pitch, call and response. Incorporating off beat rhythms Colonel Hathi's march Listening curriculum from Disney film Beauty and the Beast from Oliver! Oliver! Is a 1968 British musical drama film (written by Vernon Harris and directed by Carol Reed) based on the stage musical of the same name. Both the film and play are based on Charles Dickens' novel Oliver Twist. *The herring song* performed by Chris Haslam. It is a gruesome cumulative call-and-response folk song with a similar structure to Menu song. The herring song is a traditional song, believed to be associated with the once-thriving herring fishing industry in the North Sea. Nativity performance	Create musical sound effects with rhythm and pitch Composer: Anna Clyne 1980 – date 21st Century A piece about crossing a stormy ocean (BBC Ten Pieces) Listening classical context. Context: Night Ferry Vocabulary: do ra me fa so pitch range; high low sounds; loud, quiet fast slow Core Knowledge: Compare low and high sounds in the Night Ferry listening. Use percussion to enhance story telling eg glockenspiel rising to indicate climbing in Jack and the Beanstalk or along with the listening recording of Night Ferry Improvise pitch patterns and perform for others Take turns in composing (inventing) pitch patterns for others to copy and respond Understand the difference between a rhythm pattern (autumn term) and pitch pattern. Use graphic notation to represent created sounds showing difference in pitch	Create musical sound effects with rhythm and pitch Listening https://www.singup.org/music/sing-up-music-curriculum/year-1-sea-interludes Four strongly contrasting sea interludes https://www.singup.org/music/sing-up-music-curriculum/year-1-musical-conversations Continuing learning on interpretation of sounds in musical scores 3 x 40 minute lessons Improvise question-and-answer conversations using percussion instruments. Compose musical sound effects and short sequences of sounds in response to a stimulus. Recognise how graphic symbols can represent sound. Create, interpret, and perform simple graphic scores	Create musical sequences with a steady beat Composer: Tchaikovsky 1840 – 1893 Romantic Listening classical context Context: The Nutcracker – Russian Dance and Waltz of the Flowers Clara is given a Nutcracker which comes to life as a handsome prince. Vocabulary: beat, steady beat, tempo (speed), ostinato (repeated pattern), tuned instruments: glockenspiels, duration Core Knowledge: Use body percussion and classroom percussion instruments to play repeated patterns Maintain a steady beat in time to music Follow pictures and symbols to guide playing E.g 4 dots = 4 taps on the drum or instrument. Respond to pulse in recorded music through listening – and move to this showing the beat – watch and link to dance through the Nutcracker listening.	Create musical sequences with a steady beat Summer 1 Anna Meredith's Nautilus Perform actions to music, reinforcing a sense of beat. Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. Develop awareness of duration and the ability to move slowly to music. Create art work, drawing freely and imaginatively in response to a piece of music. 3 x 40 minute lessons Cat and Mouse Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. Attempt to record compositions with stick and other notations. Sing and chant songs and rhymes expressively. Listen and copy rhythm patterns. 6 x 40 minute lessons Come and dance with me! Copy call-and-response patterns with voices and instruments. Echo sing a line independently with teacher leading, then move on to pair singing in echo format. Create musical phrases from new word rhythms that children invent. Sing either part of a call-and-response song. Play the response sections on tuned percussion using the correct beater hold. Performance of lyrics and responses on tuned percussion.
	Year 2	Create rhythm patterns with matching lyrics Composer: Camille Saint Saens 20th Century Listening classical context Context: Carnival of the animals Core Knowledge: To be able to play copycat rhythms and invent rhythms for others to copy Create rhythms using word phrases as a start point To listen to music and consider story, origins and context. Sing age appropriate songs with a range do-so (in the range do re me fa so)	Create rhythm patterns with matching lyrics Performance Autumn 2 Select instruments and compose music to reflect an animal's character. Listen with increased concentration to sounds/music and respond by: talking about them using music vocabulary, or physically with movement and dance. Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement. Carnival of the Animals Saint Saens. 3 x 40 minute lessons. Linked to overall listening for the term Nativity or Carol performance	Compose rhythms and record using dot notation Composer: Holst 1874 - 1934 20th Century Context: Planets Suite - Mars Link to John Williams – Star Wars Vocabulary: pitch, high low, range in do-soh, dynamics, loud soft ff, pp, Name instruments: flute, clarinet, bassoon, cor anglais, trumpet, saxophone. Core Knowledge: Play a range of singing games repeating melodies Sing short phrases independently in a singing game or short song Respond to pitch changes heard in short melodic phrases Indicating with actions such as hands high or low or standing up sitting down Recognise dot notation and match to three note tunes on tuned percussion E.g. Glocks. Sing up song patterns	Continued	Compose rhythms and record and play following dot and stick notation. Jazz suite No. 2 – 6 'Waltz II' and Jazz suite No. 1 – 2 'Polka' by Dmitri Shostakovich. Summer 1 Swing along to Shostakovich Core Knowledge: Create action patterns in 2- and 3-time. Listen actively and mark the beat by tapping, clapping, and swinging to the music. Listen and move, stepping a variety of rhythm patterns (walking, jogging, skipping). Understand and explain how beats can be grouped into patterns, and identify them in familiar songs. Move freely and creatively to music using a prop	Compose rhythms and record and play following dot and stick notation. The Rockpool Rock Sing up Learn an interlocking spoken part. Sing a rock 'n' roll-style song confidently. Play an introduction on tuned percussion. Listen actively and learn about rock 'n' roll music.
Lower Key Stage Two	Year 3	Singing curriculum Autumn 2 https://www.singup.org/music/sing-up-music-curriculum/year-3-ive-been-to-harlem Compose a pentatonic ostinato. Sing a call-and-response song in groups, holding long notes confidently. Play melodic and rhythmic accompaniments to a song. Listen and identify where notes in the melody of the song go down and up.	Continued	Core Knowledge: To develop facility in composing rhythmic notation Follow a conductor and perform increasingly complex rhythm patterns in a group Perform individually and in a group phrases learned, with accuracy at different speeds Use the terms forte piano, allegro and adagio accurately Performance (Group 1) Drumming for school audience (11 weeks)	Continued	Performance (Group 2) Core Knowledge: To develop facility in understanding notation Follow a conductor and perform simple group tunes J Sax 11 week lesson cycle and performance to parents	Improvise on the spot responses on tuned percussion https://www.singup.org/music/sing-up-music-curriculum/year-3-mingulay-boat-song-and-nao-chariya-de Core Knowledge: To understand the function of staves and clefs. To understand the difference between crotchets and quavers and know one crotchet has the same time as a paired quavers. Compose on untuned percussion and follow notation for rhythms Compose call and response rhythm patterns to songs Perform accompaniments on untuned percussion using known rhythms and note values to songs/music from listening (recap Y2 listening) Use dot notation to show pitch and note lengthsSing up curriculum Summer 2 Listening Magalenha Sergio Mendes
	Year 4	Voice in a Million Song Cycle and actions for performance February 25 in Wembley Arena.	Carol concert/winter songs performance to parents December 2025 Sing up resources	Samba Core Knowledge: To develop facility in composing rhythmic notation Follow a conductor and perform increasingly complex rhythm patterns in a group Perform individually and in a group phrases learned, with accuracy at different speeds Use the terms forte piano, allegro and adagio accurately Performance Samba performance for school audience and parents at the end of term. (11 weeks)	Continued	Compose using the notes in the pentatonic scale Global Pentatonics Vocabulary: round, partner song, legato (smooth) staccato (detached), melody, duet, pentatonic (5 note scale) major and minor chords, pentatonic scale Notation focus: Treble clef, vocabulary and note names. 3 x 50 minute lessons Core Knowledge: Revise knowledge of orchestral instruments in their families in a symphony orchestra Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures. Create accompaniment patterns to a pentatonic song. Use notation to represent musical ideas. Compose a pentatonic melody.	Listening Skye Boat Song - Gaelic Om Namah Shivaya – Hindustani classical 6 x 50 minute lessons https://www.singup.org/music/sing-up-music-curriculum/year-4-favourite-song Rock style song Sing with expression and a sense of the style of the music. Identify similarities and differences between pieces of music in a folk/folk-rock style. Understand triads and play C, F, G major, and A minor. Play an instrumental part as part of a whole-class performance. Sing a part in a partner song, rhythmically and from memory. Other listening I wanna sing scat Rain on the Green Grass

Turn-Taking and gaining confidence and friends

Let's be friends
This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces.
There are 2 songs to learn–
Hello, let's go
Can children sing the shape of the tune (e.g. by moving their voice up and down, down and up with the song)?
Can children physically imitate the actions of musicians (e.g. pretend to play the clarinet, guitar)?
Can children identify an instruments sound and/or describe the sound of instruments (e.g. scratchy/ soft sound etc.)?
Let's be friends

Upper Key Stage Two	Year 5	Compose and play rhythms and sequences on the Djembe Practical music and composition Core Knowledge: To develop facility in composing rhythmic notation Follow a conductor and perform increasingly complex rhythm patterns and tuneful phrases in a group Perform individually and in a group, phrases learned, with accuracy at different speeds Use the terms forte piano, allegro and adagio accurately (11 weeks) Learn songs related to Voice in a Million performance in February 2025 Learn songs for seasonal winter performance to parents December 24.	Continued	Composer: Copeland Context: Hoe Down from Rodeo. Music and composition Tuned percussion and voice Vocabulary: treble clef, stave, note names Core Knowledge: Learn actions and words to Voice in a Million song cycle for performance either at Wembley Arena Feb 25 or in school spring term for parents.	Continued	Compose and play simple melodies in ternary form. Classical listening ● *Empress of the pagodas (Laideronnette)* by Maurice Ravel. Performed by the Royal Concertgebouw Orchestra, conducted by Bernard Haitink. Examples of related music to watch/listen to and explore, complementary to the unit activity and focus. *Symphony No. 3, Movement 3 – 'Scherzo'* by Louise Farrenc. Performed by ROCO, conducted by Mei-Ann Chen. *'Rejoice greatly' from Messiah* by George Friderich Handel. Performed by Jeanine De Bique (Soprano) and Chineke!, conducted by Kevin John Edusei. *Twinkle, twinkle little star (Ah, vous dirai-je, Maman)* by Wolfgang Amadeus Mozart, performed by Gabriele Tomasello.	Continued
	Year 6	Compose a melody with some chords on tuned percussion in an 8 beat melodic phrase Composer: Tchaikovsky – Romantic Context:1812 overture Notation: confidently read the notes on the treble stave. Recognise and use the note lengths for quavers, crotchets minims and semi breves. Use Rondo form. Core Knowledge: Who was Tchaikovsky and what was the 1812 Overture written for? Be able to compose 8 beat melodic phrase using a pentatonic scale (eg CDEGA) Play your melody back from your notation on a stave Include dynamics (loud and soft) Read notation to include pitch up to an octave and understand the difference between all the note lengths (diagram above). (Fitting with WW1 history curriculum from Y5 but fits here)	Keeping the home fires burning Sing up curriculum https://www.singup.org/music/sing-up-music-curriculum/sing-up-music/year-4-listen-3 Link to RE Carol concert to parents - with EYFS in the church at RAF Henlow Y6 read Christmas Story accompanying EYFS in their acting of the key scenes.	Voice in a Million Songs and Actions - performance Wembley Arena February 25. 11 week instrument learning and performance cycle Simple tunes in groups and learning the treble clef and notes on the stave. Understanding the role of saxophone in wind bands and the role of reed instruments in orchestras performance to parents	Continued	Tuned percussion composition and performance A samba band normally consists of Tamborims , Snare drums (Caixa), Agogo bells, Surdos, Ganzás / Chocalho (shakers), Cuíca, Timbal, Pandeiro, and the Repinique. The band leader often carries a Repinique, as well as using Apitos (whistles) to signal breaks and calls. In America, bands traditionally play Samba (carnival rhythms of the samba schools of Rio de Janeiro). In other countries they now play reggae, funk, hip hop and Brazilian folk music. Like other drumming bands the music exceeds 130 decibels but often this attracts listeners. Identity through song 3 x 50 minute lessons Linked to PSHE ● Identify ways songwriters convey meaning: through lyrics, the music, and the performance. ● Understand different ways that rhymes work in songs. ● Identify different elements of a song's structure. ● Understand the concept of identity and how you can express that in songs. Performance of Samba and leavers production.	Continued