

# Music Curriculum Road Map



EYFS

Can I know a range of songs?

Year 1+2 (A)

Can I know that music has different styles?

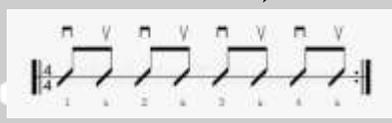
Can I know what a rhythm is?

Can I know that my voice is an instrument?

Year 1+2 (B)

Can I know that music styles come from around the world and from different periods of time?

Can I know that music can make me feel different emotions?



Can I know the names of some different musical instruments?

Listening skills

Composing skills

Performing skills

Can I know a range of musical styles and their basic style indicators?

Can I know the words 'pulse' and 'composer' in a musical context?

Year 3+4 (B)

Can I know a range of musical instruments and the sounds they make?

Can I know some musical language, such as pitch, tempo and dynamics?

Year 3+4 (A)



Year 5+6 (A)



Can I know some of the formal written notation of music including quavers and minims?

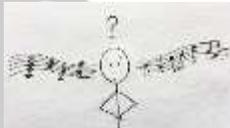
Year 5+6 (B)

Can I know some of the formal written notation of music including crotchets and rests?

Can I perform with full confidence and precision?

Year 7

Can I appraise music using vocabulary (rhythm, pulse and pitch) accurately?



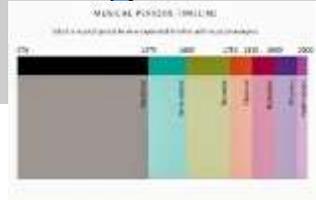
Can I know the significance of different traditions of music?

Can I know what a composition is?

Can I know the differences between genres of music?

Can I know what improvisation means?

Can I know what duration, texture and timbre are?





## INTENT

Our aims in teaching music are that all children, regardless of their level of ability, will have the opportunity to experience music that is cross-curricular (comprising the elements of listening, performing and composing) and linked to class topics in accordance with the National Curriculum.



## IMPLEMENTATION

Lessons are:

- appropriately resourced in time, space and equipment. Equipment is inclusive and suited to all abilities through the use of a variety of instruments, range of beaters and ear defenders as appropriate. 
- built on previous experience and sequenced to develop key vocabulary, skills and techniques
- pitched at the right level to enable pupils to be challenged for their age group and supported to learn through modelling and co-operative group work 



## IMPACT

Children, from their listening, will recognise genres, styles and composers. Children will perform songs and use instruments to an increasingly more complex standard throughout the key stages. Children will have the confidence to improvise and compose using a range of instruments and techniques and will use a range of ways to notate their work.

# Early Years Curriculum Progression

Across the pioneer federation our middle leaders work with teachers to develop their subject and pedagogical knowledge to enhance the teaching of the curriculum.

Within Early years we are passionate about developing other teachers and middle leader's knowledge of the EYFS curriculum. We actively encourage teachers to spend time within EYFS and review our provision as part of their subject leadership, sharing ideas and effective early years practice.

The table below shows how the Early Years curriculum areas, link with the national curriculum subjects and explain some suggested provision or focus ideas which will support development of pupil knowledge and skills.

Early Years Area of Learning		National Curriculum Subject Links	What could this look like in an EYFS Setting?
Communication and Language	Listening Attention and Understanding	All subject areas	Attending Assembly, focusing on instructions, listening games.
	Speaking	All subject areas	Listening to music, songs stories, and friends. Exploring a range of genres of texts, word play, songs, rhymes, Acting out stories, roleplay
Expressive Art and Design	Being Imaginative and expressive	Art and Design, Science Forest School	Role play, creation stations – lots of different materials Forest School
	Creating with Materials	Music Drama Literacy	Musical instruments, singing songs, Junk modelling Mud Kitchens, Sand and water play