

**Music Curriculum map**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, performing and singing, creating and allowing them to compose, and to listen. *\*Taken from the ISM The National Curriculum for Music: An assessment and progression framework*  
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><b>Performing &amp; Singing:</b> Sing songs, make music and dance, and experiment with ways of changing them.</p> <p><b>Creating (composing &amp; improvising):</b> children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through music.</p> <p><b>Early Learning Goal:</b> 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.</p>					
KS1	<p><b>Performing &amp; Singing:</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.</p> <p><b>Creating (composing &amp; improvising):</b> Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>					
Year 1	<b>What makes me marvellous?</b>	<b>What's in the toy box?</b>	<b>What makes our school grounds special?</b>	<b>Where do I live?</b>	<b>What is the weather like today?</b>	<b>Why does Falmouth have a castle?</b>
	Charanga Hey you	Charanga Boomwhackers	Charanga Round and round	BBC 10 pieces No Place Like <a href="https://www.bbc.co.uk/programmes/articles/5clQVzSPv8nPjvVQNdcW0rg/no-place-like-by-kerry-andrew">https://www.bbc.co.uk/programmes/articles/5clQVzSPv8nPjvVQNdcW0rg/no-place-like-by-kerry-andrew</a>	Charanga Your Imagination (no composition)	Charanga Music world course 1-5 Glockenspiels
Year 2	<b>How do I survive on a desert island?</b>	<b>What makes the Great Fire of London great?</b>	<b>Why are Florence Nightingale and Rosa Parks remembered today?</b>	<b>What makes Constantine special?</b>	<b>Why are rainforests unique?</b>	<b>What was it like to be a tin miner?</b>
	Charanga Music world course 6-10 Glockenspiels	Nativity	Charanga Women in Music (KS2 Topics)	Cornish Singing Cornish traditions possible visitors Garreth Churcher, Alice Browning, Constantine band, Ali churchly, Harry Glasson)	Charanga Ukulele course	
KS2	Pupils should be taught to sing and play musically with increasing confidence and control.		Pupils should develop an understanding of musical composition, organising and manipulating ideas within musical structures.		Pupils should begin to develop an understanding of reproducing sounds from aural memory	
Year 3	<b>What was life like in the Stone Age?</b>	<b>What is it like to live in Greece?</b>	<b>How did the ancient Greeks change the world?</b>	<b>Why is Fair Trade important?</b>	<b>How have holidays in Cornwall changed over time?</b>	<b>Why are our coasts changing?</b>
	BBC Schools radio History of Music *plan and resources in music folder* <a href="https://www.bbc.co.uk/programmes/p0c81g0v">https://www.bbc.co.uk/programmes/p0c81g0v</a>	BBC 10 Pieces Anna Meredith – Connect it <a href="https://www.bbc.co.uk/teach/ten-pieces/articles/zhyyb82">https://www.bbc.co.uk/teach/ten-pieces/articles/zhyyb82</a> Christmas performance	First access *Samba*		Cup Song	BBC 10 pieces Storm Interlude <a href="https://www.bbc.co.uk/teach/ten-pieces/KS2-benjamin-britten-storm-interlude-from-peter-grimes/z4fsv9q">https://www.bbc.co.uk/teach/ten-pieces/KS2-benjamin-britten-storm-interlude-from-peter-grimes/z4fsv9q</a>
Year 4	<b>What makes our Earth angry?</b>	<b>What have the Romans ever done for us?</b>	<b>Where in the world is Nigeria?</b>	<b>What happened to the ancient kingdom of Benin?</b>	<b>Why are the Tudors remembered?</b>	<b>How does the river get to the sea?</b>
	BBC 10 Pieces 'Earth' – Hans Zimmer <a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-hans-zimmer-earth/zh4k382">https://www.bbc.co.uk/teach/ten-pieces/classical-music-hans-zimmer-earth/zh4k382</a>	BBC Schools Radio Romans <a href="https://www.bbc.co.uk/teach/school-radio/music-ks2-romans-index/zdfk92p">https://www.bbc.co.uk/teach/school-radio/music-ks2-romans-index/zdfk92p</a> Christmas performance	Charanga Djembe Drumming (8 weeks)		Composition The journey of food in the body (found sounds)	Sing up * plan and resources in music folder* River Journey

Year 5	<b>Why is the planet melting?</b>	<b>What was it like to be a Victorian?</b>	<b>Why did the world go to war?</b>	<b>Why is London an important city?</b>	<b>How do forces work?</b>	<b>Who won the space race?</b>
	Soundscape  Shackletons Journey/ sounds of the arctic	Victorian Christmas songs  Boom whackers / glocks etc   Christmas Performance	BBC 10 Pieces  Delia Derbyshire Women in music  <a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-delia-derbyshire-doctor-who-theme/zfh792p">https://www.bbc.co.uk/teach/ten-pieces/classical-music-delia-derbyshire-doctor-who-theme/zfh792p</a>	Singing  School Production	Singing  School Production	BBC teach  Holst – Mars  <a href="https://www.bbc.co.uk/teach/ten-pieces/articles/zf6hsrd">https://www.bbc.co.uk/teach/ten-pieces/articles/zf6hsrd</a>
Year 6	<b>What did the Egyptians teach us?</b>	<b>Are rainforests important?</b>	<b>What legacy did the Celts leave in Cornwall?</b>	<b>What powers Earth?</b>	<b>Were all Vikings vicious?</b>	<b>Can you find your way home?</b>
	Digital music  Garage band	Rainforest music  Percussion/ class orchestra  Christmas performance	Composition  Sea Shanties  Possible visits from shanty groups / Harry Glasson	Singing  School Production	Singing  School Production	Composition  Song writing – leavers song

## Subject content

Key stage 1 pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2 pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.