



## Music curriculum map 2025-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<ul style="list-style-type: none"> <li>Feel and demonstrate a beat.</li> <li>Recognise and show high and low pitches.</li> <li>Feel and demonstrate a beat in a song with rests.</li> <li>Explore faster and slower beat keeping.</li> <li><b>Vocabulary: pitch and pulse / beat.</b></li> </ul>	<ul style="list-style-type: none"> <li>Christmas show preparation, rehearsals and performance.</li> </ul>	<ul style="list-style-type: none"> <li>Keep a beat during a rest.</li> <li>Keep a beat in pairs.</li> <li>More complex beat-keeping (multiple actions and trotting).</li> <li>Call and response (pitch matching).</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and show three pitches (high, middle and low).</li> <li>Start to tap the rhythm.</li> <li>Practise tapping the rhythm.</li> <li><b>Vocabulary: rhythm.</b></li> <li>Learn song for Class Collective Worship.</li> </ul>	<ul style="list-style-type: none"> <li>Feel and demonstrate the beat.</li> <li>Solo singing. Improvise words and actions.</li> <li>Visual representation of the beat.</li> </ul>	<ul style="list-style-type: none"> <li>Tap the beat on drawn heartbeats.</li> <li><b>Vocabulary: rest.</b></li> <li>Practise consciously showing the rest.</li> </ul>
Year 1	<p><u>Pitch Matching</u> Developing the singing voice. Developing confidence to sing well as a class, sing well in small groups and sing well with a partner.</p>	<p><u>Phrase Length</u> Being aware of the length of a phrase. Cultivating a controlled, unbroken singing sound using one breath per melodic phrase. <b>Vocabulary: Phrase – musical sentence.</b></p> <p><u>Christmas show</u> preparation, rehearsals and performance.</p>	<p><u>Pulse</u> Feeling recognising and performing a steady pulse. <b>Vocabulary: Pulse / Beat</b></p>	<p><u>Dynamics: Louder and Quieter</u> <b>Vocabulary: Forte Piano Crescendo Diminuendo. Accent</b></p>	<p><u>Tempo: Faster and Slower</u> Feeling the pulse internally and making it conscious. <b>Vocabulary: Accelerando Rallentando</b></p>	<p><u>Pitch: Melodic Shape</u> An awareness of the shape of a melody – moving down, moving up and staying on the same note. <b>Vocabulary: Glissando</b></p>
Year 2	<p><u>Pulse &amp; Rhythm:</u> Distinguishing between them. <b>Vocabulary: Pulse Rhythm</b></p>	<p><u>Rest</u> Feeling the ‘rest’ as an aural feature of the phrase. <b>Vocabulary: Rest</b></p>	<p><u>Simple Time Patterns:</u> Identifying the pattern of two notes to one pulse. rhythm names ta ti-ti.</p>	<p><u>Simple Time - The Strong Beat:</u> Feeling the sense of the bar. Feeling the strong beat. <b>Vocabulary:</b></p>	<p><u>Simple Time – Crotchet Rest:</u> The crotchet rest as a symbol and it’s place in the written phrase <b>Vocabulary</b></p>	<p><u>Pitch:</u> Distinguishing higher and lower with gestures and symbols <b>Vocabulary: Pitch</b></p>



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		<p><u>Christmas show</u> preparation, rehearsals and performance.</p>	<p><u>Simple Time Rhythm:</u> Introducing the crotchet &amp; quaver to represent ta &amp; ti-ti. <b>Vocabulary:</b> Rhythm names ta, ti-ti Crotchet &amp; Quavers</p>	<p><b>Strong beat</b></p>	<p><b>Rest Phrase</b></p>	<p><b>Higher Lower Ascending Descending</b></p>
Year 3	<p><u>Pitch-matching:</u> Finding the voice and singing with confidence as a class, in small groups and individually. <b>Vocabulary:</b> Breath Pitch Articulation Diction Pulse</p>	<p><u>Phrasing:</u> Cultivating a controlled, unbroken singing tone using one breath per melodic phrase. <b>Vocabulary:</b> Rest Musical sentence Phrase Slur Tie <u>Christmas show</u> preparation, rehearsals and performance.</p>	<p><u>Pulse:</u> Keeping a steady pulse and distinguishing faster and slower speeds  <u>Dynamics:</u> Distinguishing louder and quieter. <b>Vocabulary:</b> Tempo Accelerando / Rallentando Forte / Piano Crescendo / Diminuendo Accent</p>	<p><u>Phrasing:</u> Developing an awareness of phrase  <u>Pulse and Rhythm:</u> Distinguishing between the two. <b>Vocabulary:</b> Phrase Pulse Rhythm</p>	<p><u>Rest:</u> Feeling the 'rest' as an aural feature of phrase  <u>Pitch – Melodic Shape:</u> Moving up, moving down and staying on the same note. <b>Vocabulary</b> Ascending / Descending</p>	<p><u>Simple Time Patterns:</u> Identifying the patterns of two notes to one pulse. Identifying rhythms by their names Introducing rhythm symbols  <u>Pitch:</u> Distinguishing higher and lower. <b>Vocabulary:</b> Pulse / Rhythm – ta ti-ti Pitch Higher / Lower Ascending / Descending</p>
Year 4	<p><u>Pitch:</u> Identifying the minor 3<sup>rd</sup> by pitch names <i>soh</i> &amp; <i>me</i>, supported by hand signs. <b>Vocabulary:</b> Pitches <i>soh</i> &amp; <i>me</i> Interval Minor 3<sup>rd</sup>  <u>Christmas Show:</u> rehearsals and performances</p>	<p><u>Pitch:</u> The introduction of <i>lah</i> with handsigns. <i>s-l, m-l, l-m</i> intervals <b>Vocabulary:</b> Pitches <i>soh, me &amp; lah</i> Interval Major 2<sup>nd</sup> Interval Perfect 4<sup>th</sup></p>	<p><u>Simple Time:</u> Sense of the bar – feeling the strong beat. Introduction of the bar line in 2/4 time <b>Vocabulary:</b> Pulse / Rhythm Bar / Bar line</p>	<p><u>Vocal Melody:</u> The combination of pitch (l-s-m) and rhythm ta ti-ti elements into rhythm sol-fa in simple time <b>Vocabulary:</b> <i>soh, me &amp; lah</i> <i>ta &amp; ti-ti</i></p>	<p><u>Recorder Composition</u> Combining l-s-m &amp; ta ti-ti elements into rhythm sol-fa composition in simple time using the recorder <b>Vocabulary:</b> <i>soh, me &amp; lah – D, C, A</i> <i>ta &amp; ti-ti</i></p>	



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			<u>Recorder 1, 2, 3, 4</u> New notes B, A & G	<b>2/4-time signature</b> <b>Strong beat</b> <u>Recorder 5 &amp; 6</u> New notes C & D G major scale, 5 notes	<u>Recorder 7, 8 &amp; 9</u> New note low E, low D Jazz improvisation New note F	<u>Recorder 10, 11 &amp; 12</u> New notes Bb, F# & E  <u>Recorder 13 &amp; 14</u> New note top F, F#, G.
Year 5	<u>Simple Time:</u> The crotchet rest as a symbol and its place in the written phrase.  <u>Christingle Service:</u> Preparation, rehearsals and performances	<u>Phrasing:</u> Identifying the melodic phrase by counting phrases and distinguishing between them.  <u>Rhythm Number 1:</u> Memorise In cannon 4 beats apart In cannon two beats apart In cannon 1 beat apart	<u>Rhythm Number 2:</u> Memorise In cannon 4 beats apart In cannon two beats apart In cannon 1 beat apart  <u>Cherubini Rhythms and Pitches:</u> Isolating and learning rhythm motifs and pitch motifs. <b>Vocabulary:</b> tika-tika, ti-tika, tika-ti, tim-ka	<u>Simple &amp; Compound Time:</u> Understanding how each one feels and differentiating between the two  <b>Vocabulary:</b> 6/8 2/4 <u>Supporting Songs for the Y6 Summer Show</u> 8 Songs and harmonies for learn for an end of term production		
Year 6	<u>Simple &amp; Compound Time:</u> Understanding how each one feels and differentiating between the two. <b>Vocabulary:</b> Simple Time: 2/4, 3.4, 4/4 Compound Time: 3/8, 6/8, 9/8 <u>Back to School Service</u> <u>Animal Blessing Service</u>	<u>Pitch:</u> Focusing on Doh & Re with handsigns <b>Vocabulary:</b> Doh – Tonic Re – Supertonic <u>Remembrance Service</u>  <u>Christmas Carol Service:</u> Rehearsals and performances	<u>Vocal Melody lah – soh – me in staff notation:</u> The soh clef  <u>Simple Time: Two Part Rhythm</u>  <u>Ash Wednesday Service</u>	Pitch: the doh pentatonic l-s-m-r-d in rhythm sol-fa  <u>Compound Time:</u> The pattern of 3 notes to one pulse. Reading and performing two part rhythms and canons. Rhythm sol-fa.  <u>Y6 Summer Play</u> Learn the repertoire	<u>Compound Time:</u> The pattern of crotchet & quaver to one pulse using rhythm names ta-ti; its integration with known rhythm elements  <u>Y6 Summer Play</u> Learn the choreography  <u>Ascension Day Service</u> <u>Trinity Service</u> <u>Corpus Christi Service</u>	<u>Y6 Summer Performance Rehearsals</u> Bringing together acting, singing and choreography into a show.  <u>Leavers Service</u>  <u>Leavers Assembly</u>  <u>Y6 Summer Performance</u>



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