

Music Curriculum Map

(Draft adaptation from Kapow Scheme of Music) Yellow highlights are the Falcons ‘Golden nuggets’ taught across the school.

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	*I can respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. I can Explore Lyrics by suggesting appropriate actions. I can explore the story behind the lyrics or music. I can Listening to and following a beat using body percussion and instruments. *I can consider whether a piece of music has a fast, moderate or slow tempo. I can listen to sounds and matching them to the object or instrument. *I can listen to sounds and identifying high and low pitch. I can listen to and repeating a simple rhythm. I can listen to and repeating simple lyrics. I can understand that different instruments make different sounds and grouping them accordingly.	I can recognise and understand the difference between pulse and rhythm. *I can understand that different types of sounds are called timbres. *I can recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). I can describe the character, mood, or ‘story’ of music they listen to, both verbally and through movement. I can describe the differences between two pieces of music. I can express a basic opinion about music (like/dislike). I can listen to and repeating short, simple rhythmic patterns. I can listen and respond to other performers by playing as part of a group.	*I can recognise timbre changes in music they listen to. I can recognise structural features in music they *listen to. I can listen to and recognising instrumentation. *I can begin to use musical vocabulary to describe music. I can identify melodies that move in steps. I can listen to and repeat a short, simple melody by ear. I can suggest improvements to their own and others’ work.	*I can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). I can understand that music from different parts of the world has different features. I can recognise and explain the changes within a piece of music using musical vocabulary. *I can describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. I can begin to show an awareness of metre. *I can begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others’ work.	I can recognise the use and development of motifs in music. *I can identify gradual dynamic and tempo changes within a piece of music. I can recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). I can identify common features between different genres, styles and traditions of music. *I can recognise, naming and explaining the effect of the interrelated dimensions of music. *I can Identify scaled dynamics (crescendo/decrescendo) within a piece of music. *I can use musical vocabulary to discuss the purpose of a piece of music. *I can use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others’ work.	*I can recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). *I can represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. *I can compare, discuss and evaluate music using detailed musical vocabulary. *I can develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work.	I can discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. I can recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). *I can represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. I can identify the way that features of a song can complement one another to create a coherent overall effect. *I can use musical vocabulary correctly when describing and evaluating the features of a piece of music. I can evaluate how the venue, occasion and purpose affects the way a piece of music sounds. *I can Confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work
Composing	I can play untuned percussion ‘in time’ with a piece of music. I can select classroom objects to use as instruments. I can experiment with body percussion and vocal sounds to respond to music. I can select appropriate instruments to represent action and mood. I can experiment with playing instruments in different ways.	I can select and create short sequences of sound with voices or instruments to represent a given idea or character. I can combine instrumental and vocal sounds within a given structure. I can create simple melodies using a few notes. *I can Choose dynamics, tempo and timbre for a piece of music. I can create a simple graphic score to represent a composition. I can begin to make improvements to my work as suggested by the teacher.	I can select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. *I can Successfully combine and layer several instrumental and vocal patterns within a given structure. I can create simple melodies from five or more notes. *I can choose appropriate dynamics, tempo and timbre for a piece of music. I can use letter name and graphic notation to represent the details of their composition. I can begin to suggest improvements to my own work.	I can compose a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). I can combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). *I can use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. *I can suggest and implement improvements to my own work, using musical vocabulary	I can compose a coherent piece of music in a given style with voices, bodies and instruments. I can begin to improvise musically within a given style. I can develop melodies using rhythmic variation, transposition, inversion, and looping. *I can create a piece of music with at least four different layers and a clear structure. *I can use letter name, graphic and rhythmic notation and key musical vocabulary to label and record my compositions. *I can suggest improvements to others’ work, using musical vocabulary.	I can compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). I can Improvise coherently within a given style. *I can Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. I can use staff notation to record rhythms and melodies. *I can Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence. I can suggest and demonstrate improvements to own and others’ work.	I can improve coherently and creatively within a given style, incorporating given features. I can compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. I can compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. *I can develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. I can record own composition using appropriate forms of notation and/or technology and incorporating. *I can Constructively critique my own and others’ work, using musical vocabulary.
Performing	I can Use my voice to join in with well-known songs from memory. I can remember and maintain my role within a group performance. I can move to music with instruction to perform actions.	I can use my voice expressively to speak and chant. I can sing short songs from memory, maintaining the overall shape of the melody and keeping in time.	*I can use my voice expressively when singing, including the use of basic dynamics (loud and quiet). I can sing short songs from memory, with melodic and rhythmic accuracy.	I can sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. I can sing and play in time with peers, with some degree of accuracy and awareness of their part in the group	*I can sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. I can and sing in time with peers with accuracy and awareness of their part in the group performance and play melody parts on tuned	I can sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. *I can work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic	I can sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. *I can work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others

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	I can participate in performances to a small audience and stop and start playing at the right time.	I can maintain the pulse (play on the beat) using hands, and tuned and untuned instruments. I can copy back short rhythmic and melodic phrases on percussion instruments. *I can respond to simple musical instructions such as tempo and dynamic changes as part of a class performance and Perform from graphic notation.	I can copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. *I can perform expressively using dynamics and timbre to alter sounds as appropriate. I can sing back short melodic patterns by ear and playing short melodic patterns from letter notation.	performance and perform from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.	instruments with accuracy and control and developing instrumental technique. I can syncopate rhythms with accuracy, control and fluency.	score, keeping in time with others and communicating with the group and perform with accuracy and fluency from graphic and simple staff notation. I can play a simple chord progression with accuracy and fluency.	and communicating with the group and performing with accuracy and fluency from graphic and notation and from their own notation. I can perform a solo or taking a leadership role within a performance. I can perform by following a conductor’s cues and directions.
Elements of Music Pitch	I can understand that what ‘high’ and ‘low’ notes are.	I can understand that pitch means how high or low a note sounds. I can understand that 'tuned' instruments play more than one pitch of notes.	I know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. I can understand that a melody is made up from high- and low-pitched notes played one after the other, making a tune.	I know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. I know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. I understand that a pentatonic melody uses only the five notes C D E G A	I know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. I know that a glissando in music means a sliding effect played on instruments or made by your voice. I know that 'transposing' a melody means changing its key, making it higher or lower pitched.	I understand that a minor key (pitch) can be used to make music sound sad. I understand that major chords create a bright, happy sound. I know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. I understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	I know that the Solfa syllables represent the pitches in an octave. I can understand that 'major' key signatures use note pitches that sound cheerful and upbeat. I understand that 'minor' key signatures use note pitches that can suggest sadness and tension. I know that a melody can be adapted by changing its pitch.
Duration	I recognise that different sounds can be long or short.	I know that rhythm means a pattern of long and short notes	I know that 'duration' means how long a note, phrase or whole piece of music lasts. I know that the long and short sounds of a spoken phrase can be represented by a rhythm.	I know that different notes have different durations, and that crotchets are worth one whole beat. I know that written music tells you how long to play a note for.	I know that combining different instruments playing different rhythms creates layers of sound called ‘texture’. I know that playing ‘in time’ requires playing the notes for the correct duration as well as at the correct speed. I know that a motif in music can be a repeated rhythm.	I know that ‘poly-rhythms’ means many different rhythms played at once. I know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.	I can understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. I can understand that representing beats of silence or ‘rests’ in written music is important as it helps us play rhythms correctly. I know that a quaver is worth half a beat.
Dynamics	I can understand that instruments can be played loudly or softly.	I know that dynamics means how loud or soft a sound is. I can understand that sounds can be adapted to change their mood, e.g. through dynamics.	I know that dynamics can change the effect a sound has on the audience.	I know that the word 'crescendo' means a sound getting gradually louder.	I know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	I can understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	I know that a melody can be adapted by changing its dynamics.
Tempo	I can recognise music that is ‘fast’ or ‘slow’. I can understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	I know that the ‘pulse’ is the steady beat that goes through music. I know that tempo is the speed of the music.	I can understand that the tempo of a musical phrase can be changed to achieve a different effect.		I know that playing in time means all performers playing together at the same speed.	I can understand that a slow tempo can be used to make music sound sad. I can understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	I know that a melody can be adapted by changing its dynamics, pitch or tempo.
Timbre	I know that different instruments can sound like a particular character.	I know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch. I know that my voice can create different timbres to help tell a story	I know that musical instruments can be used to create 'real life' sound effects. I can understand an instrument can be matched to an animal noise based on its timbre.	I can understand that the timbre of instruments played affect the mood and style of a piece of music.	I know that grouping instruments according to their timbre can create contrasting ‘textures’ in music. I can understand that both instruments and voices can create audio effects that describe something you can see.	I can understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	I know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.
Texture	I know that music often has more than one instrument being played at a time.	I know that music has layers called 'texture'.	I know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.	I know that many types of music from around the world consist of more than one layer of sound; for example, a ‘tala’ and ‘rag’ in traditional Indian music.	I know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. I understand that harmony means playing two notes at the same time, which usually sound good together.	I can understand that a chord is the layering of several pitches played at the same time. I know that poly-rhythms means many rhythms played at once	I can understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. I know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.



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Structure	I can recognise the chorus in a familiar song.	I know that a piece of music can have more than one section, e.g. a versed and a chorus.	I can understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.	I know that in a ballad, a 'stanza' means a verse. I know that music from different places often has different structural features, e.g. traditional Chinese music is based on the five-note pentatonic scale.	I know that deciding the structure of music when composing can help us create interesting music with contrasting sections. I know an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. I can understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music	I know that a loop is a repeated rhythm or melody, and is another word for ostinato. I know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	I know that a chord progression is a sequence of chords that repeats throughout a song. I know that a ‘theme’ in music is the main melody and that ‘variations’ are when this melody has been changed in some way.
Notation	I know that signals can tell us when to start or stop playing.	I can understand that music can be represented by pictures or symbols.	I know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music.	I can understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	I know that ‘performance directions’ are words added to music notation to tell the performers how to play.	I know that simple pictures can be used to represent the structure (organisation) of music. I can understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	I know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.
The history of music				I can understand that music from different times has different features. (Also, part of the Listening strand)	*I can recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also, part of the Listening strand)	*I can confidently discuss the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also, part of the Listening strand)	*I can discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (Also, part of the Listening strand)
Key Vocabulary	Body sounds Beat Rhythm Tempo Lyrics Repeat Pulse Pitch Symbols Instrument Mimicking Music band Orchestra Dynamic	pulse singing voice speaking voice thinking voice character voice sound pattern high low pattern performance pitch tempo dynamics pitch rest sound pattern	dynamics tempo call and response encore instrumental sound sound effect rhythm pulse beat melody structure composition notation pitch pitch pattern stave	ballad ensemble compose chorus Backing track notation tempo composition crotchet quaver crescendo dynamics timbre duration rag drone sitar tabla tanpura tala	body percussion tempo rhythm texture melody pitch pulse dynamics timbre beat a cappella duration structure syncopated rhythms compose graphic notation minim motif notation ostinato quavers semibreve	notation unison composition structure repetition melody tempo ensemble Blues scale chord 12-bar blues bent notes ascending scale descending scale improvisation a cappella dynamics ostinato metronome synaesthesia graphic score vocal composition texture tempo	texture pitch dynamics conductor improvisation notation graphic score ensemble Theme and variations 3/4 time 4/4 time motif orchestra quaver semi-quaver Baroque bass clef canon fugue ground bass opera oratorio melody chorus chord crescendo stave notation

*Also form part of the ‘Inter-related dimensions of music’ strand.