



Whole School Curriculum Map 2025-26

National Curriculum Statement:

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 *[active]*musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Non Negotiables for Music throughout every academic year:

- Children have opportunities to develop their aural skills through listening to, responding to and appraising pieces of music.
- Children have opportunities to respond to and understand pieces of music from different periods of time and different cultures.
- The skills of listening to, planning, responding to, performing and evaluating pieces of music are intertwined and development of these skills are deepened throughout each year.
- Children develop rhythmic fluency and understanding of pitch through singing and learning to play a target instrument.
- Children learn to play tuned and untuned percussion and tuned instruments throughout KS2
- Every music lesson is embedded in practical music making and supported through the reading of appropriate notation.
- Every child in every year group has the opportunity to perform through singing or playing instruments to a wider audience than their class during the school year.
- All children learn to read stave music notation with increasing confidence and complexity throughout KS2.



Whole School Curriculum Map 2025-26

The planning is split to reflect the ongoing skills which are developed continuously throughout the year, and also any termly areas of focus (e.g. melodies or chords). Pupils will develop core skills of listening, performing, composing and appraising as they progress through the scheme.

KS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y3 Suggested repertoire re: music for study	Week 1-4: Voices and body percussion: Exploring pulse and rhythm: Week 5-8: Singing and playing: Intro to Recorders Exploring pitch, notation, and technique	Singing and playing: Exploring pitch, notation and performance Xmas songs	Singing and playing: Exploring melodies and stave notation	Singing and playing: Exploring Arrangements Recorder festival Easter Songs *Recorder Group	Singing and playing: Exploring playing in parts Exploring structure/style- Vocal songs Listening videos	Singing and playing: Exploring Performing together End of year Music Show
<ul style="list-style-type: none"> -Red Hot Recorder Tutor 1, Sarah Watts, published by Kevin Mayhew -Recorder Razzamajazz, Sarah Watts, published by Kevin Mayhew -Christmas Razzamajazz Recorder, Sarah Watts, published by Kevin Mayhew -Recorder Wizard, Emma Coultard, published by Chester Music -Recorder Boppers, David Moses, published by Tinderbox Music -Recorder from the Beginning book 1, John Pitts, published EJA Publications -Charanga -Musical Futures -Recorder Flip chart (Newham) 						



Whole School Curriculum Map 2025-26

Continuous development of musical elements below throughout terms 1 - 6						
Musical elements -Develop their thinking voice (internalising) -Develop their aural/aural memory/copy cat skills -To compose using the pitches and rhythm sounds -Develop rhythmic fluency and confidence		Technical skills -Holding and posture -Blowing and breathing technique -Fingering technique -Use of staff notation to read pitches, ryhthms, time signature in 2/3/4 and expression (forte/piano/staccato/legato) -Use of correct vocabularly to decribe rhythm sounds e.g. crotchet, quaver, minum, rest			End of Year Expectations -To sing and play using good technique -To play melodies using pitches C, D,E, F, G,A,B, -To read and translate (say/clap/play) kodaly rhythms from semi quavers-semibreve) -To read crotchet, minim, semibreve rests -To hold part in a 2 part round or multipart ensemble -To play with expression - To develop understanding of how the inter-related dimensions of music can be combined to create different moods and effects. -To listen to music from a number of great composers, musicians and traditions and to respond.	
Y4	Week 1-4: Voices and body percussion: Exploring pulse and rhythm:	Singing and playing: Exploring pitch and performance Xmas Song	Singing and playing: Exploring melodies and stave notation	Singing and playing: Exploring melodies and scales	Singing and playing: Exploring sharps/flats/cho rds and playing in parts	Singing and playing: Exploring performing together



Whole School Curriculum Map 2025-26

Suggested repertoire re: music for study	Week 5-8: Singing and playing: Intro to Glockenspiels Exploring pitch, notation and technique				Exploring structure/style- Vocal songs	End of year music show
	<ul style="list-style-type: none"> -The Kaptain Uke Glockenspiel Book Volume 1 -Playing Chords with Glockenspiel Unit 1-The Music Room -Blues pp -WCIT Xylophone planning-NAM -Keyboard/Rec/Uke flip resources -Charanga -Keyboard flipchart (Newham) 					
	Musical elements -Continuing development of rhythmic fluency and confidence – performing with flow -Respond with increasing musicality to a written score - Children use more strategies to aid independent learning e.g. sight singing / aural cues	Technical skills -Can play two note chords -Can read sharps and flats -Understand Simple structures eg verse/chorus/verse -Use appropriate language in discussing aspects of playing and about the score, including the use of accurate terminology when describing musical elements e.g. dynamics/tempo	End of year Expectations -To play melodies using the C scale, the pentatonic scale and the blues scale. -To play melodies using sharps and flats -To play two note chords C, G, A, F -Develop confidence when performing as part of an ensemble including 2/3 part rounds/accompaniment/polyphony			



Whole School Curriculum Map 2025-26

					<p>- To develop an understanding of how the inter-related dimensions of music can be combined to create different moods and effects.</p> <p>-To listen to music from a number of great composers, musicians and traditions and to respond.</p>	
<p>Yr 5</p> <p>Suggested repertoire re: music for study</p>	<p>Week 1-4: Voices and body percussion: Exploring pulse and rhythm: Week 5-8: Singing and playing: Intro to keyboards Exploring pitch, notation and technique</p>	<p>Singing and playing: Exploring pitch and performance Xmas songs</p>	<p>Singing and playing: Exploring melodies, Stave notation and good technique</p>	<p>Singing and playing: Exploring scales and melodies</p>	<p>Singing and playing: Exploring melody, chords, arrangements with multiple parts and sharps and flats</p> <p>Exploring structure/style- Vocal songs</p>	<p>Singing and playing: Exploring performing together</p> <p>End of year music show</p>
	<p>-Charanga -Keyboard WCIT flip chart -Santa's On Strike -My Music Map -Progressive electronic Keyboard Course</p>					
	<p>Continuous development of musical elements below throughout terms 1 - 6</p>					



Whole School Curriculum Map 2025-26

	<p>Musical elements:</p> <ul style="list-style-type: none"> -Continuing development of rhythmic fluency and confidence – performing with flow -Continuing development of aural skills -Respond with increasing fluency and confidence to tempo and dynamic range -Performing in parts including rounds and ostinatos -Improvise repeated patterns and combine layers of sound with awareness of the combined effect -Express contrasting emotions through music eg happy/sad 		<p>Technical:</p> <ul style="list-style-type: none"> -Hand position and using all the fingers -Performing with increasing fluency and confidence while playing with good technique -Reading stave notation-pitch and rhythms -Playing chords -Refining and improving own performance -Suggest improvements to their own and others’ work -Continuing to use and develop appropriate language and accurate terminology 		<p>End of Year Expectations:</p> <ul style="list-style-type: none"> -To play melodies using the C Pentatonic scale, C major scale and C blues scale -To play simple chords -To play sharps and flats -To play using correct fingers -To read stave on all the above -Perform confidently as part of an ensemble including rounds / accompaniment / polyphony -To perform accurately a full dynamic range - To develop an understanding of how the inter-related dimensions of music can be combined to create different moods and effects. -To listen to music from a number of great composers, musicians and traditions and to respond. 	
<h1>Y6</h1>	<p>Week 1-4: Voices and body percussion: Exploring pulse and rhythm: Week 5-8: Singing and playing: Intro to keyboards Exploring pitch, notation and technique</p>	<p>Singing and playing: Exploring pitch and performance Xmas songs</p>	<p>Singing and playing: Exploring melodies, Stave notation and good technique</p>	<p>Singing and playing: Exploring scales and melodies</p>	<p>Singing and playing: Exploring melody, chords, arrangements with multiple parts and sharps and flats</p>	<p>Singing and playing: Exploring performing together End of year music show</p>



Whole School Curriculum Map 2025-26

					Exploring structure/style- Vocal songs	
<ul style="list-style-type: none"> -Charanga -Keyboard WCIT flip chart -Santa's On Strike -My Music Map -Progressive electronic Keyboard Course 						
<p>Musical</p> <p>Continuing development of rhythmic fluency and confidence – performing with flow</p> <p>Continuing development of aural skills</p> <ul style="list-style-type: none"> -Respond with increasing fluency and confidence to tempo and dynamic range -Performing in parts including rounds and ostinatos -Improvise repeated patterns and combine layers of sound with awareness of the combined effect -Express contrasting emotions through music eg happy/sad 		<p>Technical:</p> <p>Hand position and using all the fingers</p> <ul style="list-style-type: none"> -Performing with increasing fluency and confidence while playing with good technique -Reading stave notation-pitch and rhythms -Playing chords -Refining and improving own performance -Suggest improvements to their own and others' work -Continuing to use and develop appropriate language and accurate terminology 			<p>End of Year Expectations:</p> <ul style="list-style-type: none"> -To play melodies using the C Pentatonic scale, C major scale and C blues scale -To play simple chords -To play sharps and flats -To play using correct fingers -To read stave on all the above -Perform confidently as part of an ensemble including rounds / accompaniment / polyphony -To perform accurately a full dynamic range - To develop an understanding of how the inter-related dimensions of music can be combined to create different moods and effects. 	



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			-To listen to music from a number of great composers, musicians and traditions and to respond.
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Coverage of style and different cultural music

A wide range of repertoire is covered from different styles and cultures through what the children play and sing. Class teachers have also all been given a listening plan. All resources for this are on Charanga and they are split into three terms covering Popular Music, Music Traditions and Western Classical Tradition and Film. Children should become more confident in responding to, identifying and discussing the music they listen to as they progress through KS2. Children should be extending their musical vocabulary and using the interrelated dimensions of music to respond to music they are listening to.