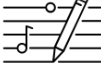


## Concept Map – Music

| Concept                                                                                                                      | EYFS                                                                                                           | Year 1                                                                | Year 2                                                                                    | Year 3                                                                                                            | Year 4                                                                                                              | Year 5                                                                      | Year 6                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <b>Singing and voices</b><br>               | -Traditional Stories and storytelling<br>-Monkey Puzzle                                                        | -Into the Woods<br>-Antarctica<br>-Africa<br>-Transport<br>-Dinosaurs | -Carnival Samba<br>-London Rap<br>-The Ocean<br>-Australia<br>-Castles, myths and legends | -Don't Worry<br>-Hansel and Gretel<br>-Indian Music<br>-Let yr Spirit Fly<br>-Roman Music                         | -Anglo Saxons and Vikings<br>-Treasure Island<br>-Water cycle<br>-Pilgrims                                          | -WW2<br>-Rock Music<br>-Space                                               | -Beethoven<br>-Alternative Fairy Tales<br>-African Music<br>-Kansas City Blues<br>-Jamaican Music |
| <b>Play and perform</b><br>                 | -Whoops-a-daisy angel                                                                                          | -Into the Woods<br>-Antarctica<br>-Africa<br>-Transport<br>-Dinosaurs | -Carnival Samba<br>-London Rap<br>-The Ocean<br>-Australia<br>-Castles, myths and legends | -Don't Worry<br>-Hansel and Gretel<br>-Indian Music<br>-Let yr Spirit Fly<br>-Roman Music<br>-Italian Art Music   | -Anglo Saxons and Vikings<br>-Treasure Island<br>-Water cycle<br>-Inspirational People<br>-Pilgrims<br>-Tudor Music | -WW2<br>-Rock Music<br>-Music from Brazil<br>-Space<br>-Ancient Greek Music | -Beethoven<br>-Alternative Fairy Tales<br>-African Music<br>-Kansas City Blues<br>-Jamaican Music |
| <b>Listen and appreciate</b><br>            | -Traditional Stories and storytelling<br>-Monkey Puzzle<br>-Whoops-a-daisy angel<br>-Storytelling – Owl Babies | -Into the Woods<br>-Antarctica<br>-Africa<br>-Transport<br>-Dinosaurs | -Carnival Samba<br>-London Rap<br>-The Ocean<br>-Australia<br>-Castles, myths and legends | -Don't Worry<br>-Hansel and Gretel<br>-Indian Music<br>-Let your Spirit Fly<br>-Roman Music<br>-Italian Art Music | -Anglo Saxons and Vikings<br>-Treasure Island<br>-Water cycle<br>-Inspirational People<br>-Pilgrims<br>-Tudor Music | -WW2<br>-Rock Music<br>-Music from Brazil<br>-Space<br>-Ancient Greek Music | -Beethoven<br>-Alternative Fairy Tales<br>-African Music<br>-Kansas City Blues<br>-Jamaican Music |
| <b>Experiment, create and compose</b><br> | -Traditional Stories and storytelling<br><br>-10 Green Bottles                                                 | -Into the Woods<br>-Antarctica<br>-Africa<br>-Transport<br>-Dinosaurs | -Carnival Samba<br>-London Rap<br>-The Ocean<br>-Australia<br>-Castles, myths and legends | -Hansel and Gretel<br>-Indian Music<br>-Let your Spirit Fly<br>-Roman Music                                       | -Anglo Saxons and Vikings<br>-Treasure Island<br>-Water cycle<br>-Inspirational People<br>-Pilgrims<br>-Tudor Music | -WW2<br>-Rock Music<br>-Music from Brazil<br>-Space<br>-Ancient Greek Music | -Beethoven<br>-Alternative Fairy Tales<br>-African Music<br>-Kansas City Blues<br>-Jamaican Music |
| <b>Musical dimensions</b><br>             | -Jack and the Beanstalk, including -10 Green bottles<br>-5 Aliens                                              | -Into the Woods<br>-Antarctica<br>-Africa<br>-Transport<br>-Dinosaurs | -Carnival Samba<br>-London Rap<br>-The Ocean<br>-Australia<br>-Castles, myths and legends | -Let your Spirit Fly<br>-Roman Music<br>-Italian Art Music                                                        | -Anglo Saxons and Vikings<br>-Water cycle<br>-Inspirational People<br>-Pilgrims<br>-Tudor Music                     | -WW2<br>-Rock Music<br>-Music from Brazil<br>-Space<br>-Ancient Greek Music | -Alternative Fairy Tales<br>-African Music<br>-Kansas City Blues<br>-Jamaican Music               |
| <b>Musical notation</b><br>               | Jack and the Beanstalk, including 10 Green Bottles<br>5 Monkeys                                                | -Into the Woods<br>-Antarctica<br>-Africa<br>-Dinosaurs               | Carnival Samba<br>-London Rap<br>-The Ocean<br>-Australia                                 | -Don't Worry<br>-Hansel and Gretel<br>-Indian Music<br>-Let yr Spirit Fly<br>-Roman Music<br>-Italian Art Music   | -Anglo Saxons and Vikings<br>-Water cycle<br>-Inspirational People<br>-Pilgrims<br>-Tudor Music                     | -WW2<br>-Rock Music<br>-Music from Brazil<br>-Space<br>-Ancient Greek Music | -Beethoven<br>-Alternative Fairy Tales<br>-African Music<br>-Kansas City Blues<br>-Jamaican Music |
| <b>History of music</b><br>               | Traditional Stories and storytelling                                                                           | -Into the Woods<br>-Africa<br>-Dinosaurs                              | -Castles, myths and legends                                                               | -Don't Worry<br>-Hansel and Gretel<br>-Indian Music<br>-Roman Music<br>-Italian Art Music                         | -Anglo Saxons and Vikings<br>-Treasure Island<br>-Inspirational People<br>-Pilgrims<br>-Tudor Music                 | -WW2<br>-Rock Music<br>-Music from Brazil<br>-Space<br>-Ancient Greek Music | -Beethoven<br>-African Music<br>-Kansas City Blues<br>-Jamaican Music                             |

## Concept Curriculum Skills - Music

| Concept                                                                                                                     | EYFS Curriculum Skills                                                                                             | KS1 Curriculum Skills                                                                                                                | LKS2 Curriculum Skills                                                                                                                                                                                        | UKS2 Curriculum Skills                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Singing and voices</b><br>              | -Sing simple pitch matching songs<br>-Use songs with and without words<br>-To sing the 'response' to a 'call'      | -To use their voices expressively and creatively by singing songs and speaking chants and rhymes.                                    | -To sing with increasing confidence and control.<br>-To perform in solo and ensemble contexts.                                                                                                                | -To perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.                                                                                            |
| <b>Play and perform</b><br>                | -To sing a variety of songs from memory<br>-To use musical instruments to enhance a performance                    | -To play tuned and un-tuned instruments musically.<br>-To correctly employ basic musical techniques when playing musical instruments | -To play musically with increasing confidence and control.<br>-To play and perform in solo and ensemble contexts.<br>-To assess own and others' performances.                                                 | -To play and perform in solo and ensemble contexts playing musical Instruments, with increasing accuracy, fluency, control and expression.<br>-To assess and evaluate own and others' performances.                 |
| <b>Listen and appreciate</b><br>           | -To listen with concentration to a range of high-quality live and recorded music.<br>-Express feelings about music | -To begin to reproduce sounds from aural memory.<br>-To begin to appraise own and others' performances                               | -To reproduce longer musical phrases from aural memory.                                                                                                                                                       | -To listen with attention to detail and recall sounds with increasing aural memory.<br>-To appreciate and understand a wide range of high-quality live and recorded music.                                          |
| <b>Experiment, create and compose</b><br> | -To explore different sounds within a theme<br>-To explore instruments creatively                                  | -To experiment with, create, select and combine musical ideas                                                                        | -To develop an understanding of musical composition.<br>-To begin improvising and composing music for a range of purposes.                                                                                    | -To organise and manipulate ideas within musical structures.<br>-To improvise and compose music for a range of purposes with the confidence to experiment with sounds and instruments.                              |
| <b>Musical dimensions</b><br>            | -To use the inter-related dimensions of music: <b>pitch, rhythm, pitch, tempo and dynamics</b>                     | -To identify and understand the inter-related dimensions of music: <b>beat, rhythm, pitch, tempo and dynamics</b>                    | -To improvise and compose music for a range of purposes using the inter-related dimensions of music: <b>rhythm, pitch, structure and timbre.</b>                                                              | -To understand and describe the inter-related dimensions of music.<br>-To improvise and compose music for a range of purposes using the inter-related dimensions of music.                                          |
| <b>Musical notation</b><br>              | -To know that symbols can be used to represent sound                                                               | -To begin to recognise and use simple notation.                                                                                      | -To use and begin to develop an understanding of staff and other musical notations.                                                                                                                           | -To use and understand staff and other musical notations.                                                                                                                                                           |
| <b>History of music</b><br>              | -To understand that music has a history to it.                                                                     | -To learn about important composers                                                                                                  | -To appreciate a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.<br>-To begin to develop an understanding of the history of music. | -To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.<br>-To develop an understanding of the history of music. |