









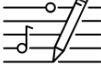





Concept Map – Music

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

Concept Curriculum Skills - Music

Concept	EYFS Curriculum Skills	KS1 Curriculum Skills	LKS2 Curriculum Skills	UKS2 Curriculum Skills
Singing and voices 	-Sing simple pitch matching songs -Use songs with and without words -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. -To perform in solo and ensemble contexts.	-To perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.
Play and perform 	-To sing a variety of songs from memory -To use musical instruments to enhance a performance	-To play tuned and un-tuned instruments musically. -To correctly employ basic musical techniques when playing musical instruments	-To play musically with increasing confidence and control. -To play and perform in solo and ensemble contexts. -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. -To assess and evaluate own and others' performances.
Listen and appreciate 	-To listen with concentration to a range of high-quality live and recorded music. -Express feelings about music	-To begin to reproduce sounds from aural memory. -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. -To appreciate and understand a wide range of high-quality live and recorded music.
Experiment, create and compose 	-To explore different sounds within a theme -To explore instruments creatively	-To experiment with, create, select and combine musical ideas	-To develop an understanding of musical composition. -To begin improvising and composing music for a range of purposes.	-To organise and manipulate ideas within musical structures. -To improvise and compose music for a range of purposes with the confidence to experiment with sounds and instruments.
Musical dimensions 	-To use the inter-related dimensions of music: pitch, rhythm, pitch, tempo and dynamics	-To identify and understand the inter-related dimensions of music: beat, rhythm, pitch, tempo and dynamics	-To improvise and compose music for a range of purposes using the inter-related dimensions of music: rhythm, pitch, structure and timbre.	-To understand and describe the inter-related dimensions of music. -To improvise and compose music for a range of purposes using the inter-related dimensions of music.
Musical notation 	-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.
History of music 	-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. -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. -To develop an understanding of the history of music.