



# Music Curriculum Map (BMA follow Music Express)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>Our Bodies</b> The children develop a sense of steady beat using their own bodies. They respond to music and play rhythm patterns on body percussion.</p> <p>Responding to changes of moods in music</p> <p><b>Our School</b> The children explore sounds found in their school environment. They investigate ways to produce and record sounds, using ICT to stimulate musical ideas related to geography.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b>Christmas Nativity</b> Children develop performance skills and skills to sing and use actions.</p>	<p><b>Number</b></p>	<p><b>Seasons</b> The children develop further vocabulary and understanding of pitch movements. They explore pitch through singing, pitched percussion and listening games.</p>	<p><b>Story time</b> The children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.</p>	<p><b>Travel</b> The children develop their performance skills and learn songs about travel and transport from around the world.</p>



# Music Curriculum Map (BMA follow Music Express)

Year 2	<b>Ourselves</b>	<b>Our Land</b>	<b>Animals</b>	<b>Story time</b>	<b>Weather</b>	<b>Water</b>		
	<p>The children Create and respond to vocal sounds and bodypercussions. They develop the use of vocal sounds to express feelings. And create expression in conversation without words.</p> <p>They learn how to Notate pitch shape and duration using simple line graphics. The children develop an Understanding on how mood can be expressed using the voice. Developing an expressive song performance with voices and instruments.</p> <p><b>Toys</b></p> <p>Keeping a steady beat at different speeds (tempi)</p> <ul style="list-style-type: none"> <li>• Marking beats within a four-beat metre</li> </ul>	<p>Exploring timbre and texture to understand how sounds can be descriptive</p> <ul style="list-style-type: none"> <li>• Matching sounds to images</li> <li>• Creating and performing descriptive instrumental music inspired by British myths and legends</li> </ul> <p>Listening to and identifying contrasting sections of descriptive music</p> <ul style="list-style-type: none"> <li>• Matching descriptive sounds to images</li> <li>• Identifying ways of producing sounds</li> </ul> <p>Listening to, and evaluating composition;</p> <ul style="list-style-type: none"> <li>• Rehearsing and refining to develop a performance</li> </ul>	<p>Listening to a steady beat and responding in movement</p> <ul style="list-style-type: none"> <li>• Identifying and responding to changes in pitch, upwards and downwards</li> <li>• Performing changes in pitch using whole body</li> </ul> <p>Understanding and performing upwards and downwards pitch direction</p> <ul style="list-style-type: none"> <li>• Reading pitch line Notation</li> </ul> <p>Playing pitch lines on tuned percussion</p> <ul style="list-style-type: none"> <li>• Combining pitch change with changes in other</li> </ul>	<p>Combining sounds to create a musical effect</p> <ul style="list-style-type: none"> <li>• Understanding how music, dance and drama can combine in storytelling</li> </ul> <p>Exploring voices to create descriptive musical effects</p> <ul style="list-style-type: none"> <li>• Creating and matching descriptive sounds made with the voice.</li> </ul> <p>Combining sounds to create a musical effect</p> <ul style="list-style-type: none"> <li>• Performing to an audience</li> </ul>	<p>Performing a rhythmic chant and playing an independent rhythm pattern to accompany it</p> <ul style="list-style-type: none"> <li>• Listening in detail to a piece of orchestral music</li> </ul> <p>Performing an updated version of a traditional nursery rhyme with a rap section included</p> <ul style="list-style-type: none"> <li>• Accompanying a song with three different repeated word patterns</li> </ul> <p>Composing music to illustrate a story</p>	<p>Understanding pitch through singing, movement and note names</p> <ul style="list-style-type: none"> <li>• Performing a melody</li> </ul> <p>Understanding melody through songs, movement and performing pitch shapes on tuned instruments.</p> <p>Exploring and developing an understanding of pitch</p> <ul style="list-style-type: none"> <li>• Using musical scales, high notes and low notes in a composition</li> </ul>	<p style="text-align: center;"><b>Pattern</b></p> <p>Performing steady beat patterns with a song</p> <ul style="list-style-type: none"> <li>• Playing different patterns of steady beat</li> </ul>	<p style="text-align: center;"><b>Seasons</b></p> <p>Singing with expression, paying attention to the</p>



# Music Curriculum Map (BMA follow Music Express)

	<p>Developing a sense of steady beat through chant, actions and instruments</p> <ul style="list-style-type: none"> <li>• Marking beats within a four-beat metre</li> </ul> <p>Performing a steady beat</p> <ul style="list-style-type: none"> <li>• Changing tempo</li> <li>• Responding to images</li> </ul>	<p>rhythmic patterns. Recognising and responding to steady beat at different tempi</p> <ul style="list-style-type: none"> <li>• Playing steady beats at different tempi on body percussion and instruments</li> <li>• Singing in two parts and combining steady beats</li> </ul> <p>Recognising and responding to different steady beats</p> <ul style="list-style-type: none"> <li>• Performing rhythmic movement patterns to a steady beat</li> <li>• Performing rhythmic patterns on percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding and differentiating between beat and rhythm.</li> </ul> <p>Performing simple rhythms using movement and Percussion.</p> <ul style="list-style-type: none"> <li>• Understanding and differentiating between beat and rhythm</li> </ul> <p>Performing a steady beat and simple rhythms using movement and body percussion</p> <ul style="list-style-type: none"> <li>• Understanding and differentiating between beat and rhythm</li> </ul>	<p>pitch shape of the melody</p> <ul style="list-style-type: none"> <li>• Using sign language in a song</li> <li>• Accompanying a song with vocal and instrumental</li> </ul> <p>ostinato</p> <p>Identifying rising and falling pitch</p> <ul style="list-style-type: none"> <li>• Performing a rising pitch sequence in a song</li> <li>• Listening and responding to pitch changes with movements</li> <li>• Singing with expression and paying attention to the pitch shape of the melody</li> </ul>	<p>within four beats, and matching to a simple score</p> <ul style="list-style-type: none"> <li>• Performing and creating simple rhythms</li> </ul> <p>Performing steady beat patterns in groups to accompany a song</p> <ul style="list-style-type: none"> <li>• Playing different patterns of steady beat in groups and matching them to a simple score</li> <li>• Performing and creating simple three-beat rhythms using a simple score</li> </ul> <p>Interpreting a score to perform different beat patterns</p> <ul style="list-style-type: none"> <li>• Performing beat patterns with voices and percussion</li> <li>• Exploring different ways to organise music</li> </ul>	<p>vocabulary to describe music</p> <p>Combining steady beat and rhythms to accompany a song</p> <ul style="list-style-type: none"> <li>• Listening and responding to contemporary orchestral music</li> <li>• Playing an instrument game to practise steady beat at changing tempi</li> </ul> <p>Preparing and improving a performance using movement, voice and percussion</p> <ul style="list-style-type: none"> <li>• Using instruments expressively</li> <li>• Understanding notation</li> </ul>
Year 3	Wider Opportunities: African Drumming, Recorders and Violin					
Year 4	Around the World Food and Drink	In the Past Poetry	Sounds Ancient Worlds	Building Communication	Time Recycling	Environment Singing Spanish



# Music Curriculum Map (BMA follow Music Express)

Year 5	Japanese Drumming	Space Music	Life Cycle	Keeping Healthy	At the Movies	Celebration
Year 6	World Unite Explore rhythm and melody in singing and celebrate the universal language of music.	Journeys Focus on songs that can be sung in different combinations with thoughts of change and transition.	Growth Explore Ravel's Bolero through rhythmical mime and learn songs through instrumental accompaniments.	Roots Explore traditional Ghanaian songs and percussion rhythms.	Class Awards Celebrate children's achievements through musical awards.	Moving On Focus on two songs – one looking back and one looking forward. Use musical devices for linking the two.