

Music Curriculum Map

Year 3

Term	Topic/ unit	Musical Dimensions	Sims Strands
Autumn 1	Mystic Moments This term the children are introduced to grid and staff notation and begin to use this to transcribe their compositions. Exploring the pentatonic scale and the different sounds created by percussion instruments, the children will compose pieces which tell a story.	Texture and Timbre Timbre ARE -Begin to identify a range of non percussion instruments by family / name; develop the use of percussion instruments ARE Identify voice types and a wider range of non percussion instruments by family and name; further extend the use of voices and percussion instruments ARE Identify and describe characteristics of instrument families / instruments within family groups, use percussion instruments with sensitivity and awareness of purpose Texture ARE - Begin to identify and use different types of texture including solo, unison, ostinato parts and drone Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinati parts Identify and describe the use and purpose of different types of layers in music heard, ensuring layers created and performed fit together accurately	01, 03
Autumn 2	Christmas is Coming	Pitch and duration Pitch ARE - Begin to identify steps, leaps and repeated notes in melodies and begin to be aware that notes can be ordered into scale patterns ARE Identify, use and understand steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic ARE + Identify and use combinations of steps, leaps and repeated notes to influence melodic shape governed by a specific scale pattern, sharing your thinking	01, 02

		<p>Duration ARE – Begin to identify how rhythm patterns fit to a steady beat and count steady beats in groups of 2s, 3s and 4s ARE Identify how rhythm patterns fit to a steady beat and begin to use and understand 2, 3 and 4 metre ARE + Fit rhythm patterns to a steady beat in 2, 3 and 4 metre confidently</p>	
Spring	Ukulele- whole class instrumental teaching	<p>Duration ARE – Identify how rhythm patterns fit to a steady beat, begin to hear the difference between 2, 3, and 4 metre</p> <p>ARE Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre</p> <p>Are + Fit rhythm patterns to a steady beat in 2, 3, or 4 metre independently</p> <p>Timbre ARE – Begin to identify a range of non-percussion instruments by family / name; develop the use of percussion instruments</p> <p>ARE Identify voice types and a wider range of non-percussion instruments by family and name; further extend the use of voices and percussion instruments</p> <p>ARE + Identify and describe characteristics of instrument families / instruments within family groups, use percussion instruments with sensitivity and awareness of purpose</p> <p>Texture ARE –</p>	05, 06

		<p>Begin to identify and use different types of texture including solo, unison, ostinato parts and drone</p> <p>ARE</p> <p>Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinati parts</p> <p>ARE +</p> <p>Identify and describe the use and purpose of different types of layers in music heard, ensuring layers created and performed fit together accurately</p>	
Summer	Ukulele- whole class instrumental teaching	<p>Duration</p> <p>ARE –</p> <p>Identify how rhythm patterns fit to a steady beat, begin to hear the difference between 2, 3, and 4 metre</p> <p>ARE</p> <p>Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre</p> <p>Are +</p> <p>Fit rhythm patterns to a steady beat in 2, 3, or 4 metre independently</p> <p>Timbre</p> <p>ARE –</p> <p>Begin to identify a range of non-percussion instruments by family / name; develop the use of percussion instruments</p> <p>ARE</p> <p>Identify voice types and a wider range of non-percussion instruments by family and name; further extend the use of voices and percussion instruments</p> <p>ARE +</p> <p>Identify and describe characteristics of instrument families / instruments within family groups, use percussion instruments with sensitivity and awareness of purpose</p> <p>Texture</p>	05, 01

		<p>ARE – Begin to identify and use different types of texture including solo, unison, ostinato parts and drone</p> <p>ARE Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinati parts</p> <p>ARE + Identify and describe the use and purpose of different types of layers in music heard, ensuring layers created and performed fit together accurately</p>	
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Year 4 Music Curriculum Map

Term	Topic/ unit	Musical Dimensions	Sims Strands
Autumn 1	Lucy in the Sky with Diamonds	<p>Pitch</p> <p>ARE – Begin to hear the difference between scale patterns including pentatonic, major and minor</p> <p>ARE Identify melodic shape and explore different scale patterns including pentatonic, major and minor</p> <p>ARE + Identify and use, discuss and be able to choose between scale patterns for a specific melodic purpose</p> <p>Duration</p> <p>ARE – Identify how rhythm patterns fit to a steady beat, begin to hear the difference between 2, 3, and 4 metre</p> <p>ARE + Fit rhythm patterns to a steady beat in 2, 3, or 4 metre independently</p>	02, 06

		<p>ARE</p> <p>Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre</p>	
Autumn 2	Nativity	<p>Pitch</p> <p>ARE –</p> <p>Begin to hear the difference between scale patterns including pentatonic, major and minor</p> <p>ARE</p> <p>Identify melodic shape and explore different scale patterns including pentatonic, major and minor</p> <p>ARE +</p> <p>Identify and use, discuss and be able to choose between scale patterns for a specific melodic purpose</p> <p>Dynamics</p> <p>ARE –</p> <p>Begin to explore how to use dynamics for expressive effect</p> <p>ARE</p> <p>Explore how to use dynamics for expressive effect</p> <p>ARE +</p> <p>Identify and use, discuss and be able to choose dynamics for expressive effect</p>	01, 03
Spring	Ukulele- whole class instrumental teaching	<p>Duration</p> <p>ARE –</p> <p>Identify how rhythm patterns fit to a steady beat, begin to hear the difference between 2, 3, and 4 metre</p> <p>ARE</p> <p>Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre</p> <p>Are +</p> <p>Fit rhythm patterns to a steady beat in 2, 3, or 4 metre independently</p> <p>Timbre</p> <p>ARE –</p>	02, 04

		<p>Begin to identify a range of non-percussion instruments by family / name; develop the use of percussion instruments</p> <p>ARE</p> <p>Identify voice types and a wider range of non-percussion instruments by family and name; further extend the use of voices and percussion instruments</p> <p>ARE +</p> <p>Identify and describe characteristics of instrument families / instruments within family groups, use percussion instruments with sensitivity and awareness of purpose</p> <p>Texture</p> <p>ARE –</p> <p>Begin to identify and use different types of texture including solo, unison, ostinato parts and drone</p> <p>ARE</p> <p>Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinati parts</p> <p>ARE +</p> <p>Identify and describe the use and purpose of different types of layers in music heard, ensuring layers created and performed fit together accurately</p>	
Summer	Ukulele- whole class instrumental teaching	<p>Duration</p> <p>ARE –</p> <p>Identify how rhythm patterns fit to a steady beat, begin to hear the difference between 2, 3, and 4 metre</p> <p>ARE</p> <p>Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre</p> <p>Are +</p> <p>Fit rhythm patterns to a steady beat in 2, 3, or 4 metre independently</p> <p>Timbre</p> <p>ARE –</p> <p>Begin to identify a range of non-percussion instruments by family / name; develop the use of percussion instruments</p>	05, 01, 03

		<p>ARE Identify voice types and a wider range of non-percussion instruments by family and name; further extend the use of voices and percussion instruments</p> <p>ARE + Identify and describe characteristics of instrument families / instruments within family groups, use percussion instruments with sensitivity and awareness of purpose</p> <p>Texture ARE – Begin to identify and use different types of texture including solo, unison, ostinato parts and drone</p> <p>ARE Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinati parts</p> <p>ARE + Identify and describe the use and purpose of different types of layers in music heard, ensuring layers created and performed fit together accurately</p>	
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Year 5 Music Curriculum Map

Term	Topic/ unit	Musical Dimensions	Sims Strands
Autumn 1	Camel Driver- Egyptian Music	<p>Pitch ARE – Begin to explore and recognise different scale patterns and their musical effect</p> <p>ARE Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music</p> <p>ARE + Identify, discuss and use a range of scale patterns for a specific musical purpose or effect</p> <p>Texture</p>	06, 01, 05

		<p>ARE- Begin to use of simple harmony including consonant and dissonant</p> <p>ARE</p> <p>Extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments</p> <p>ARE +</p> <p>Identify, describe and use different types of harmony accurately and with an awareness of purpose</p>	
Autumn 2	Christmas- don't forget to twinkle!	<p>Dynamics</p> <p>ARE –</p> <p>Begin to understand how a range of dynamics can be used and manipulated for expressive effect</p> <p>ARE</p> <p>Understand how a wide range of dynamics can be used and manipulated for expressive effect</p> <p>ARE +</p> <p>Identify, discuss and use a range of dynamic variation for specific musical purpose or effect</p> <p>Duration</p> <p>ARE-</p> <p>Begin to be aware of more complex rhythm patterns and metres, hear the difference between basic metres</p> <p>ARE</p> <p>Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6</p> <p>ARE +</p> <p>Fit more complex rhythm patterns to a steady beat in a range of metres</p>	04, 01
Spring	Ukulele- whole class instrumental teaching	<p>Duration</p> <p>ARE–</p> <p>Begin to be aware of more complex rhythm patterns and metres, hear the difference between basic metres</p> <p>ARE: Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6</p> <p>ARE +</p> <p>Fit more complex rhythm patterns to a steady beat in a range of metres</p>	

		<p>Texture</p> <p>ARE- Begin to use of simple harmony including consonant and dissonant</p> <p>ARE: Extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments</p> <p>ARE +Identify, describe and use different types of harmony accurately and with an awareness of purpose</p>	
Summer	Ukulele-whole class instrumental teaching	<p>Duration</p> <p>ARE - Begin to be aware of more complex rhythm patterns and metres, hear the difference between basic metres</p> <p>ARE: Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6</p> <p>ARE + Fit more complex rhythm patterns to a steady beat in a range of metres</p> <p>Texture</p> <p>ARE- Begin to use of simple harmony including consonant and dissonant</p> <p>ARE: Extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments</p> <p>ARE +Identify, describe and use different types of harmony accurately and with an awareness of purpose</p> <p>Timbre</p> <p>ARE – Begin to identify instruments within families and different instrumental/ vocal combinations; use percussion instruments with greater sensitivity</p> <p>ARE: Identify instruments within families and different instrumental / vocal combinations: refine the use of voices and percussion instruments</p> <p>ARE + Identify, name and discuss instruments and their characteristics within family groups, refine the use of percussion instruments with awareness of impact</p>	

Year 6 Music Curriculum Map

Term	Topic/ unit	Musical Dimensions	Sims Strands						
Autumn	Amazing Machines	<p>Pitch ARE- Begin to explore, recognise and identify a range of different scale patterns and how they influence music</p> <p>ARE Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music</p> <p>ARE+ Use scales effectively for a specific musical purpose and be able to discuss and justify choices made</p> <p>Duration ARE – Begin to identify and understand more complex rhythm patterns and metres</p> <p>ARE Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7</p> <p>ARE+ Use more complex rhythm patterns effectively for a specific musical purpose</p>	06, 02, 04						
Spring	Ukulele- whole class instrumental teaching	<table><tr><td><p>Duration</p><p>ARE - Begin to identify and understand more complex rhythm patterns and metres</p></td><td><p>ARE Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7</p></td><td><p>ARE + Use more complex rhythm patterns effectively for a specific musical purpose</p></td></tr><tr><td><p>Timbre</p><p>ARE - Begin to identify instruments within families and their role in a wider range of ensembles: refine</p></td><td><p>ARE Identify voices / instruments within families and their role in a wider range of ensembles: refine the</p></td><td><p>ARE + Identify, name and discuss instruments within families and their role in a wider range of ensem-</p></td></tr></table>	<p>Duration</p> <p>ARE - Begin to identify and understand more complex rhythm patterns and metres</p>	<p>ARE Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7</p>	<p>ARE + Use more complex rhythm patterns effectively for a specific musical purpose</p>	<p>Timbre</p> <p>ARE - Begin to identify instruments within families and their role in a wider range of ensembles: refine</p>	<p>ARE Identify voices / instruments within families and their role in a wider range of ensembles: refine the</p>	<p>ARE + Identify, name and discuss instruments within families and their role in a wider range of ensem-</p>	Ukulele- whole class instrumental teaching 1 term
<p>Duration</p> <p>ARE - Begin to identify and understand more complex rhythm patterns and metres</p>	<p>ARE Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7</p>	<p>ARE + Use more complex rhythm patterns effectively for a specific musical purpose</p>							
<p>Timbre</p> <p>ARE - Begin to identify instruments within families and their role in a wider range of ensembles: refine</p>	<p>ARE Identify voices / instruments within families and their role in a wider range of ensembles: refine the</p>	<p>ARE + Identify, name and discuss instruments within families and their role in a wider range of ensem-</p>							

		<p>use of percussion instruments</p> <p>Texture</p> <p>ARE - Begin to use simple harmony, including simple chords</p>	<p>use of voices and percussion instruments with intended impact</p> <p>ARE Use simple harmony, including simple chords, with greater awareness and understanding</p>	<p>bles; refine the use percussion instruments with intended impact</p> <p>ARE + Identify, discuss and use different types of harmony with confidence and an awareness of purpose</p>	
Summer	Singing	<p>Timbre</p> <p>ARE – Begin to identify instruments within families and their role in a wider range of ensembles: refine use of percussion instruments</p> <p>ARE Identify voices / instruments within families and their role in a wider range of ensembles: refine the use of voices and percussion instruments with intended impact</p> <p>ARE+ Identify, name and discuss instruments within families and their role in a wider range of ensembles; refine the use percussion instruments with intended impact</p> <p>Texture</p> <p>ARE- Begin to use simple harmony, including simple chords</p> <p>ARE Use simple harmony, including simple chords, with greater awareness and understanding</p> <p>ARE + Identify, discuss and use different types of harmony with confidence and an awareness of purpose</p> <p>Tempo</p> <p>ARE - Begin to understand how a wider range of tempi can be used and manipulated for expressive effect</p> <p>ARE Understand how a wide range of tempi can be precisely used and manipulated for expressive effect</p>			01, 03, 04

		<p>ARE + Use detailed variations in tempi effectively for a specific musical purpose and be able to discuss and justify choices made</p> <p>Dynamics</p> <p>ARE – Begin to understand how a wider range of dynamics can be used and manipulated for expressive effect</p> <p>ARE Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect</p> <p>ARE + Use detailed dynamic variation effectively for a specific musical purpose and be able to discuss and justify choices made</p>	
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