

West Winch Primary School Music Curriculum Map						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Me!	My stories	Everyone!	Our world	Big Bear Funk	Reflect, rewind and replay
Knowledge	- Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					
Vocabulary	Nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, feet, soft sounds, loud sound, soft, medium, hard, solo, group, shake, tap, ring					
Year 1	Hey You	Rhythm in the Way We Walk and The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, rewind and replay
Knowledge - General	To confidently sing songs by heart To enjoy moving to music To know and recognise the sound and names of some instruments To know that music has a steady pulse To know that improvisation is about making up your own tunes or rhythms on the spot To know that composing is like writing a story with music To know that a performance is sharing music with other people, called an audience					
Knowledge	To find the pulse To copy-clap simple rhythms, including those made up by the pupil To use the note C (and D) to improvise	To find the pulse To copy-clap simple rhythms, including those made up by the pupil To use the note C (and D) to improvise	To find the pulse To copy-clap simple rhythms, including those made up by the pupil To use the note C (and D) to improvise	To find the pulse To copy-clap simple rhythms, including those made up by the pupil To use the note D (and E) to improvise	To find the pulse To copy-clap simple rhythms, including those made up by the pupil To use the note D (and E) to improvise	Revision of all previous units
Vocabulary	pulse, rhythm, pitch, rap, improvise, compose, melody, bass, guitar, drums, deck, perform	pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpet, saxophone, perform	blues, baroque, latin, Irish folk, funk, pulse, rhythm, pitch, compose, improvise, perform, groove	keyboard, bass, guitar, percussion, trumpet, saxophone, pulse, rhythm, pitch, improvise, compose, perform, audience	keyboard, drum, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination	Revision of all previously learned vocabulary
Musical Genres	Old school hip-hop	Reggae	Blues, baroque, latin, bhangra, folk, funk	Bossa nova	Pop	Classical
Year 2	Hands, Feet, Heart	Ho, Ho, Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, rewind and replay
Knowledge - General	To confidently sing songs by heart and know that they have a musical style To know that unison is everyone singing at the same time To know why we need to warm up our voices To enjoy moving to music To know and recognise the sound and names of some instruments To know that music has a steady pulse and that rhythms are different from the steady pulse To know that we add high and low sounds (pitch) when we sing and play To know that improvisation is about making up your own tunes or rhythms on the spot To know that composing is like writing a story with music To know that a performance is sharing music with other people, called an audience					

Knowledge	To find the pulse To copy-clap simple rhythms, including those made up by the pupil To use the note C (and D) to improvise	To find the pulse To copy-clap simple rhythms, including those made up by the pupil To use the note C (and D) to improvise	To find the pulse To copy-clap simple rhythms, including those made up by the pupil To use the note F (and G) to improvise	To find the pulse To copy-clap simple rhythms, including those made up by the pupil To use the note C (and D) to improvise	To find the pulse To copy-clap simple rhythms, including those made up by the pupil To use the note C (and D) to improvise	Revision of all previous units
Vocabulary	keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo	keyboard, bass, guitar, percussion, trumpet, saxophone, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo	keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Revision of all previously learned vocabulary
Musical Genres	Afropop, South African	Song with rapping and improvising	Rock	Reggae	Pop	Classical
Year 3	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, rewind and replay
Knowledge - General	To confidently sing songs by heart and know that they have a musical style To enjoy moving to music To find and demonstrate pulse, rhythm and pitch and to explain the difference between them To know that music has a steady pulse and that rhythms are different from the steady pulse To know that singing in a group can be called a choir To know why we need to warm up our voices To know and recognise the sound and names of some instruments used in class, including glockenspiel To know that improvisation is about making up your own tunes or rhythms on the spot To know that composing is like writing a story with music and to know ways that this can be recorded To know that a performance is sharing music with other people and how to perform well					
Knowledge	To listen and sing back To improvise using the note C (and D)	To improvise using the note D, E and F To develop glockenspiel skills	To listen and sing back To improvise using the note C (and D)	To listen and sing back To improvise using the notes G, A and B	To listen and sing back To improvise using the note C (and A)	Revision of all previous units
Vocabulary	structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody	improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody	introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, reggae	keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody	keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody	Revision of all previously learned vocabulary
Musical Genres	R n B	N/A	Reggae	Pop	Disco	Classical
Year 4	Mamma Mia	Glockenspiel 2	Stop!	Lean On Me	Blackbird	Reflect, rewind and replay
Knowledge - General	To confidently sing songs by heart, to know their musical style and who sang or wrote them To enjoy moving to music To find and demonstrate pulse, rhythm and pitch and to explain the difference between them To know that music has a steady pulse and that rhythms are different from the steady pulse To know that singing in a group can be called a choir and that it is important to listen to each other To know why we need to warm up our voices					

	To know and recognise the sound and names of some instruments used in class as well as those that might be played in other places, e.g. a band or orchestra To know that improvisation is about making up your own tunes or rhythms on the spot To know that composing is like writing a story with music and to know ways that this can be recorded To know that a performance is sharing music with other people and how to perform well					
Knowledge	To listen and sing back To improvise using the note G (and A), C (and D)	To develop glockenspiel skills	To listen and sing back To improvise using the note C (and D)	To listen and sing back To improvise using the notes F (and G)	To listen and sing back To improvise using the note C (and D)	Revision of all previous units
Vocabulary	keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody, solo, pentatonic scale, unison	rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure	musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, drums, unison, pulse, rhythm, pitch tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo	unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo	acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo	Revision of all previously learned vocabulary
Musical Genres	Pop	Mixed styles	Grime	Gospel	Pop (The Beatles)	Classical
Year 5	Livin’ On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, rewind and replay
Knowledge - General	To confidently sing songs by heart, to know their musical style, who sang or wrote them, when and possibly why To enjoy moving to music To know that music has a steady pulse and to keep a strong internal pulse To know that singing in a group can be called a choir and that it is important to listen to each other To know why we need to warm up our voices To know and recognise the sound and names of some instruments used in class as well as those that might be played in other places, e.g. a band or orchestra To know that improvisation is about making up your own tunes or rhythms on the spot To name well-known improvising musicians To know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure To know ways that notes are written down, including note names and notation on the treble stave To know that a performance is sharing music with other people and how to perform well					
Knowledge	To listen and copy back To improvise using the notes G and A (and B)	To develop glockenspiel skills To use the notes G, A, B, D and E	To listen and copy back To improvise using the notes C and D (and E)	To listen and copy back To improvise using the notes D and E (and F)	To listen and copy back To improvise using the notes D and E (and F)	Revision of all previous units
Vocabulary	rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose	appraising, bossa nova, syncopation, structure, swing, tune/head, note values, note names, big band, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo	ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	old school hip-hop, rap, riff, synthesizer, deck, backing loops, funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	Revision of all previously learned vocabulary
Musical Genres	Rock	Bossa nova and swing	Pop ballads	Old school hip-hop	Motown	Classical
Year 6	Happy	Classroom Jazz 2	A New Year Carol	You’ve Got a Friend	Music and Me	Reflect, rewind and replay
Knowledge - General	To confidently sing songs by heart, to know their musical style, who sang or wrote them, when and possibly why To enjoy moving to music To know that music has a steady pulse and to keep a strong internal pulse					

	To know that singing in a group can be called a choir and that it is important to listen to each other To know why we need to warm up our voices To know and recognise the sound and names of some instruments used in class as well as those that might be played in other places, e.g. a band or orchestra To know that improvisation is about making up your own tunes or rhythms on the spot To name well-known improvising musicians To know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure To know ways that notes are written down, including note names and notation on the treble stave To know that a performance is sharing music with an audience with belief and how to perform well					
Knowledge	To listen and copy back To improvise using the notes A and G (and B)	To listen and copy back To improvise using the notes A, G, D and E	To create own music inspired by your identity and by women in the music industry	Revision of all previous units		
Vocabulary	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo	blues, jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo	melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel	melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony	gender, racism, rap, lyrics, turntablist, DJing, producer, electronic, acoustic	Revision of all previously learned vocabulary
Musical Genres	Pop/Neo soul	Bacharach and Blues	Classical or urban gospel	70s ballad/pop	Create your own	Classical