East Tilbury Primary School's Music Curriculum Map

| Voca 1 | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
|--------|------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|------------------------------------|------------------------------------|
| Year 1 | | | | | | |
| Music | Musical | Musical | Musical Spotlight: | Musical | Musical | Musical |
| | Spotlight: My | Spotlight: Dance, | Exploring Sounds | Spotlight: Learnin | Spotlight: Having | Spotlight: Let's |
| | Musical | Sing and Play! | Social Question: | g to Listen | Fun with | Perform |
| | Heartbeat | Social Question: | How Does Music | | Improvisation | Together! |
| -A A | Social Question: | How Does Music | Make the World a | Social | | |
| | How Can We | Tell Stories About | Better Place? | Question: How | Social | Social |
| | Make Friends | the Past? | | Does Music Help | Question: What | Question: How |
| | When We Sing | | •Find and keep a | Us to Understand | Songs Can We | Does Music |
| | Together? | Find and keep a | steady beat. | Our Neighbours? | Sing to Help Us | Teach Us About |
| | | steady beat. | Keep a steady | | Through the Day? | Looking After Our |
| | Find and keep a | Keep a steady | beat when | Find and keep a | 6.0 | Planet? |
| 1 | steady beat. | beat when | improvising. | steady beat. | Find and keep a | |
| | Keep a steady | improvising. | Listen carefully | Keep a steady | steady beat. | Find and keep a |
| | beat when | Listen carefully | and copy back | beat when | Keep a steady | steady beat. |
| | improvising. | and copy back | the actions. | improvising. | beat when | Keep a steady |
| (| Listen carefully | the actions. | Play or clap | Listen carefully | improvising. | beat when |
| | and copy back | Play or clap | simple rhythmic | and copy back | Listen carefully | improvising. |
| / / | the actions. | simple rhythmic | patterns using | the actions. | and copy back | Listen carefully |
| | Play or clap | patterns using | long and short | Play or clap | the actions. | and copy back |
| 2 | simple rhythmic | long and short | sounds. | simple rhythmic | Play or clap | the actions. |
| | patterns using | sounds. | Clap four-beat | patterns using | simple rhythmic | Play or clap |
| | long and short | Clap four-beat | rhythms, | long and short | patterns using | simple rhythmic |
| | sounds. | rhythms, | creating long | sounds. | long and short | patterns using |
| | Clap four-beat | creating long | and short | Clap four-beat | sounds. | long and short |
| | rhythms, | and short | sounds. | rhythms, | Clap four-beat | sounds. |
| | creating long | sounds. | Respond to the | creating long | rhythms, | Clap four-beat |
| | and short | Respond to the | questions, | and short | creating long | rhythms, |
| | sounds. | questions, | thinking about | sounds. | and short | creating long |
| | | <i>Y</i> (| the music. | | sounds. | |

| | | | | 1 | T | T |
|--------|-------------------------------------|-----------------------------------|-----------------------------------|------------------------------------|-------------------------------------|-------------------------------------|
| | Respond to the | thinking about | Respond to | Respond to the | Respond to the | and short |
| | questions, | the music. | different high | questions, | questions, | sounds. |
| | thinking about | Respond to | and low pitches. | thinking about | thinking about | Respond to the |
| | the music. | different high | Improvise using | the music. | the music. | questions, |
| | Respond to | and low | one, two or | Respond to | Respond to | thinking about |
| | different high | pitches. | three notes, | different high | different high | the music. |
| | and low | Improvise using | using C, D and E. | and low | and low | Respond to |
| | pitches. | one, two or | | pitches. | pitches. | different high |
| | Improvise using | three notes, | | Improvise using | Improvise using | and low |
| | one, two or | using C, D and | (//) | one, two or | one, two or | pitches. |
| | three notes, | E. | | three notes, | three notes, | Improvise using |
| | using C, D and | -0 | | using C, D and | using C, D and | one, two or |
| | E. | | \sim | E. | E. | three notes, |
| r | | | | | | using C, D and |
| | | 7/// 7 | | | (f) | E. |
| Year 2 | | | | | | |
| () | Musical | Musical | Musical | Musical | Musical | Musical |
| 4 | Spotlight: Pulse, | Spotlight: Playing | Spotlight: Inventi | Spotlight: Recogn | Spotlight: Explori | Spotlight: Our Big |
| 1 120 | Rhythm and Pitch | in an Orchestra | ng a Musical | ising Different | ng Improvisation | Concert |
| | | | Story | Sounds? | | |
| | Social | Social | | | Social | Social |
| | Question: How | Question: How | Social | Social | Question: How | Question: How |
| ~ | Does Music Help | Does Music Teach | Question: How | Question: How | Does Music Make | Does Music Teach |
| ~ | Us to Make | Us About the | Does Music Make | Does Music Teach | Us Happy? | Us About Looking |
| | Friends? | Past? | the World a | Us About Our | 17.1 | After Our Planet? |
| | () _ | | Better Place? | Neighbourhood? | Find and keep a | |
| | •Find and keep a | •Find and keep a | | | steady beat. | |
| | steady beat. | steady beat. | • Find and keep a | •Find and keep a | Keep a steady | •Find and keep a |
| | Keep a steady | •Keep a steady | steady beat. | steady beat. | beat when | steady beat. |
| | beat when | beat when | Keep a steady | Keep a steady | improvising. | Keep a steady |
| | improvising | improvising. | beat when | beat when | •Listen to the | beat when |
| | improvising. | illipiovisilig. | Deat Wrien | DCat Wilch | • Listell to the | Dear Wileii |
| | •Listen to the | •Listen to the | improvising. | improvising. | music carefully, | improvising. |

| | move to the | move to the | Listen to the | Listen to the | move to the | Listen to the |
|-----|----------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| | music. | music. | music carefully, | music carefully, | music. | music carefully, |
| | Play or clap | Play or clap | move to the | move to the | Play or clap | move to the |
| | simple rhythmic | simple rhythmic | music. | music. | simple rhythmic | music. |
| | patterns using | patterns using | Play or clap | Play or clap | patterns using | Play or clap |
| | long and short | long and short | simple rhythmic | simple rhythmic | long and short | simple rhythmic |
| | sounds. | sounds. | patterns using | patterns using | sounds. | patterns using |
| | Clap four-beat | Clap four-beat | long and short | long and short | Clap four-beat | long and short |
| | rhythms, | rhythms, | sounds. | sounds. | rhythms, | sounds. |
| | creating long | creating long | Clap four-beat | Clap four-beat | creating long | Clap four-beat |
| | and short | and short | rhythms, | rhythms, | and short | rhythms, |
| | sounds. | sounds. | creating long | creating long | sounds. | creating long |
| | Respond to the | Respond to the | and short | and short | Respond to the | and short |
| 1 | questions and | questions and | sounds. | sounds. | questions and | sounds. |
| | use any musical | use any musical | Respond to the | Respond to the | use any musical | Respond to the |
| | words you | words you | questions and | questions and | words you | questions and |
| () | know. | know. | use any musical | use any musical | know. | use any musical |
| - | Explore your | Explore your | words you | words you | Explore your | words you |
| () | feelings and | feelings and | know. | know. | feelings and | know. |
| | thoughts | thoughts | Explore your | Explore your | thoughts | Explore your |
| () | towards the | towards the | feelings and | feelings and | towards the | feelings and |
| | music. | music. | thoughts | thoughts | music. | thoughts |
| < | Respond to | Respond to | towards the | towards the | Respond to | towards the |
| ~ | different high | different high | music. | music. | different high | music. |
| | and low | and low | Respond to | Respond to | and low | Respond to |
| | pitches. | pitches. | different high | different high | pitches. | different high |
| | Improvising | Improvising | and low | and low | Improvising | and low |
| | using one, two | using one, two | pitches. | pitches. | using one, two | pitches. |
| | or three notes, | or three notes, | Improvising | Improvising | or three notes, | Improvising |
| | using C, D and | using C, D and | using one, two | using one, two | using C, D and | using one, two |
| | E | CET PT | or three notes, | or three notes, | E. | or three notes, |
| | | | using C, D and | using C, D and | | using C, D and |
| | | 7 \ | E. J. L. | E. | | E. |

| Year 3 | | | | | | |
|--|----------------------------------|----------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| rear 5 | Musical | Musical | Musical | Musical | Musical | Musical |
| | Spotlight: | Spotlight: | Spotlight: More | Spotlight: More | Spotlight: Enjoying | Spotlight: Opening |
| | Writing Music | Playing in a | Musical Styles | Musical Styles | Improvisation | Night |
| | Down | Band | | | · | |
| | | | Social | Social | Social | Social |
| | Social | Social | Question: How | Question: How | Question: How | Question: How |
| | Question: How | Question: What | Does Music Help | Does Music Help | Does Music Make | Does Music |
| | Does Music | Stories Does | Us Get to Know | Us Get to Know | a Difference to Us | Connect Us with |
| | Bring Us Closer | Music Tell Us | Our Community? | Our Community? | Every Day? | Our Planet? |
| | Together? | About the Past? | | | | |
| | | | •Tempo: Andante | •Tempo: Andante | •Tempo: Andante | •Tempo: Andante |
| | • <u>T</u> empo: | •Tempo: | — at a walking |
| T. | Andante — at | Andante — at | pace (92 bpm) | pace (92 bpm) | pace (104 bpm) | pace (92 bpm) |
| | a walking | a walking | Time signature: | •Time signature: | •Time signature: | Time signature: |
| ^ ' | pace (100 | pace (104 | 4/4 | 4/4 | 2/4 | 2/4 |
| () | bpm) | bpm) | •Time signature: | Time signature: | Time signature: | Time signature: |
| 700 | •Time | •Time | 4/4 — there are | 4/4 — there are | 3/4 — there are | 2/4 — there are |
| () | signature: 2/4 | signature: 2/4 | four crotchet | four crotchet | three crotchet | two crotchet |
| | •Time | •Time | beats in a bar |
| () | signature: 4/4 | signature: 2/4 | • Key signature: G | Key signature: G | Key signature: F | Key signature: F |
| | — there are | there are | major | major | major | major |
| < | four crotchet | two crotchet | Key signature: A | Key signature: A | Key signature: C | Key signature: F |
| A STATE OF THE STA | beats in a bar | beats in a bar | minor — there | minor — there | major — there | major — there is |
| 1 | Key signature: | Key signature: | are no sharps or | are no sharps or | are no sharps or | one flat in the |
| | C major Key | C major | flats in the key | flats in the key | flats in the key | key signature (b) |
| | signature: G | Key signature: | signature | signature | signature | •Notes: F, G, A, C, |
| | major — | C major — | •Notes: G, A, B, C, | •Notes: G, A, B, C, | •Notes: F, G, A, C, | D |
| | there is one | there are no | D | D \/\\ | / D | Rhythmic |
| | sharp in the | sharps or flats | Rhythmic | Rhythmic patterns | Rhythmic | patterns using: |
| | key signature | in the key | patterns using: | using: Minims, | patterns using: | Minims, |
| | (#) | signature | Minims, | crotchets and | Minims, | |
| | | 1 | | quavers | | |

| | •Notes: C, D, E, | •Notes: C, D, E, | crotchets and | | crotchets and | crotchets and |
|--------|----------------------------|----------------------------|-------------------------|--------------------|-------------------------|-------------------------|
| | G, A | G, A | quavers | | quavers | quavers |
| | Rhythmic | Rhythmic | | | | |
| | patterns | patterns | | | | |
| | using: | using: | | | | |
| | Minims, | Minims, | | | | |
| | crotchets and | crotchets and | | | | |
| | quavers | quavers | | | | |
| Year 4 | 10 | | /// | | | |
| | Musical | Musical | Musical | Musical Spotlight: | Musical Spotlight: | Musical Spotlight: |
| | Spotlight: | Spotlight: | Spotlight: | Feelings Through | Expression and | The Show Must Go |
| | Musical | Exploring | Compose with | Music | Improvisation | On! |
| 12.5 | Structures | Feelings When | Your Friends | | | |
| 19.19 | | You Play | | Social Question: | Social Question: | Social Question: |
| | Social | | Social Question: | How Does Music | How Does Music | How Does Music |
| | Question: How | Social | How Does Music | Teach Us About | Shape Our Way of | Connect Us with |
| | Does Music | Question: How | Improve Our | Our Community? | Life? | the Environment? |
| | Bring Us | Does Music | World? | \sim | | |
| / () | Together? | Connect Us | | •Tempo: Andante | ■Tempo: Adagio | •Tempo: |
| | | With Our Past? | •Tempo: Allegro | — at a walking | — at a slow | Moderato — at a |
| | ◆Tempo: | | — At a brisk | pace (97 bpm) | speed (68 bpm) | moderate speed |
| / V | Moderato — | •Tempo: | speed (150 | •Time signature: | •Time signature: | (114 bpm) |
| | at a | Andante — | bpm) | 4/4 | 4/4 | •Time signature: |
| 2 | moderate | at a walking | •Time signature: | •Time signature: | •Time signature: | 4/4 |
| | speed (112 | pace (97 | 4/4 | 2/4 — there are | 4/4 — there are | •Time signature: |
| | bpm) | bpm) | •Time signature: | two crotchet | four crotchet | 4/4 — there are |
| | Time | •Time | 3/4 — there are | beats in a bar | beats in a bar | four crotchet |
| | signature: | signature: | three crotchet | •Key signature: C | •Key signature: A | beats in a bar |
| | 4/4 | 4/4 | beats in a bar | major | minor | •Key signature: A |
| | •Time | Time | •Key signature: C | •Key signature: G | •Key signature: A | minor |
| | signature: | signature: | major | major — there is | minor — there | •Key signature: C |
| | 4/4 — there | 2/4 — there | •Key signature: G | one sharp in the | are no sharps or | major — there |
| | are four | are two | major — there is | key signature (#) | a. c 110 ona po o | are no sharps or |
| | 3.0.0 | a. 5 1115 | - major - there is | key signature (¥) | | are no snarps of |

| b b b c K si m c K si m ttl si | crotchet deats in a bar dey dignature: C major dey dignature: F major dey dignature: F major dey dignature: G dey dignature: G dey dignature: G dey dignature: G dignature dignature: C dignat | patterns using: Minims, dotted crotchets, crotchets and quavers | Notes: C, D, E, G, A (C pentatonic) Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers | flats in the key signature Notes: A, B, C, D, E, F, G Rhythmic patterns using: Minims, crotchets, dotted quavers, quavers and semiquavers | flats in the key signature Notes: A, B, C, D, E, F, G Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers |
|--|--|---|--|---|--|
| The same of the sa | of all Musical | D. Garacia and | Marriant | BAndinal Constitute | Marrian Constitute |
| | usical Musical otlight: Sing | Musical Spotlight: | Musical Spotlight: | Musical Spotlight: Freedom to | Musical Spotlight: Battle of the |
| - | elody and and Play in | Composing and | Enjoying Musical | Improvise | Bands! |
| | rmony in Different | Chords | Styles | ,pi 0 vi3c | Dallas. |
| | usic Styles | 3.101.00 | | Social Question: | Social Question: |
| | | Social Question: | Social Question: | How Does Music | How Does Music |
| | y | How Does Music | How Does Music | | |



Social
Question:
How Does
Music Bring Us
Together?

•Tempo:
Allegro — at a brisk speed (128 bpm)

•Time signature: 4/4

•Time signature: 4/4 — there are four crotchet beats in a bar

• Key signature: A minor

Key signature:

 A minor —
 there are no sharps or flats in the key signature

•Notes: A, B, C, D, E, F♯, G

Rhythmic patterns using:
 Minims, dotted crotchets,

Social
Question: How
Does Music
Connect Us
with Our Past?

•Tempo: Moderato at a moderate speed (112 bpm)

•Time signature: 4/4

•Time signature: 2/4 — there are two crotchet beats in a bar

•Key signature: A minor

•Key signature: F major — there is one flat in the key signature (b)

Improve Our World?

•Tempo: Allegro
— at a brisk
speed (155
bpm)

•Time signature:

•Time signature:
3/4 — there are
three crotchet
beats in a bar

Key signature: Fmajor

 Key signature: G major — there is one sharp in the key signature (#)

•Notes: F, G, A, Bb, C, D, E

 Rhythmic patterns using: Dotted minims, minims, dotted crotchets, crotchets and quavers Teach Us About Our Community?

Tempo: Prestoat a veryquick speed(180 bpm)

•Time signature: 2/4

•Time signature: 6/8 — there are six quaver beats in a bar

Key signature: F major

• Key signature: C major — there are no sharps or flats in the key signature

•Notes: F, G, A, Bb, C, D, E

 Rhythmic patterns using: Dotted crotchets, triplet quavers and quavers Shape Our Way of Life?

Tempo: Adagio— at a slowspeed (66 bpm)Time signature:

6/8Time signature:3/4 — there arethree crotchet

beats in a barKey signature: Cmajor

 Key signature: D major — there are two sharps in the key signature
 (#)

•Notes: C, D, E, F, G, A, B

 Rhythmic patterns using: Dotted minims, minims, crotchets, quavers and semiguavers Connect Us with the Environment?

•Tempo: Allegro
— at a brisk
speed (120 bpm)

•Time Signature: 6/8

•Time signature: 5/4 — there are five crotchet beats in a bar

Key Signature: C major

 Key signature: C major — there are no sharps or flats in the key signature

•Notes: C, D, E, F, G, A, B

 Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers

| | crotchets and quavers | •Notes: A, B, C, D, E, F♯, G •Rhythmic patterns using: Minims, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers | Ti | | | |
|--|---|--|--|---|--|---|
| Year 6 | | | | | 4.0 | |
| Sound diese Per Per Ollusie Per Per Per Ollusie Per Per Per Ollusie Per Per Per Ollusie Per Per Per Per Ollusie Per Per Per Per Per Per Per Per Per Pe | Musical Spotlight: Music and Technology Social Question: How Does Music Bring Us Together? • Tempo: Adagio — at a slow speed (66 bpm) • Time signature: 2/4 • Time signature: 2/4 | Musical Spotlight: Developing Ensemble Skills Social Question: How Does Music Connect Us with Our Past? • Tempo: Adagio — at a slow speed (66 bpm) • Time signature: 2/4 • Time signature: 3/4 | Musical Spotlight: Creative Composition Social Question: How Does Music Improve Our World? • Tempo: Adagio — at a slow speed (68 bpm) • Time signature: 2/4 • Time signature: 4/4 — there are four crotchet beats in a bar | Musical Spotlight: Musical Styles Connect Us Social Question: How Does Music Teach Us About Our Community? •Tempo: Moderato — at a moderate speed (116 bpm) •Time signature: 2/4 •Time Signature: 5/4 — there are | Musical Spotlight: Improvising with Confidence Social Question: How Does Music Shape Our Way of Life? •Tempo: Andante — at a walking pace (76 bpm) •Time signature: 5/4 •Time signature: 6/8 — there are six quaver beats in a bar | Musical Spotlight: Farewell Tour Social Question: How Does Music Connect Us with the Environment? •Tempo: Adagio — at a slow speed (66 bpm) •Time signature: 5/4 •Time signature: 2/4 — there are two crotchet beats in a bar •Key signature: G major |

| | | | | | 1 |
|------------------|----------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| — there are | there are | Key signature: C | five crotchet | Key signature: G | Key signature: C |
| two crotchet | three crotchet | major | beats in a bar | major | major — there |
| beats in a bar | beats in a bar | Key signature: D | Key signature: C | Key signature: D | are no sharps or |
| •Key signature: | Key signature: | major — there | major | minor — there is | flats in the key |
| C major | C major | are two sharps | Key signature: G | one flat in the | signature |
| •Key signature: | Key signature: | in the key | major — there is | key signature (♭) | •Notes: G, A, B, C, |
| C major — | A minor — | signature (#) | one sharp in the | •Notes: G, A, B, C, | D, E, F♯ |
| there are no | there are no | •Notes: C, D, E, F, | key signature (#) | D, E, F♯ | Rhythmic |
| sharps or flats | sharps or flats | G, A, B | •Notes: C, D, E, F, | •Rhythmic | patterns using: |
| in the key | in the key | •Rhythmic | G, A, B | patterns using: | Minims, |
| signature | signature | patterns using: | • Rhythmic | Dotted | crotchets, |
| •Notes: C, D, E, | •Notes: C, D, E, | Minims, dotted | patterns using: | crotchets, triplet | quavers and |
| F, G, A, B | F, G, A, B | crotchets, | Minims, dotted | quavers and | semiquavers |
| • Rhythmic | Rhythmic | crotchets, | crotchets, | quavers | |
| patterns | patterns | quavers and | crotchets and | (f) | |
| using: | using: | semiquavers | quavers | T. | |
| Minims, | Minims, | | | 3 | |
| crotchets, | dotted | | | | |
| quavers and | crotchets, | // (| | | |
| semiquavers | crotchets, | //. ~ | | Lanne | |
| | dotted | | | | |
| | quavers, | | | Mark Control | |
| | quavers and | | | | |
| | semiquavers | | | 10 | |

Cheryone Achieva