



Music Curriculum Map 2021-2022

Year Group	Autumn		Spring		Summer	
<p><u>1</u></p> <p><u>See gaps note below</u></p>	ME Unit 1 – Ourselves (Exploring Sound) ME Unit 2 – Number (Beat)	ME Unit 3 – Animals (Pitch) ME Unit 4 – Weather (Exploring Sounds)	ME Unit 5 – Machines (Beat) ME Unit 6 – Seasons (Pitch)	ME Unit 7 – Our School (Exploring Sounds) ME Unit 8 – Pattern (Beat)	ME Unit 9 – Storytime (Exploring Sounds) ME Unit 10 – Our Bodies (Beat)	ME Unit 11 – Travel (Performance) ME Unit 12 – Water (Pitch)
<p><u>2</u></p>	ME Unit 1 – Ourselves (Exploring Sounds) ME Unit 2 – Toys (Beat)	ME Unit 3 – Our land (Exploring Sounds)	ME Unit 5 – Animals (Pitch) ME Unit 6 – Number (Beat)	ME Unit 7 – Storytime (Exploring Sounds) ME Unit 8 – Seasons (Pitch)	ME Unit 9 – Weather (Exploring Sounds) ME Unit 10 – Pattern (Beat)	ME Unit 11 – Water (Pitch) ME Unit 12 – Travel (Performance)

		ME Unit 4 – Our bodies (Beat)				
<u>3</u>	CMA VIOLIN AND CELLO		CMA VIOLIN AND CELLO		CMA VIOLIN AND CELLO	
<u>4</u>	ME Unit 1 – Poetry (Performance) ME Unit 2 – Environment (Composition)	ME Unit 3 – Sounds (Exploring sounds) ME Unit 4 – Recycling (Structure)	ME Unit 5 – Building (Beat) ME Unit 6 – Around the world (Pitch)	ME Unit 7 – Ancient worlds (Structure) ME Unit 8 – Singing Spanish (Pitch)	ME Unit 9 – Communication (Composition) ME Unit 10 – Time (Beat)	ME Unit 11 – In the past (Notation) ME Unit 12 – Food and drink (Performance)
<u>5</u>	CMA KEYBOARD AND GUITAR		CMA KEYBOARD AND GUITAR		CMA KEYBOARD AND GUITAR	
<u>6</u> <u>(Using year 5 music express for gap filling)</u>	ME Unit 2 – Solar System (Listening)	ME Unit 3 – Life Cycles (Structure)	ME Unit 4 - Keeping Healthy (Beat)	ME Unit 5- At the movies (Composition)	End of Year Performance	

GAPS NOTE:

Music Express curriculum does not include development of composition skills at Year 1 and 2 level. This should therefore be included in planning according to guidance of Model Music Curriculum 2021:

Year 1:

Composing

- Improvise simple vocal chants, using **question and answer** phrases.
- Create musical sound effects and short **sequences** of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).
- Understand the difference between creating a **rhythm** pattern and a **pitch** pattern.
- Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.
- Use music technology, if available, to capture, change and combine sounds.
- Recognise how graphic notation can represent created sounds. Explore and invent own symbols, for example:



Year 2:

Composing

- Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).
- Work with a partner to **improvise** simple **question and answer** phrases, to be sung and played on **untuned percussion**, creating a musical conversation.
- Use **graphic symbols**, **dot notation** and **stick notation**, as appropriate, to keep a record of composed pieces.
- Use music technology, if available, to capture, change and combine sounds.