



## Cycle A: 2024-25

Year 1/2			
	Term 1	Term 2	Term 3
<b>Unit Title</b>	<b>Hey You (Charanga) /The Gunpowder Plot (BBC Music)</b>	<b>Singing TBC (Sing Up)</b>	<b>The Planets (Holst- BBC Ten Pieces)/ Recorders</b>
<b>National Curriculum Links</b>	Use voices expressively and creatively by singing songs/chants/rhymes.	Use voices expressively and creatively by singing songs/chants/rhymes.	Play tuned and untuned instruments musically. Listen with concentration and understanding. Composing
<b>Disciplinary Concepts</b>	Singing	Singing	Listening, composition, playing an instrument
<b>What do children need to know to access the unit?</b>	How to sing simple songs, rhymes and chants.	How to sing simple songs, rhymes and chants.	How to play a simple pulse or rhythm.
<b>Golden threads (substantive concepts)</b>	Pitch, rhythm, pulse, tempo, dynamics,	Pitch, rhythm, pulse, tempo, dynamics	Pitch, rhythm, structure, texture, dynamics, timbre
<b>Vocabulary</b>	Pitch, high, low, step, leap, fast, slow, silence, melody, rhythm, pulse, short, long, rap	Pitch, high, low, step, leap, fast, slow, silence, melody, rhythm, pulse, short, long	Pitch, high, low, step, leap, fast, slow, silence, melody, rhythm, pulse, note, crochet, quaver, composition
<b>Sticky knowledge</b>	Pupils can sing songs, raps and chants in unison with greater accuracy with some attention to dynamics.	Pupils can sing songs, raps and chants with an accompaniment with greater accuracy with attention to dynamics.	Pupils can compose simple phrases to convey an idea. They can play instruments with increasing accuracy to a steady beat.

Year 3/4			
	Term 1	Term 2	Term 3
<b>Unit Title</b>	<b>Three Little Birds (Charanga)</b>	<b>In the Hall of the Mountain King from 'Peer Gynt' (BBC 10 pieces)</b>	<b>Musicianship programme</b>
<b>National Curriculum Links</b>	Sing and play with increasing control. Identify the genre and character in music. Begin to use notation.	Sing and play with increasing control. Identify the genre and character in music.	To play musically in a group context with increasing accuracy.
<b>Disciplinary Concepts</b>	Singing Rhythm and pulse	Listening and appreciation Composition	Rhythm and pulse Playing an instrument
<b>What do children need to know to access the unit?</b>	How to sing and follow a melody.	How to play simple tuned and untied instruments.	How to clap and play a pulse and a simple rhythm. How to sing or play as part of a group.
<b>Golden threads (substantive concepts)</b>	Pitch, rhythm, structure, timbre, texture, dynamics, tempo	Pitch, rhythm, structure, timbre, texture, dynamics, tempo	Pitch, rhythm, structure, timbre, texture, dynamics, tempo
<b>Vocabulary</b>	Pulse, beat, rhythm, notes, lyric, notation, patterns,	Pulse, beat, rhythm, notes, notation, patterns, melody,	Pulse, beat, rhythm, notes, lyric, notation, patterns,



# Curriculum Map for Music

	melody, pitch, volume, tempo, reggae,	pitch, volume, tempo, composition, improvisation	melody, pitch, volume, tempo, Samba
<b>Sticky knowledge</b>	Pupils can sing in tune and in time with others with an awareness of the musical style.	Pupils can compose to a given structure, using simple notation to record creative work.	Pupils can play in time along with others to create a performance.

Year 5/6			
	Term 1	Term 2	Term 3
<b>Unit Title</b>	<b>Live/On a Prayer (Charanga)</b>	<b>Ancient Greece (BBC Music)</b>	<b>Earth (Hans Zimmer- BBC 10 pieces)</b>
<b>National Curriculum Links</b>	Sing and play with increasing control. Identify the genre and character in music. Begin to use notation.	Sing and play with increasing control. Identify the genre and character in music.	To play musically in a group context with increasing accuracy.
<b>Disciplinary Concepts</b>	Singing Rhythm and Pulse	Singing	Listening and appreciation Composition
<b>What do children need to know to access the unit?</b>	How to sing songs in tune and in time with others.	How to sing songs in tune and in time with others.	How to play tuned and untuned instruments as part of a group. How to record music using simple notation.
<b>Golden threads (substantive concepts)</b>	Pitch, rhythm, structure, timbre, texture, dynamics, tempo	Pitch, rhythm, structure, timbre, texture, dynamics, tempo	Pitch, rhythm, structure, timbre, texture, dynamics, tempo
<b>Vocabulary</b>	Pulse, beat, rhythm, notes, lyric, notation, patterns, melody, pitch, volume, tempo,	Pulse, beat, rhythm, notes, lyric, notation, patterns, melody, pitch, volume, tempo,	Pulse, beat, rhythm, notes, lyric, notation, patterns, melody, pitch, volume, tempo, improvisation, composition
<b>Sticky knowledge</b>	Pupils can sing in tune and in time with others with an awareness of the musical style, with attention to phrasing, breathing and clear diction.	Pupils can sing in tune and in time with others with an awareness of the musical style, with attention to phrasing, breathing and clear diction.	Pupils can compose to a given structure, using simple notation to record creative work, using the dimensions of music (substantive concepts).

## Cycle B: 2025-26

Year 1/2			
	Term 1	Term 2	Term 3
<b>Unit Title</b>	<b>Singing</b>	<b>Listening and composition</b>	<b>Menu Song (Sing up)</b>
<b>National Curriculum Links</b>	Use voices expressively and creatively by singing songs/chants/rhymes.	Play tuned and untuned instruments musically. Listen with concentration and understanding. Composing	Use voices expressively and creatively by singing songs/chants/rhymes.
<b>Disciplinary</b>	Singing	Listening, composition	Singing



## Curriculum Map for Music

<b>Concepts</b>			
<b>What do children need to know to access the unit?</b>	How to sing songs in tune and in time with others.	How to play a simple pulse or rhythm.	How to sing songs in tune and in time with others.
<b>Golden threads (substantive concepts)</b>	Pitch, rhythm, pulse, tempo, dynamics	Pitch, rhythm, pulse, tempo, dynamics, timbre	Pitch, rhythm, pulse, tempo, dynamics
<b>Vocabulary</b>	Pitch, high, low, step, leap, fast, slow, silence, melody, rhythm, pulse, short, long	Pitch, high, low, step, leap, fast, slow, silence, melody, rhythm, pulse, short, long	Pitch, high, low, step, leap, fast, slow, silence, melody, rhythm, pulse, short, long
<b>Sticky knowledge</b>	Pupils can sing songs, raps and chants in unison with greater accuracy with some attention to dynamics.	Pupils can compose simple phrases to convey an idea.	Pupils can sing songs, raps and chants in unison with greater accuracy with some attention to dynamics.

Year 3/4			
	Term 1	Term 2	Term 3
<b>Unit Title</b>	<b>Just Like a Roman (Sing Up)</b>	<b>Lean On Me (Charanga)</b>	<b>Samba (Musicianship programme)</b>
<b>National Curriculum Links</b>	Sing and play with increasing control. Begin to use notation.	Sing and play with increasing control. Identify the genre and character in music.	To play musically in a group context with increasing accuracy.
<b>Disciplinary Concepts</b>	Singing Rhythm and pulse Create a new lyric	Singing Rhythm and pulse	Rhythm and pulse. Playing a Samba instrument.
<b>What do children need to know to access the unit?</b>	How to sing and follow a melody.	How to sing and follow a melody. How to clap and play a pulse and a rhythm.	How to clap and play a pulse and a simple rhythm.
<b>Golden threads (substantive concepts)</b>	Pitch, rhythm, structure, timbre, texture, dynamics, tempo	Pitch, rhythm, structure, timbre, texture, dynamics, tempo	Pitch, rhythm, structure, timbre, texture, dynamics, tempo
<b>Vocabulary</b>	Pulse, beat, rhythm, notes, lyric, notation, patterns, melody, pitch, volume, tempo	Pulse, beat, rhythm, notes, lyric, notation, patterns, melody, pitch, volume, tempo, gospel,	Pulse, beat, rhythm, notes, lyric, notation, patterns, melody, pitch, volume, tempo, Samba
<b>Sticky knowledge</b>	Pupils can sing in tune and in time with others. Can create and clap a rhythm.	Pupils can sing in tune and in time with others with an awareness of the musical style.	Pupils can play in time along with others to create a performance.

Year 5/6			
	Term 1	Term 2	Term 3
<b>Unit Title</b>	<b>World War 1 'It's a Long Way to Tipperary'</b>	<b>Mars from 'The Planets' (Holst. BBC 10 Pieces)</b>	<b>The Fresh Prince of Bel Air (Charanga)</b>
<b>National Curriculum Links</b>	Sing and play with increasing control. Identify the genre and character in music.	To play musically in a group context with increasing accuracy.	Sing and play with increasing control. Identify the genre and character in music.



## Curriculum Map for Music

	Begin to use notation.		Begin to use notation.
<b>Disciplinary Concepts</b>	Singing Rhythm and pulse	Listening Composition	Singing Rhythm and pulse
<b>What do children need to know to access the unit?</b>	How to sing songs in tune and in time with others.	How to play tuned and untuned instruments as part of a group. How to record music using simple notation.	How to sing songs in tune and in time with others.
<b>Golden threads (substantive concepts)</b>	Pitch, rhythm, structure, timbre, texture, dynamics, tempo	Pitch, rhythm, structure, timbre, texture, dynamics, tempo	Pitch, rhythm, structure, timbre, texture, dynamics, tempo
<b>Vocabulary</b>	Pulse, beat, rhythm, notes, lyric, notation, patterns, melody, pitch, volume, tempo	Pulse, beat, rhythm, notes, lyric, notation, patterns, melody, pitch, volume, tempo, improvisation, composition	Pulse, beat, rhythm, notes, lyric, notation, patterns, melody, pitch, volume, tempo, rap
<b>Sticky knowledge</b>	Pupils can sing in tune and in time with others with an awareness of the musical style, with attention to phrasing, breathing and clear diction.	Pupils can compose to a given structure, using simple notation to record creative work, using the dimensions of music (substantive concepts).	Pupils can sing in tune and in time with others with an awareness of the musical style, with attention to phrasing, breathing and clear diction.