

Music Long Term Curriculum Map

Years 1 to 9

This curriculum map brings together the school's Music provision for Years 1 to 9 into a single, sequential long-term plan, showing how skills and knowledge in singing, listening, composing and performing build year on year.

Years 1 to 6 are organised into six half-termly units, following the same structure used across the wider curriculum. Key Stage 3 (Years 7 to 9) follows the DfE's Model Music Curriculum (MMC) — a non-statutory framework for consistent, high-quality music education and is organised into three termly units, each built around a distinct strand: Singing & Listening in the Autumn term, Composing in the Spring term, and Performing & Notation in the Summer term.

Very few pupils arrive ready for the KS3 programme as written; for those who are ready, we use the MMC as set out below. Teachers use this map to devise a sequence of learning activities appropriate to each pupil's starting point, building on strong foundations and revisiting earlier learning where needed — a pupil who is chronologically in Year 7 may still be working through the Year 4 or Year 5 content in places.

Four strands run throughout: Singing (ensemble skills, harmony, vocal independence and expressive performance), Listening (technical elements and expressive meaning across genres and cultures), Composing (structured creative approaches with increasing use of harmony and technology), and Performing (instrumental proficiency, expression, technique and musical memory).

Repertoire draws on a wide range of traditions — from Western classical and jazz to pop, film music and global traditions such as Samba, Taiko and Gamelan — supporting cultural breadth and musical appreciation. Staff notation is progressively introduced and integrated with keyboard skills, and music technology (such as DAWs) is used to enhance access and creativity.

The curriculum emphasises music for all, including pupils with SEND, and encourages the use of adaptive instruments and inclusive practices throughout.

Sequencing check: tracing individual skill threads across the whole map confirms a clear, escalating progression. For example:

- Composer/listening study: simple recognition of a named composer (Year 3) → identifying the style of specific composers and genres (Year 4) → contrasting and explaining preferences (Year 5) → comparing the impact of composers across time (Year 6) → period-specific listening study, from Renaissance/Baroque (Year 7) through the Classical/Romantic era (Year 8) to global and film music (Year 9).
- Notation: recording simple pitch sequences (Year 4) → recording chords (Year 5) → treble clef, crotchets and quavers (Year 7) → bass clef and dotted rhythms (Year 8) → ledger lines, slurs and 6/8 time (Year 9).
- Composing: short rhythmic phrases (Year 1-2) → accompaniments and remixing (Year 3) → composing to specific criteria (Year 5) → using a range of musical devices (Year 6) → composing with primary chords and ABA form (Year 7) → AABA form and improvisation (Year 8) → the 12-bar blues with DAW technology (Year 9).
- Singing: simple songs from memory (Year 1) → accurate pitch from memory (Year 4) → confident, accurate harmony (Year 6) → two-part ensemble harmony (Year 7) → 2-3 part harmony (Year 8) → three-part rounds and expressive performance (Year 9).

Year 1 (KS1/KS2)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
● Identify different ways sounds can be made and changed. ● Use and choose sounds confidently in response to a stimulus.	● Carefully choose sounds and instruments, and suggest how they should be used and played. ● Make and control long and short sounds using the voice and body.	● Identify the pulse in music. ● Sing simple songs from memory with enjoyment, expression and a sense of the shape of the melody. ● Use their voice confidently in a variety of ways.	● Recall short rhythmic and melodic patterns	● Make and control short sounds using instruments. ● Work in partnership with another child to create a sequence of long and short sounds.	● Repeat and create short rhythmic phrases confidently

Year 2 (KS1/KS2)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
● Recognise and use changes in tempo and pitch	● Recognise and use changes in timbre and dynamics	● Use changes in pitch expressively in response to a stimulus	● Recall short rhythmic and melodic patterns with enjoyment, some expression and a sense of the shape of the melody.	● Create short rhythmic patterns	● Carefully and confidently choose and order sounds to achieve an effect/image

Year 3 (KS1/KS2)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
● Use musical words to describe what I like and do not like about a piece of music, and to describe a piece of music and my own compositions. ● Recognise the work of at least one famous historical composer.	● Notice and describe changes in dynamics (loud and quiet) and texture within a piece of music, using simple musical vocabulary. ● Recognise when silence is used within a piece of music. ● Begin to represent sounds and short sequences of sounds using simple pictures or symbols.	● Combine different sounds to create a specific mood or feeling ● Sing a tune with expression	● Create accompaniments for tunes / remixing. ● Recognise the work of at least one famous modern composer.	● Create repeated patterns with different instruments. ● Improve their work, explaining how it has been improved.	● Compose melodies and songs ● Use different elements in their composition

Year 4 (KS1/KS2)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
● I can begin to identify the style of work of composers such as Beethoven, Mozart and Elgar. ● I can begin to identify the style of music genres such as Ska, Hip Hop and Rock.	● I can explain why silence is often needed in music and explain what effect it has. ● I can make a visual representation of sounds and music (graphic notation).	● I can identify the character in a piece of music ● I can identify and describe the different purpose of music	● I can sing songs from memory with accurate pitch ● I can use notation to record and interpret sequences of pitches	● I can use notation to record composition in a small group or on my own	● I can improvise using repeated patterns

Year 5 (KS1/KS2)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
● Understand the tempo for a piece of music ● Compare the BPM in different genres ● I can choose the most appropriate tempo for a piece of music ● I can consider the use of music for film, TV and theatre, its use to create mood. E.g dynamic for action, slow for romantic, and writing for a client brief	● I can describe, compare and evaluate music using musical vocabulary ● I can explain why I think music is successful or unsuccessful ● I can contrast the work of a famous composer and explain my preferences	● I can change sounds or organise them differently to change the effect ● I can breathe in the correct place when singing	● I can maintain my part whilst others are performing their part ● I can improvise within a group using melodic and rhythmic phrases	● I can compose music which meets specific criteria ● I can use notation to record groups of pitches (chords)	● I can use my music diary to record aspects of the composition process ● I can suggest improvements to my own work and that of others

Year 6 (KS1/KS2)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
- I can analyse features within different pieces of music. - I can compare and contrast the impact that different composers from different times have had on people of that time.	I can perform parts from memory.	I can take the lead in a performance.	I can use a variety of different musical devices in my composition (including melody, rhythms and chords).	I can sing in harmony confidently and accurately.	I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.

Year 7 (KS3)

Autumn Term	Spring Term	Summer Term
<i>Singing & Listening</i> ● Ensemble singing: rounds, unison, two-part harmony ● Listening to Renaissance & Baroque works (e.g. Byrd, Bach) ● Focus on phrasing, pitch, dynamics	<i>Composing: Songwriting & Programme Music</i> ● Compose using primary chords (C major, A minor) ● Create melodies shaped by lyrics or imagery ● Explore ABA structure and basic bass lines	<i>Performing & Notation Foundations</i> ● Keyboard basics: 5-note range, simple melodies. ● Ensemble playing (e.g. brass band: "When the Saints"). ● Read treble clef, crotchets, quavers, 4/4 time.

Year 8 (KS3)

Autumn Term	Spring Term	Summer Term
<i>Singing & Global Listening</i> ● 2–3 part harmony (e.g. “Don’t Turn Around”) ● Listen to Mozart, Beethoven, Wagner ● Cultural context and expression analysis	<i>Composing: AABA Form & Improvisation</i> ● Compose in C, G, A minor, E minor ● Introduce rhythmic grooves and melodic motifs ● Explore improvisation within chord sequences	<i>Summer Term – Performing & Notation Fluency</i> ● Keyboard: extended range, two hands ● Ensemble work: funk/pop repertoire (e.g. “Get Lucky”) ● Notation: bass clef, dotted rhythms, crescendo/decrescendo

Year 9 (KS3)

Autumn Term	Spring Term	Summer Term
<i>Singing & Advanced Listening</i> ● Three-part rounds, expressive pop (e.g. “Happy Together”) ● Listening: Gamelan, Jazz, Film scores ● Technical and expressive analysis	<i>Composing: Blues Project</i> ● Compose 12-bar blues with walking bass ● Incorporate improvisation and DAW technology ● Use extended harmony and layering	<i>Performance Showcase & Musical Independence</i> ● Ensemble performance (e.g. “Brooklyn” by Youngblood Brass Band) ● Keyboard: complex melodic work (e.g. “Nessun Dorma”) ● Notation: ledger lines, slurs, 6/8 time, expressive markings