

DaCapo Music/Wessex Gardens Curriculum Map

Key skills covered in classroom music from Foundation Stage up to Year 6			
Year Group	Term 1	Term 2	Term 3
Foundation Stage	Keeping in time to a pulse.	Copying the teacher's pulse whilst singing a song.	Copying the teacher's pulse on an instrument whilst singing a song.
	Singing and moving to songs containing simple rhythmic patterns.	Recognising and clapping the rhythm of songs with simple rhythmic structure, i.e. 'clapping the words' – musical terminology not identified at this stage.	Recognising and clapping rhythmic patterns (i.e. the words) of songs using further developed rhythmic structure.
	Identifying high and low pitches, copying teacher to identify pitch changes shown using actions on the body.	Identifying high and low pitches, and singing songs with a slightly more extended range.	Singing songs covering the pentatonic scale.
	Moving in time to simple rhythmic patterns.	Moving in time to simple rhythmic patterns and to be able to demonstrate changes in pitch through movement.	Identifying sounds and differentiating timbre in music.
	Initial understanding of musical dynamics and tempo through exploration.	Following from left to right, initial stages of musical literacy.	Moving accurately in time to simple rhythmic patterns and to be able to accurately demonstrate changes in pitch through movement.
	Exploring different musical timbres.	Understanding and recognising different moods in music.	Building initial steps in reading and vocalising musical notation.
Year Group	Term 1	Term 2	Term 3
Year 1	Identifying and evaluating appropriate tempi.	Evaluating and altering the use of tempi.	Recognise and differentiate between pulse and rhythm, using body actions, i.e. clapping/walking.
	Internalising the melody of a song.	Memorising 4-bar rhythmic patterns by reading from simple solfa stick notation.	Composing 4-beat rhythmic patterns.
	Following graphic scores and reading simple solfa stick notation in both common and compound time signatures.	Using inner hearing.	Independent singing.
	Listening and responding to changes in tempo, and understanding different styles of attack in music.	Reading and understanding further developed solfa stick notation in both common and compound time.	Reading and understanding further developed solfa stick notation in both common and compound time
	Making decisions and choices relating to the use of appropriate dynamics and tempo in music.	Understanding the use of phrases in music.	Understanding the purpose and use of strong beats in music.
	Improvising appropriate musical responses to a given musical phrase.	Understanding and interpreting the use of moods in music.	Using aural skills to identify changes or differences in rhythmic patterns.
		Improvising and using simple ostinati.	Independently leading class musical activities and games.
Year Group	Term 1	Term 2	Term 3
Year 2	Demonstrating a clear understanding of the rhythmic structure of known songs.	Demonstrating a clear understanding of the rhythmic structure of known songs using further solfa rhythmic note value names.	Aurally identify and name rhythmic note values.
	Using syncopated rhythmic patterns.	Using dotted rhythms.	Using further dotted rhythms in performance.
	Internalising a pulse whilst performing ostinato patterns.	Choose instruments according to timbre and decide how best to use them appropriate to the style of the given song or piece of music.	Demonstrate the number of a beats in a given song using body actions.
	Understand and use dynamics and tempo changes within a song or piece of music.	Use and independently identify strong beats.	Using phrasing in performance.
	Internalising a pulse and performing the rhythmic structure of known songs.	Singing songs in minor as well as major keys.	Sing songs using the pentatonic scale with accuracy.
	Sing using so/mi solfa and handsigns, and sing songs using a do–so range (including fa).	Sing using so/mi, so/la and la/so/mi solfa names and handsigns.	Improvise, evaluate and improve melodic figures.
	Improvise & compose rhythmic phrases longer than 1 bar.	Visually identify different pitches and indicate them on a graphic stave.	Sing using so/mi, la/so/mi, mi/re/do and so/mi/do solfa names and handsigns.
	Read all simple solfa stick notation in 4/4, 3/4 and 6/8 time signatures.		Read all solfa stick notation in 4/4, 3/4 and 6/8 time signatures.
Year Group	Term 1	Term 2	Term 3
Year 3	Using and naming dotted rhythms.	Perform the rhythmic structure of all known songs.	Identify and perform the rhythmic structure of all known songs.
	Developing coordination skills.	Make choices about musical phrasing and understanding the concept of musical form.	Performing using 3 musical elements simultaneously – pulse, melody and ostinato.
	Using and understanding the purpose of articulation.	Using and combining different musical concepts in one song, such as articulation and expression.	Musical awareness including use of structure and expression.
	Beating time in 2.	Beating time in 2, 3 and 4, and compound time equivalents.	Singing songs covering the diatonic major and minor scales.
	Performing pitch ostinati using do/so	Performing pitch ostinati using do/mi/so or la/do/mi (major and minor root chords).	Performing and adapting pieces from musical notation, and being able to suggest improvements and to notate these.
	Improvising with specific chosen pitches, keeping a steady pulse.	Use musical form in composition.	
	Writing notation on a reduced stave using so/mi.	Writing notation on a reduced stave using so/mi, la/so/mi, so/mi/do and so/mi/re/do.	
Year Group	Term 1	Term 2	Term 3
Year 4	Further understanding of dotted rhythmic patterns.	Singing and playing in compound time.	Understanding semitones and the structure of the diatonic scale.
	Understanding and using the diatonic solfa pitch names and handsigns.	Transforming simple melodies.	Sight-reading from musical notation.
	Reading simple reduced and stick notation; and the introduction of the full 5-line stave for stepwise melodies.	Reading from various forms of musical notation, with more fluency.	Writing simple melodies on the 5-line stave, using stepwise movement.
		Listening and analysis.	
Year Group	Term 1	Term 2	Term 3
Year 5	Singing in major, minor keys and the dorian mode.	Identifying initial keys by reading the key signature.	Understanding what a home note (key note) is, it's purpose and how to use a key signature to discover what the home note is, up to two sharps or flats.
	Reading, identifying and understanding the purpose of time signatures.	Making decisions on tempo, using initial tempo names.	Finding notes names on the 5-lined from working out the key signature and home note.
	Reading and using dynamic markings.	Reading and using tempo markings.	Analysing, evaluating and improving singing or playing ready for performance.
	Developing knowledge of music history, studying composers and their works.	Composing music for tuned percussion, understanding the nature of the instruments and possibilities.	Recognising whole steps/half steps (tones and semitones).
Year Group	Term 1	Term 2	Term 3
Year 6	Identifying time signatures through listening, and expressing the meter with a ball or percussion instrument.	Recognising and reading time signatures in both simple and compound time.	Identifying syncopation, both aurally and from notated music.
	Reading and identify notes below the home note of a piece of music.	Recognising and naming intervals up the 5th.	Exploring and becoming aware of basic chromatic pitches and patterns.
	Transcribing from stick notation to full stave, and vice versa.	Reading and identify notes below and above the home of a piece of music.	Independently transforming simple stepwise pieces.
	Composing music for tuned percussion, understanding the nature of the instruments and possibilities, and performing	Preparing for a fully staged musical production.	Recognising and using articulation markings such as pause, staccato, tenuto and sfz.
			Preparing for a fully staged musical production.