



## Wessex Gardens Primary School –Music Curriculum Map 2024– 2025



Year group	Autumn	Spring	Summer
<b>EYFS</b>	<p style="text-align: center;"><b>Pulse, Pitch and Exploring Sounds</b></p> <p>Pupils will learn to keep a steady beat, sing and move to simple rhythms, and show high and low pitch using body movements. They will explore dynamics, tempo, and different musical sounds (timbres).</p>	<p style="text-align: center;"><b>Rhythm, Mood and Musical Patterns</b></p> <p>Pupils will copy the pulse and clap the rhythm of songs. They will sing with a wider pitch range, respond to changes in mood, and start following music from left to right.</p>	<p style="text-align: center;"><b>Instruments, Scales and Notation</b></p> <p>Pupils will keep the pulse using percussion, clap more advanced rhythms, and sing using the pentatonic scale. They will describe different timbres, show pitch changes through movement, and begin reading and vocalising simple notation.</p>
<b>YEAR 1</b>	<p style="text-align: center;"><b>Tempo, Melody and Musical Response</b></p> <p>Pupils will explore tempo, learn to follow graphic scores, and read simple solfa stick notation. They will listen for changes in music, understand how to respond using dynamics and tempo, and begin improvising short musical ideas.</p>	<p style="text-align: center;"><b>Rhythm, Mood and Improvisation</b></p> <p>Pupils will read and memorise rhythmic patterns, develop inner hearing, and explore phrasing and mood in music. They will extend their solfa reading and start improvising using simple repeating patterns (ostinati).</p>	<p style="text-align: center;"><b>Pulse, Composition and Performance</b></p> <p>Pupils will recognise the difference between pulse and rhythm through movement, compose short rhythmic patterns, and sing with growing confidence. They will identify strong beats, notice rhythm changes by ear, and begin leading class music activities.</p>
<b>YEAR 2</b>	<p style="text-align: center;"><b>Rhythm, Pitch and Pulse</b></p> <p>Pupils will explore rhythmic structure using syncopated patterns and perform steady pulse with ostinati. They will sing using solfa (so/mi/do/fa), apply dynamics and tempo changes, and begin reading simple stick notation in different time signatures.</p>	<p style="text-align: center;"><b>Timbre, Strong Beats and Pitch</b></p> <p>Pupils will build on their rhythm knowledge using dotted rhythms and solfa note values. They will choose instruments based on timbre, sing in major and minor keys using new solfa combinations, and start showing pitch on a graphic stave.</p>	<p style="text-align: center;"><b>Melody, Phrasing and Notation</b></p> <p>Pupils will name rhythmic values by ear, use body actions to show beats, and perform with phrasing. They will sing using the pentatonic scale and a wider solfa range, improvise melodies, and continue reading stick notation in different time signatures.</p>
<b>YEAR 3</b>	<p style="text-align: center;"><b>Rhythm, Pitch and Musical Symbols</b></p> <p>Pupils will learn to use dotted rhythms, practise coordination, and understand articulation. They will beat time in 2, perform pitch ostinati using do/so, and start writing music using so/mi on a reduced stave.</p>	<p style="text-align: center;"><b>Performing with Expression and Musical Form</b></p> <p>Pupils will perform songs with accurate rhythm, explore phrasing and form, and combine articulation and expression. They will beat time in different metres and use major and minor pitch patterns. Pupils will also develop their notation skills using more solfa combinations.</p>	<p style="text-align: center;"><b>Singing, Performing and Improving Music</b></p> <p>Pupils will use pulse, melody, and ostinato together in performance. They will sing full major and minor scales, follow notation, and make changes to improve music, showing awareness of structure and expression.</p>
<b>YEAR 4</b>	<p style="text-align: center;"><b>Reading Rhythm and Pitch</b></p> <p>Pupils will explore dotted rhythms, use diatonic solfa pitch names and hand signs, and begin reading music on the full 5-line stave.</p>	<p style="text-align: center;"><b>Playing in Time and Reading Music</b></p> <p>Pupils will sing and play in compound time, change simple melodies, and become more confident reading different types of musical notation.</p>	<p style="text-align: center;"><b>Understanding Scales and Writing Music</b></p> <p>Pupils will learn about semitones and the diatonic scale, practise sight-reading, and write their own step-by-step melodies using the 5-line stave.</p>
<b>YEAR 5</b>	<p style="text-align: center;"><b>Singing in Different Keys and Learning Music Symbols</b></p> <p>Pupils explore major, minor, and Dorian modes, learn to read time signatures and dynamics, and begin discovering famous composers and their music.</p>	<p style="text-align: center;"><b>Key Signatures, Tempo, and Composing Music</b></p> <p>Pupils learn how to recognise key signatures, use tempo markings, and compose their own music for tuned percussion instruments.</p>	<p style="text-align: center;"><b>Finding the Home Note and Getting Performance-Ready</b></p> <p>Pupils learn to find the home note from the key signature, read notes on the stave, understand tones and semitones, and prepare for confident musical performance.</p>
<b>YEAR 6</b>	<p style="text-align: center;"><b>Developing Musical Literacy and Composition</b></p> <p>Pupils will identify time signatures by listening and show metre using percussion or movement. They will read notes below the home note, switch between stick and stave notation, and compose and perform pieces using tuned percussion.</p>	<p style="text-align: center;"><b>Interpreting Notation and Preparing for Performance</b></p> <p>Pupils will read time signatures in simple and compound time, recognise intervals up to a 5<sup>th</sup>, and read notes above and below the home note. They will begin rehearsals for a staged musical, building ensemble and performance skills.</p>	<p style="text-align: center;"><b>Musical Expression and Staged Performance</b></p> <p>Pupils will recognise syncopation by ear and in notation, explore chromatic notes, and transform simple melodies. They will use articulation markings (e.g. pause, staccato) and continue preparing for their final musical production with a focus on expression and stagecraft.</p>