

Music Coverage map

	Inter-related dimensions of music	Playing & Performing	Singing	Composing	Listening & Understanding	Notation
EYFS	Tempo	Children sing songs, make music and dance, and experiment with ways of changing them They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories			Beginning to move rhythmically Imitates movement in response to music Explores the different sounds of instruments. Explores and learns how sounds can be changed Understand that music can make us feel different emotions. Understand that music is a form of expression and is listened to or performed	
		Begins to build a repertoire of songs and dances Move to music expressively Role play simple lines, chants and songs supported by actions, to an adult or small audience	Sings a few familiar songs Understand that singing is when we use our voice in a musical way Understand the importance of correct breathing and posture when singing	Sings to self and makes up simple songs Taps out simple repeated rhythms. Makes up rhythms Understand that instruments can be played and can sound different Understand what tempo is		
Year 1	Tempo Dynamics	Keep a steady pulse with some accuracy (tapping, marching, clapping, etc.) Follow simple instructions of how and when to play Play and control long and short sounds Clap/play syllables of words Copy back simple rhythms (1 bar) Play and explore tuned and untuned instruments	Enjoy singing with others Sing in unison with a small range of notes Show good posture and breathing control Sing with a steady pulse relatively in time Sing loudly and softly with control (dynamics) Understand key features of looking after our singing voices (stay hydrated, rest our voices, relax throat muscles, warm-ups, etc.)	Make simple musical choices in response to a story or topic (soundscapes, etc.) and create musical stories or sequences (e.g. It's raining so we may use a rain-stick or rustling so we may use a shaker). Invent, retain and recall rhythmic patterns and perform these for others, taking turns. Use technology to capture, change and combine sounds.	Understand that there are different types of music (not all music is the same) Respond to changes in the dynamics in a piece of music (e.g. tall and small shapes) Make physical movements to represent sounds (e.g. move like a snake, stomp like an elephant, grow like a tree, etc.) Identify at least 3 instruments by name and sound Understand what a pulse/beat is and	



					attempt to identify and follow when listening to a piece of music	
Year 2	Tempo Dynamics Pitch	<p>Join in and stop as indicated</p> <p>Respond to musical cues (e.g. tempo and dynamics)</p> <p>Repeat longer rhythmic patterns (e.g. 2 bars)</p> <p>Respond and follow basic graphic notation that indicates pitch and rhythm</p> <p>Play tuned and untuned instruments with appropriate technique</p> <p>Show awareness and blend with others when performing</p>	<p>Sing back simple melodic ideas</p> <p>Sing broadly in tune considering pitch</p> <p>Sing in unison using a wider range of notes</p> <p>Vocalise with expression and communicate context of song</p> <p>Join in with actions and story-telling and invent relevant actions</p>	<p>Create simple repeating musical ideas</p> <p>Choose suitable instruments to represent objects, moods, feelings and genres</p> <p>Improvise simple melodies and rhythms within given boundaries (e.g. given three notes to write a melody line)</p> <p>Create voice chants (What is 'question and answer'?)</p> <p>Begin to use graphic representation to record compositions</p>	<p>Understand that music can be categorised into 'genres' and begin to discuss key features of some common examples (rock, pop, classical, etc.)</p> <p>Begin to describe changes in music more accurately using the words <i>tempo</i>, <i>dynamics</i> and <i>pitch</i></p> <p>Begin to reflect on lyrics and describe what a song is about</p> <p>Respond to changes in the pitch in a piece of music (e.g moving hand up or down)</p>	Recognise how graphic/informal notation can be used to represent sounds and invent some of their own
Year 3	Tempo Dynamics Pitch Duration	<p>Begin to understand performance etiquette (entrance, pause, perform, bow and exit)</p> <p>Demonstrate turn taking when performing with others</p> <p>Understand what 'solo' means and perform in similar context</p> <p>Begin to build confidence when performing in front of an audience</p>	<p>Sing with appropriate phrasing/breathing</p> <p>Sing with a larger range of notes</p> <p>Sing in two parts (e.g. a 'round' in a larger group)</p> <p>Sing songs from different musical genres/cultures</p> <p>Begin to understand that we sing in notes like instruments (e.g. a piano). We use names for these notes (<i>do-re-mi-fa-so-la-ti</i>).</p>	<p>Begin to create music with a clear beginning, middle and end</p> <p>Create musical pieces collaborating with a partner</p> <p>Begin to improve 'on-the-spot' responses using limited note range</p> <p>Begin to record rhythmic ideas using crotches, crotchet rests, semibreves and semibreve rests</p>	<p>Begin to listening to and discuss music from different countries</p> <p>Identify a wider range of instruments by name and sound</p> <p>Begin to identify longer and shorter notes in a piece of music (duration)</p>	<p>Identify a stave and how it impacts pitch</p> <p>Understand what a rhythm is (within a 4/4 time signature)</p> <p>Begin to identify, read and write formal notation using crotches, crotchet rests, semibreves and semibreve rests</p>
Year 4	Tempo Dynamics Pitch Duration Structure	<p>Understand what body percussion is and how it can make a performance</p>	<p>Sing with relatively even tone across the dynamic range with clear open vowels</p>	<p>Begin to create songs as a class with, the adult support, that show clear structure</p>	<p>Listen to and compare multiple genres</p> <p>Identify how music can be reflective of</p>	<p>Identify and read the notes on a stave (from middle C to high C)</p>



		<p>feel more energetic</p> <p>Perform a wider range of genres using both voice and instruments</p> <p>Confidently understand performance etiquette (entrance, pause, perform, bow and exit)</p> <p>Perform in groups with two or more parts (such as a duet)</p>	<p>Vocalise with facial expression and good posture</p> <p>Confidently use different voices (e.g. talking whisper, squeaky and monster voice, etc.)</p> <p>Show awareness and blend with others when singing</p> <p>Demonstrate good performance technique (entry, posture, acknowledgment of audience, etc.)</p>	<p>Create musical pieces collaborating with more than one partner</p> <p>Begin to record rhythmic ideas using quavers (paired), quaver rests (paired with quaver – ‘off-beats’), minims and minim rests</p>	<p>a country’s lifestyle or traditions (e.g. African drumming used for communication)</p> <p>Identify and discuss an instrument’s purpose in a piece of music (e.g. orchestral sections)</p> <p>Begin to understand that music often has a structure (e.g. A & B sections or verse/choruses)</p>	<p>Begin to identify, read and write formal notation using quavers (paired), quaver rests (paired with quaver – ‘off-beats’), minims and minim rests</p>
Year 5	<p>Tempo</p> <p>Dynamics</p> <p>Pitch</p> <p>Duration</p> <p>Structure</p> <p>Timbre</p>	<p>Explore actions and drama to enhance a performance</p> <p>Develop basic skills of a selected instrument over a sustained learning period</p> <p>Perform using wider time signatures (e.g. 2/4, 3/4 or 6/8)</p>	<p>Sing with a range of an octave or more</p> <p>Explore singing in different time signatures (e.g. 4/4, 3/4 & 2/4)</p> <p>Make adjustments to intonation where appropriate</p> <p>Breathe when vocalising without interrupting the musical line</p> <p>Sing songs in two parts that have contrasting melodies and counter melodies (harmonies)</p>	<p>Consider improvements to own improvisations</p> <p>Create different songs using contrasting structures (e.g. one that uses ABAB and another that uses AABCAABC, perhaps)</p> <p>Begin to create songs independently that show some form of structure</p> <p>Create musical pieces collaborating within larger group contexts ensuring each person has a definitive part/role</p> <p>Begin to record rhythmic ideas using dotted crotchets (paired with quavers) and dotted minims</p>	<p>Begin to identify and discuss the way an instrument is being played (e.g. is a violin being plucked or using a bow? Why might this be?)</p> <p>Understand that music can show changes in history or have a deeper meaning</p> <p>Respond and discuss different timbre of instruments/music</p>	<p>Identify and discuss complex rhythms</p> <p>Identify and read what sharps and flats are using the staff and a piano as a visual reference (black notes)</p> <p>Begin to identify, read and write formal notation using dotted crotchets (paired with quavers) and dotted minims</p>
Year 6	<p>Tempo</p> <p>Dynamics</p> <p>Pitch</p> <p>Duration</p> <p>Structure</p> <p>Timbre</p>	<p>Reflect on own performances and consider improvements using knowledge of inter-related</p>	<p>Maintain good intonation throughout whole song</p>	<p>Reflect on own compositions and consider improvements using knowledge of inter-related</p>	<p>Begin to explore that music can have an impact on social and historical movements (e.g.</p>	<p>Identify and read the C major and minor scales</p> <p>Understand how chords are made</p>



	Texture	<p>dimensions of music (e.g. changes in dynamics, pitch, tempo, etc.)</p> <p>Develop endurance when performing, exemplifying this with longer pieces of music or playing consecutive pieces</p> <p>Perform and explore using more complex time signatures (e.g. 5/4, or 7/8) and understand how chunking can support counting</p>	<p>Have access to follow music using simple traditional notation</p> <p>Vocalise with confidence and good communication as a soloist or in a small group</p> <p>Convey the meaning and context of the song with dramatic interpretation</p> <p>Show a confident understanding of performance etiquette and communicate with confidence to an audience</p>	<p>dimensions of music (e.g. changes in dynamics, pitch, tempo, etc.)</p> <p>Create music in response to a musical brief (e.g. an advert or style of genre), choosing appropriate instruments, melodies, etc.</p> <p>Experiment with creating chord progressions and melodies that could be performed over these</p> <p>Begin to record musical ideas using various rhythmic notation and note choices using the staff</p>	<p>the environment or slavery)</p> <p>Begin to identify and discuss how an instrument compliments the mix or other instruments (the strings (e.g. violins) are higher pitched which leaves room for the bass/cello)</p> <p>Begin to explore counting in a wide range of time signatures other than 4/4</p> <p>Describe the texture of a piece of music (layers/elements) e.g. monophonic, biphonic, homophonic, polyphonic, and heterophonic (specific terms not necessary)</p>	(from the C major scale only)
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Year group	Music Genre Coverage					
EYFS	Nursery rhymes and chants	Ensemble singing	Call and response	Composing	Listening & talking	Exploring instruments
1 50's	Pop – Elvis	World Music – Christmas around the world	Jazz & Blues – Buddy Guy	Rock – Chuck Berry	Funk, Soul & Country – Earth, Wind & Fire/Dolly Parton	Composers – Vivaldi [Four Seasons] (Baroque)
2 60's	Pop – The Beatles	Rock – Rolling Stones	Composers – Beethoven (Classical)	World Music – Kitaro (Japanese)	Jazz & Blues – Miles Davis	Funk, Soul & Country – Chic (Nile Rodgers)/Johnny Cash
3 70's	Pop - Abba	Rock – David Bowie	Composers – John Cage (Experimentalism)	World Music – Bob Marley (Reggae)	Jazz & Blues – Ray Charles	Funk, Soul & Country – Asleep at the Wheel/Tower of Power
4 80's	Pop - Madonna	Rock - Queen	Composers – Mozart (Classical)	World Music – Sea Shanties	Jazz & Blues - Nina Simone	Funk, Soul & Motown – Jerry Reed/James Brown
5 90's	Pop – Spice Girls	Rock - Oasis	Composers– Gustav Holst [The Planets] (Romantic)	World Music – Indian Fusion (Bhangra)	Jazz & Blues – Courtney Pine	Funk, Soul & Country – Carrie Underwood/Aretha Franklin
6 00's	Pop - Beyoncé	Rock – Foo Fighters	Composers – Max Richter (Contemporary classical, ambient minimalism, post-minimalism)	World Music – Buena Vista Social Club (Cuban)	Jazz & Blues – Seasick Steve	End of year performance

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