

# MUSIC CURRICULUM MAP 2025 – 2026

## Intent:

Our primary school music curriculum aligns with the national curriculum's key objectives. While it is true that every student has their own talents, interests and skills, we believe that music is for everyone. At ELPS aim to encourage and foster musical talent through a variety of different activities. Pupils can explore music through listening, composing, writing, and performing, which results in creative and self-confident musical learners. Throughout the year, new concepts based on a theme are prepared by singing, playing and listening. We believe learning music is like learning a language; children need to experience music before labelling it. Once children have experienced a new concept, they are ready to label it and it is presented to the students. After a new concept is presented, the children will reinforce the concept through practice and review. Singing games, action songs, folksongs, multicultural music, concept, and theme songs are used in all year groups to reinforce and practice reading music.

## Implementation:

Year 1					
Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<u>Friendship, Back to School, Autumn</u>	<u>Spooky Sounds, Bears, Peace, Winter Holidays</u>	<u>Winter, Trains, Fairy Tales, Love</u>	<u>Music Around the World, Friends, Dinosaurs, St. Patrick's Day, Bees, Families</u>	<u>Spring, Space, Rain, Grandparents, Frogs, Farms</u>	<u>Gardens, Animals, Insects</u>
<u>Prepare</u> -moving to the beat -phrases -loud and soft -fast and slow -short and long patterns (rhythm)  <u>Present</u> -imitation/action songs -high and low -matching pitch -voice quality	<u>Prepare</u> -phrases -short and long patterns (rhythm)  <u>Present</u> -beat -loud and soft -fast and slow -free movement/imitation -sound effects with classroom instruments  <u>Practice</u> -imitation/action songs -high and low -matching pitch -voice quality	<u>Prepare</u> -sol and mi -unpitched percussion  <u>Present</u> -rhythm patterns (word rhythms) -sound effects with classroom instruments -showing high and low with movement  <u>Practice</u> -beat -loud and soft -fast and slow -imitation/action songs -matching pitch -voice quality -free movement/imitation	<u>Prepare</u> -sol and mi  <u>Present</u> -rhythm patterns: ta and ti-ti (♪ ♪) -unpitched percussion families -body percussion -singing games  <u>Practice</u> -beat -loud and soft -fast and slow -imitation/action songs -matching pitch -voice quality -free movement/imitation -sound effects with classroom instruments -showing high and low with movement -rhythm patterns: ta and ti-ti (♪ ♪) -unpitched percussion families -body percussion	<u>Prepare</u> -music in different sections  <u>Present</u> -sol and mi -singing games  <u>Practice</u> -beat -loud and soft -fast and slow -imitation/action songs -matching pitch -voice quality -free movement/imitation -sound effects with classroom instruments -showing high and low with movement -rhythm patterns: ta and ti-ti (♪ ♪) -unpitched percussion families -body percussion	<u>Prepare</u> -music in different sections -la  <u>Present</u> -unpitched percussion (individual instruments)  <u>Practice</u> -beat -loud and soft -fast and slow -imitation/action songs -matching pitch -voice quality -free movement/imitation -sound effects with classroom instruments -showing high and low with movement -rhythm patterns: ta and ti-ti (♪ ♪) -unpitched percussion families -body percussion -sol and mi -singing games

Year 2					
Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<b><u>Back to School, Autumn, Spooky Sounds</u></b>	<b><u>Peace, Winter Holidays</u></b>	<b><u>Bach, Love</u></b>	<b><u>Going to Sea, Rain, St. Patrick's Day</u></b>	<b><u>Earth Day, Rabbits</u></b>	<b><u>Music Around the World, Summer</u></b>
<u>Prepare</u> -do -music in different sections  <u>Present</u> -accent (strong beats) -dynamics (pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo) -la -tempo (largo, adagio, moderato, allegro, presto, prestissimo) -ta-ah (♪ ♪) -accompaniment with classroom instruments  <u>Practice</u> -beat -rhythm patterns: ta and ti-ti (♪ ♪) -high and low -sol-mi	<u>Prepare</u> -re  <u>Present</u> -do -singing expressively -music in different sections (form) -creating movements to match the music  <u>Practice</u> -beat -rhythm patterns: ta, ti-ti, ta-ah (♪ ♪ ♪) -high, middle and low -la-sol-mi -accent (strong beats) -dynamics -tempo -accompaniment with classroom instruments -unpitched percussion families	<u>Prepare</u> -re  <u>Present</u> -J.S. Bach (history)  <u>Practice</u> -beat -rhythm patterns: ta, ti-ti, rest, ta-ah (♪ ♪ ♪ ♪) -high, middle and low -la-sol-mi-do -accent (strong beats) -dynamics -tempo -accompaniment with classroom instruments -unpitched percussion families -singing expressively -music in different sections (form) -creating movements to match the music	<u>Prepare</u> -re -ta-ah-ah-ah (♩)  <u>Practice</u> -beat -rhythm patterns: ta, ti-ti, rest, ta-ah (♪ ♪ ♪ ♪) -high, middle and low -la-sol-mi-do -accent (strong beats) -dynamics -tempo -accompaniment with classroom instruments -unpitched percussion families -singing expressively -music in different sections (form) -creating movements to match the music	<u>Prepare</u> -two beat rest (≡) -four beat rest (≡)  <u>Present</u> -re -ta-ah-ah-ah (♩) -creating new verses -creating music soundscapes  <u>Practice</u> -beat -rhythm patterns: ta, ti-ti, rest, ta-ah (♪ ♪ ♪ ♪) -high, middle and low -la-sol-mi-do -accent (strong beats) -dynamics -tempo -accompaniment with classroom instruments -unpitched percussion families -singing expressively -music in different sections (form) -creating movements to match the music -creating new verses -creating music soundscapes	<u>Present</u> -two beat rest (≡) -four beat rest (≡)  <u>Practice</u> -beat -rhythm patterns: ta, ti-ti, rest, ta-ah, ta-ah-ah-ah (♪ ♪ ♪ ♪) -high, middle, and low -la-sol-mi-re-do -accent (strong beats) -dynamics -tempo -accompaniment with classroom instruments -unpitched percussion families -singing expressively -music in different sections (form) -creating movements to match the music -creating new verses -creating music soundscapes

Year 3					
Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<u>Back to School, Let's Sing, Spooky Sounds</u>  <u>Prepare</u> -rhythm patterns: syn-co-pa (♩ ♩), ta-ah-ah (♩) -3/4 time signature  <u>Present</u> -beat -rhythm patterns: ta, ti-ti, ta-ah, ta-ah-ah-ah, rest, ta-ah-ah (♩ ♩ ♩ ♩ ♩) -form (AB, ABA, rondo) -time signatures (2/4, 4/4)  <u>Practice</u> -la-sol-mi-re-do -accent (strong beats) -dynamics -tempo -unpitched percussion families -playing Orff arrangements	<u>Peace, Circle Dances, Winter Holidays</u>  <u>Prepare</u> -rhythm patterns: syn-co-pa, (♩ ♩), tika-tika (♩♩♩) -3/4 time signature  <u>Present</u> -rhythm patterns: tika-tika (♩♩♩), ta-ah-ah (♩) -responding to music -improvisation  <u>Practice</u> -la-sol-mi-re-do -accent (strong beats) -dynamics -tempo -unpitched percussion families -playing Orff arrangements -beat -rhythm patterns: ta, ti-ti, ta-ah, ta-ah-ah-ah, rest (♩ ♩ ♩ ♩ ♩) -form (AB, ABA, rondo) -time signatures (2/4, 4/4)	<u>Japanese Music, Beethoven, Love</u>  <u>Prepare</u> -rhythm patterns: syn-co-pa (♩ ♩)  <u>Present</u> -Japanese instruments -Ludwig van Beethoven (history) -3/4 time signature  <u>Practice</u> -la-sol-mi-re-do -accent (strong beats) -dynamics -tempo -unpitched percussion families -playing Orff arrangements -beat -rhythm patterns: ta, ti-ti, ta-ah, ta-ah-ah-ah, rest, tika-tika (♩ ♩ ♩ ♩ ♩) -form (AB, ABA, rondo) -time signatures (2/4, 4/4) -responding to music -improvisation	<u>Irish Music, Easter</u>  <u>Prepare</u> -rhythm patterns: syn-co-pa (♩ ♩)  <u>Present</u> -articulation (staccato, legato, accent)  <u>Practice</u> -la-sol-mi-re-do -dynamics -tempo -unpitched percussion families -playing Orff arrangements -beat -rhythm patterns: ta, ti-ti, ta-ah, ta-ah-ah-ah, tika-tika (♩ ♩ ♩ ♩ ♩) -form (AB, ABA, rondo) -time signatures -responding to music -improvisation	<u>Earth Day, Mozart, Indigenous Music, Mexican Music</u>  <u>Present</u> -theme and variations -Wolfgang Amadeus Mozart (history) -didgeridoo -Mariachi -Inuit song  <u>Practice</u> -la-sol-mi-re-do -dynamics -tempo -unpitched percussion families -playing Orff arrangements -beat -rhythm patterns: ta, ti-ti, ta-ah, ta-ah-ah-ah, tika-tika (♩ ♩ ♩ ♩ ♩) -form (AB, ABA, rondo) -time signatures -responding to music -improvisation -articulation (staccato, legato, accent)	<u>Spanish Songs, Summer</u>  <u>Review</u> -tied notes (ta-ah ♩ ♩)  <u>Practice</u> -la-sol-mi-re-do -dynamics -tempo -unpitched percussion families -playing Orff arrangements -beat -rhythm patterns: ta, ti-ti, ta-ah, ta-ah-ah-ah, tika-tika (♩ ♩ ♩ ♩ ♩) -form (AB, ABA, rondo) -time signatures -responding to music -improvisation -articulation (staccato, legato, accent)

## Year 4

In year 4, pupils will have the opportunity to learn the recorder. Pupils will initially start learning as a group to ensure proper playing techniques such as proper playing position, breath control and tonguing. Recorder playing will be taught in the first half the lesson, and the second half of the lesson will be dedicated to singing and other music activities. Once proper playing techniques have been established, pupils will be given time to practise pieces on their own, in school and at home, to ensure students develop at their own pace and to ensure mastery of the instrument. Teacher check ins will occur to monitor their progress and to offer brief feedback and encouragement.

Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<u>Fun Songs, Bats, Spooky Songs</u>	<u>Peace, Japanese Music, Handel, Winter Holidays</u>	<u>Australia, French &amp; Spanish songs, Love</u>	<u>UK and Irish folk music, Water, Spring</u>	<u>Earth Day</u>	<u>Settlers, Jamaica, American Folk Music</u>
<u>Review</u> - tied notes (♩ ♭ ♩)	<u>Prepare</u> -rhythm patterns: ti-tika (♩♩) -major scale	<u>Present</u> -Australia -didgeridoo -3/4 time signature -styles of music -staccato, legato, accent -unison -recorder → pitches BAG ED	<u>Prepare</u> -6/8 time	<u>Prepare</u> -6/8 time	<u>Prepare</u> -6/8 time
<u>Prepare</u> -rhythm patterns: syn-co-pa (♩♩ ♩) - sol,-la,-ti-do	<u>Present</u> -ti-tika -ties -fa, ti -George Frederic Handel (history) -Instrument families	<u>Practice</u> -beat/rhythm -rhythm patterns: ta, ti-ti, tika-tika, syn-co-pa, ti-tika (♩ ♩ ♩♩) - staff and letter names - create verse -tempo -create ostinato -create movement/dance -playing Orff arrangements	<u>Present</u> -create new verses -bagpipes -composition for recorder	<u>Present</u> -changing metre	<u>Present</u> -rhythm patterns: tika-ti (♩♩)
<u>Present</u> -beat/rhythm -rhythm patterns: ta, ti-ti, tika-tika, rest, ta-ah (♩ ♩ ♩♩ ♩) -staff and letter names -do-la-sol, -rhythm patterns: syn-co-pa (♩♩ ♩) -create ostinato -round -playing Boomwhackers	<u>Practice</u> -beat/rhythm -rhythm patterns: ta, ti-ti, tika-tika, syn-co-pa (♩ ♩ ♩♩ ♩ ♩) - staff and letter names -notes of the C scale -create accompaniment -tempo -create ostinato -create movement/dance -playing Orff arrangements		<u>Practice</u> -beat/rhythm -3/4 time signature -rhythm patterns: ta, ti-ti, ta-ah, tika-tika, ti-tika (♩ ♩ ♩ ♩♩) - staff and letter names -tempo -dynamics -create ostinato -create movement/dance -playing Orff arrangements -recorder -body percussion	<u>Practice</u> -beat/rhythm -3/4 time signature -rhythm patterns: ta, ti-ti, rest, tika-tika, ta-ah-ah, ta-ah-ah-ah (♩ ♩ ♩ ♩♩ ♩ ♩) - staff and letter names -create verse -tempo -dynamics -create rondo -create movement/dance -playing Orff arrangements -recorder -improvising	
<u>Practice</u> -3/4 time signature -sol-mi-do, la-sol-mi -tempo -verse-chorus -metre movement -measures (bars) -dynamics -playing Orff arrangements -create sound effects -rondo form					

## Year 5

Pupils in year 5 will have the opportunity to learn the ukulele. We use the *Ukulele in the Classroom* series for instruction. This method is performance-based through which students explore elements of music including melody, harmony, rhythm, form, tempo, dynamics, and tone. Areas of skill include singing, picking, strumming, ear training, sight-reading, arranging and music theory. It is expected that students will gain, to a level consistent with their abilities, a working understanding of music. Exercises and repertoire are arranged to accommodate many levels of skill simultaneously. Pupils will learn as a group to ensure proper playing techniques such as proper playing position, finger positioning and how to use frets. Ukulele playing will be taught in the first half the lesson, and the second half of the lesson will be dedicated to singing and other music activities.

Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<b><u>Fun Songs, Caribbean music</u></b>	<b><u>Peace, Winter, Jamaican music, Christmas</u></b>	<b><u>Jazz, Lunar New Year</u></b>	<b><u>Songs on the C Scale, Irish Music</u></b>	<b><u>Earth Day, Sea Shanties, Renaissance Era</u></b>	<b><u>Renaissance Era, Trinidad, Fun Songs</u></b>
<u>Prepare</u> -rhythm patterns: tika-ti (♩♩), syn-co-pa (♩ ♩ ♩) -6/8 time -major scale  <u>Present</u> -beat/rhythm -rhythm patterns: ta, ti-ti, ta-ah-ah, ta-ah-ah-ah, syn-co-pa (♩ ♩ ♩ ♩ ♩ ♩) -melodic patterns: do-mi-sol-do, la-sol-mi, sol-la-ti-do  <u>Practice</u> -high/low -loud/soft -fast/slow -staff and letter names -playing Orff arrangements -tempo -dynamics -theme and variations	<u>Prepare</u> -rhythm patterns: tam-ti (♩ ♩) -3/4 time  <u>Present</u> -rhythm patterns: ti-tika, tika-tika (♩♩ ♩♩) -major scale (C major) -woodwind family -brass family -ties -12 bar blues -ukulele (Getting Started)  <u>Practice</u> -staff and letter names -playing Orff arrangements -tempo -dynamics -theme and variations -rhythm patterns: ta, ti-ti, ta-ah (♩ ♩ ♩) -melodic patterns: do-mi-sol-do, sol,-do-re-mi	<u>Prepare</u> -6/8 time  <u>Present</u> -3/4 time -5/4 time -rhythm patterns: tam-ti (♩ ♩) -jazz and scat (history) -ukulele (Let's Play!)  <u>Practice</u> -staff and letter names -playing Orff arrangements -tempo -dynamics -rhythm patterns: syn-co-pa, ti-tika (♩ ♩ ♩ ♩) -melodic patterns: do-re-mi-sol-la, sol,-do-re-mi, la,-ti,-do-mi-fa-la-ti, do-re-mi-sol-do', do-re-mi-sol-la-do' -major scale (C major) -12 bar blues	<u>Prepare</u> -6/8 time  <u>Present</u> -rhythm patterns: tam-ti (♩ ♩) -ukulele (C Scale) -accelerando and ritardando  <u>Practice</u> -staff and letter names -playing Orff arrangements -tempo -dynamics -rhythm patterns: syn-co-pa, ta, ti-ti, tika-tika (♩ ♩ ♩ ♩ ♩ ♩) -melodic patterns: do-re-mi-sol-la, sol,-do-re-mi, la,-ti,-do-mi-fa-la-ti, do-re-mi-sol-do', do-re-mi-sol-la-do' -major scale (C major)	<u>Present</u> -ukulele (F Scale) -accelerando and ritardando  <u>Practice</u> -staff and letter names -playing Orff arrangements -tempo -dynamics -rhythm patterns: tam-ti, ti-tika (♩ ♩ ♩ ♩) -melodic patterns: do-re-mi-sol-la -major scale (C major)	<u>Present</u> -create new words/verses -ukulele (More Songs to Sing and Play)  <u>Practice</u> -staff and letter names -playing Orff arrangements -playing Boomwhackers -tempo -dynamics -3/4 time -rhythm patterns: ta, ti-ti, ta-ah, ta-ah-ah, ta-ah-ah-ah -melodic patterns: sol,-la,-do-re-mi, sol,-la,-ti,-do-re-mi -major scale (C major)

## Year 6

Pupils in year 6 will continue learning the ukulele. We use the *Ukulele in the Classroom* series for instruction. This method is performance-based through which students explore elements of music including melody, harmony, rhythm, form, tempo, dynamics, and tone. Areas of skill include singing, picking, strumming, ear training, sight-reading, arranging and music theory. It is expected that students will gain, to a level consistent with their abilities, a working understanding of music. Exercises and repertoire are arranged to accommodate many levels of skill simultaneously. Pupils will initially review learning from Y5 to ensure proper playing techniques such as proper playing position, finger positioning and how to use frets before continuing with new material. Ukulele playing will be taught in the first half the lesson, and the second half of the lesson will be dedicated to singing and other music activities.

Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<u>C Scale Songs and Rounds / Part songs</u>	<u>Peace, Christmas</u>	<u>Music from Around the World, Love</u>	<u>Spirituals, Irish Music</u>	<u>Song Writing, Electronic Music</u>	<u>Rock and Popular Music</u>
<u>Review</u> -stave and letter names -time signatures  <u>Present</u> -responding to music -1 <sup>st</sup> and 2 <sup>nd</sup> endings -conductors/conducting -rhythm patterns: triplet -texture: monophonic, homophonic and polyphonic -C Major Scale  <u>Practice</u> -rhythm patterns: syn-co-pa, tika-tika (♩ ♩ ♩ ♩) -body percussion	<u>Review</u> -ukulele basics -Brass family -String Family  <u>Prepare</u> -rhythm patterns: tim-ka (♩ ♩), tam-ti (♩ ♩)  <u>Present</u> -accidentals (flat, sharp, natural) -D.C. al fine -ukulele (Let's Play!)  <u>Practice</u> -rhythm patterns: triplet (♩ ♩ ♩) -body percussion -responding to music -1 <sup>st</sup> and 2 <sup>nd</sup> endings -tempo -articulation (staccato, legato, accent)	<u>Prepare</u> -rhythm patterns: tim-ka (♩ ♩)  <u>Present</u> -key signatures -ukulele (C Scale) -rhythm patterns: tam-ti (♩ ♩) -minor tonality  <u>Practice</u> -responding to music -boomwhackers -improvising -accidentals (flat, sharp, natural)	<u>Prepare</u> -song writing  <u>Present</u> -repeats -ukulele (F Scale) -rhythm patterns: tim-ka, tika-ti, (♩ ♩ ♩) -6/8 time  <u>Practice</u> -rhythm patterns: tam-ti (♩ ♩) -responding to music -boomwhackers -accidentals (flat, sharp, natural) -key signatures -texture: monophonic, homophonic and polyphonic -articulation (staccato, legato, accent)	<u>Present</u> -piggyback songs -ukulele (More Songs to Sing and Play) -blues / 12 bar blues (history) -electronic instruments (history)  <u>Practice</u> -rhythm patterns: tim-ka (♩ ♩) -tempo -responding to music (elements of music → pitch, duration, timbre, form, harmony, dynamics & expression)	<u>Present</u> -ukulele -Bruce Springsteen -Elvis Presley -Lead Belly -piggyback songs  <u>Practice</u> -respond to and compare music elements of music → pitch, duration, timbre, form, harmony, dynamics & expression) -rhythm patterns: tika-ti (♩ ♩) -body percussion -time signatures

## **Enrichment Opportunities**

### Clubs

Pupils can audition to be a part of the Y4-6 choir. Successful students will participate in the choir for the entire school year and perform in a special musical assembly as well as various year groups assemblies throughout the school year. Pupils will learn to sing songs in unison, while using proper phrasing techniques and dynamics. Pupils will begin to learn simple two-part songs and partner songs and begin to understand how harmony is used in a singing group.

### Assemblies

Pupils will participate in school assemblies where they perform for their families. Pupils will sing songs and perform with instruments in their year groups. Through performances, pupils feel connected to each other and learn to collaborate with each other. When we listen to and perform music it leads to improved self-esteem and memory as well as listening skills.

### Peripatetic Lessons

Pupils who wish to, may pay for lessons with our peripatetic music teacher who offers lessons for drums, violin, piano, trumpet and guitar.