



Kingsholm C of E Primary School and Nursery

Music Breadth Map

	Autumn		Spring		Summer	
Nursery	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary
New Learning	<u>Performance (Vocal) & Appraisal</u> L.I. To Join in Singing Songs L.I. To Copy Actions I Have Seen L.I. To Explore Traditional Songs & Singing Games	<i>Song</i> <i>Sing</i> <i>Together</i>	<u>Composition, Theory and Appraisal</u> L.I. To Share my Thoughts about Music L.I. To make sounds by banging, shaking, tapping or blowing. L.I. To Make a Sound to Represent Something.	<i>Music</i> <i>Instruments</i> <i>Sounds</i> <i>Tap, blow, shake, hit</i>	<u>Peripatetic, Theory and Appraisal</u> <u>PERCUSSION</u> L.I. To Show an Interest in the way Musical Instruments sound. L.I. To Tap Out Simple Repeated Rhythms. Workshop: Jo Jingles Music (exploring sounds)	<i>Music</i> <i>Instruments Sounds</i> <i>Loud Quiet</i> <i>Fast Slow</i> <i>High low</i>
Rapid Recap	What songs do we know?		How can we make sounds?		How can sounds be made in different ways?	
Reception	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary
New Learning	<u>Performance (Vocal) & Appraisal</u> L.I. To sing familiar songs (with and without copied actions) L.I. To Explore Traditional Songs & Singing Games	<i>Song</i> <i>Sing</i> <i>Together</i> <i>Nursery rhyme</i> <i>Traditional song</i> <i>actions</i>	<u>Composition, Theory and Appraisal</u> L.I. To Share my Thoughts about Music L.I. To Explore Making Different Sounds L.I. To Use basic Music to represent events/ characters. L.I. To Play Instruments as Part of a Group.	<i>Music</i> <i>Instruments</i> <i>Sounds</i> <i>Loud Quiet</i> <i>Fast Slow</i> <i>musician</i>	<u>Peripatetic, Theory and Appraisal</u> <u>PERCUSSION</u> L.I. To explore and learn how sounds can be changed. L.I. To Make Up Simple Rhythms Workshop: Jo Jingles Music (exploring sounds)	<i>Music</i> <i>Instruments Sounds</i> <i>Loud Quiet</i> <i>Speed</i> <i>Fast Slow</i> <i>High Low</i> <i>Tune</i> <i>Rhythm</i>
Rapid Recap	What is Music? What songs do we know?		What instruments do we know? How can we change the sounds of instruments?		How are sounds different? How can music be made in different ways?	
Year 1	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary
New Learning	<u>Performance (Vocal) & Appraisal</u> L.I. To explore & sing traditional songs. (some from memory) L.I. To Follow a melody with varying volume and speed.	<i>Song</i> <i>Sing</i> <i>Together</i> <i>Nursery rhyme</i> <i>Traditional song</i> <i>Volume</i> <i>Speed</i>	<u>Composition, Theory and Appraisal</u> L.I. To Explore a Famous Composer. (MOZART) L.I. To Share my Thoughts about Music	<i>Music</i> <i>Percussion</i> <i>Instruments</i> <i>Instrument names (e.g. triangle, wood block, cymbal etc...)</i> <i>Sounds</i> <i>Volume</i> <i>Loud Quiet</i> <i>Speed</i> <i>Fast Slow</i>	<u>Peripatetic, Theory and Appraisal</u> <u>PERCUSSION (tuned/un-tuned)</u> L.I. To copy & play a simple rhythm in Unison. L.I. To copy & play a simple tune in Unison.	<i>Music</i> <i>Percussion</i> <i>Tuned/Untuned</i> <i>Instruments Sounds</i> <i>Volume Dynamics</i> <i>Loud Quiet</i> <i>Speed Tempo</i> <i>Fast Slow</i> <i>Pitch</i> <i>High Low</i> <i>Tune Melody</i>

			L.I. To Use different volumes, speed & pitch to create different effects. L.I To Perform as part of a larger group. L.I. To Accompany a Story Using Instruments L.I. To begin to identify percussion instruments. L.I. To Say What I Think is Good about my Music.	<i>Pitch</i> <i>High Low</i> <i>Compose</i> <i>Accompany</i> <i>Composer</i> <i>musician</i>	L.I. To follow names of notes to play a simple tune. Workshop: Samba Drumming (Children's Musical Adventures)	<i>Rhythm</i>
Rapid Recap	What is Music? What songs do we know?		What instruments do we know? How can we change the sounds of instruments?		What is rhythm? How are sounds different? How can music be made in different ways?	
Year 2	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary
New Learning	<u>Performance (Vocal) & Appraisal</u> L.I. To sing traditional songs from memory L.I To Follow a Melody with varying dynamics, pitch and tempo. Dr Foster nursery rhyme-link to Geography	<i>Song Sing</i> <i>Together Unison</i> <i>Nursery rhyme</i> <i>Traditional song</i> <i>Volume/dynamics</i> <i>Speed/ tempo</i> <i>Pitch High Low</i>	<u>Composition, Theory and Appraisal</u> L.I. To Explore a Famous Composer. (BRAHMS) L.I. To Share my Thoughts about Music L.I. To Accompany a Story Using Instruments L.I. To Use dynamics, rhythm, tempo and pitch to create different effects. L.I To Perform as a Group. L.I. To identify some percussion instruments. L.I. To Notate using Informal Notation (graphic score) L.I. Create a simple tune. L.I. To Evaluate My Music and Say What is Good.	<i>Music</i> <i>Percussion</i> <i>Instruments</i> <i>Instrument names (e.g. triangle, wood block, cymbal etc...)</i> <i>Sounds</i> <i>Volume Dynamics</i> <i>Loud Quiet</i> <i>Speed Tempo</i> <i>Fast Slow</i> <i>Pitch</i> <i>High Low</i> <i>Compose</i> <i>Accompany</i> <i>Evaluate</i> <i>Tune</i> <i>Notate</i> <i>Composer</i> <i>musician</i>	<u>Peripatetic, Theory and Appraisal</u> <u>Glockenspiel</u> L.I. To copy & play a simple rhythm in Unison. L.I. To copy & play a simple tune in Unison. L.I. To follow named notes to play a tune. Workshop: Samba Drumming (Primary Workshops)	<i>Music</i> <i>Percussion</i> <i>Tuned/Untuned</i> <i>Instruments Sounds</i> <i>Volume Dynamics</i> <i>Loud Quiet</i> <i>Speed Tempo</i> <i>Fast Slow</i> <i>Pitch</i> <i>High Low</i> <i>Tune Melody</i> <i>Rhythm</i>

			Fire of London song- link to History			
Rapid Recap	What is Music? What songs do we know? What is volume and speed?		What is a composer? What composers do we know? How can we change music? How can we write music?		What are the note names? What is rhythm? What is a tune?	
Year 3	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary
New Learning	<u>Performance (Vocal) & Appraisal</u> L.I. To Follow a Melody Accurately L.I. To Pronounce Words Clearly when Singing. L.I. To Perform as a group, in a round. L.I. To Explore Traditional Songs from Around the World. Workshop: African Drumming (Primary Workshops)	Song Sing Together Nursery rhyme Traditional song Volume/dynamics Speed/ tempo Pitch High Low Harmony Round Perform	<u>Composition, Theory and Appraisal</u> L.I. To Explore a Famous Composer. (SAINT-SAENS) L.I. To Share my Thoughts about Music from Different Times. L.I. To Identify a range of instruments. L.I. To create a composition to tell a story/share my learning. L.I. To Begin to Justify Musical Choices L.I. To Follow and Create a Simple 4 bar Rhythm (identifying crotchets, minims and quavers) L.I. To Identify EBDGF & FACE Notes on a Stave (treble clef only). L.I. create a simple 4 bar tune. L.I. To Notate using Formal Notation. L.I To Perform as part of a Smaller Group. L.I. To Evaluate & Improve My Music	Music Percussion Instruments Instrument names (e.g. triangle, wood block, cymbal etc...) Sounds Volume Dynamics Loud Quiet Speed Tempo Fast Slow Pitch High Low Compose Accompany Evaluate compose composer Tune Melody Notate Notation Rhythm duration Stave bar Note rest crotchets, minims quavers treble clef musician	<u>Peripatetic, Theory and Appraisal</u> <u>Recorders</u> L.I. To Identify & follow Notes on a Stave (treble clef only). EBDGF & FACE L.I. To identify crotchets, minims and quavers (and associated rests). L.I. To follow a simple melody on a stave. (Unison) L.I. To follow a simple rhythm on a stave. (Unison)	Music Percussion Tuned/Untuned Instruments Sounds Volume Dynamics Loud Quiet Speed Tempo Fast Slow Pitch High Low Tune Melody Notation Rhythm duration Stave bar Note rest crotchets, minims quavers treble clef time signature
Rapid Recap	What is Music? What songs do we know? What is dynamics and tempo?		What is a composer? What composers do we know? How can we change music?		What are the note names? What is rhythm?	

	What is a melody?		How can we write music?			
Year 4	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary
New Learning	<u>Performance (Vocal) & Appraisal</u> L.I. To Sing Different Types of Melodies. L.I. To Sing with clear diction. L.I. To Perform as a group with Ostinato/Drone Accompaniment. L.I. To Sing Traditional Songs from Around the World.	Song Sing Together Nursery rhyme Traditional song Volume/dynamics Speed/ tempo Pitch High Low Harmony Round Ostinato Perform	<u>Composition, Theory and Appraisal</u> L.I. To Explore a Famous Composer. (TCHAIKOVSKY) L.I. To Share my Thoughts about Music (different times and purposes) L.I. To create a composition to tell a story/share my learning, justifying choices. L.I To Perform Effectively as part of a Smaller Group. L.I. To Identify a range of instruments and begin to group them. L.I. To Identify Notes on a Stave EBDGF & FACE (treble clef only). L.I. To Follow and Create a Simple 6 bar Rhythm (identifying crotchets, minims and quavers). L.I. create a simple 6 bar melody. L.I. To Notate using Formal Notation. L.I. To Evaluate & Improve My Music	Music Percussion Instruments Instrument names (e.g. triangle, wood block, cymbal etc...) Sounds Volume Dynamics Loud Quiet Speed Tempo Fast Slow Pitch High Low Compose Accompany Evaluate compose composer Tune Melody Notate Notation Rhythm duration Stave bar Note rest crotchets, minims quavers treble clef musician	<u>Peripatetic, Theory and Appraisal</u> <u>WCET – Violins/glockenspiels</u> L.I. To Identify & follow Notes on a Stave (treble clef only). EBDGF & FACE L.I. To identify crotchets, minims and quavers (and associated rests). L.I. To Follow a Rhythm on a stave. (Unison) L.I. To follow a melody on a stave. (Unison) L.I. To Contrast Dynamics and Tempo. Workshops: WCET Violin Make Music Gloucestershire 10 week programme per class.	Music Percussion Tuned/Untuned Instruments Sounds Volume Dynamics Loud Quiet Speed Tempo Fast Slow Pitch High Low Tune Melody Notation Rhythm duration Stave bar Note rest crotchets, minims quavers treble clef time signature
Rapid Recap	What is Music? What different types of songs do we know? What is dynamics, tempo and pitch?		What is a composer? What composers do we know? What are the notes on a stave? How many beats is a crotchet/minim/quaver worth?		What are the notes on a stave? How many beats is a crotchet/minim/quaver worth?	
Year 5	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary
New Learning	<u>Performance (Vocal) & Appraisal</u>	Song Sing Together Nursery rhyme	<u>Composition, Theory and Appraisal</u>	Music Percussion Instruments	<u>Peripatetic, Theory and Appraisal</u> <u>Keyboard</u>	Music Percussion Tuned/Untuned

	L.I. To Sing a Melody from Memory with Accuracy. L.I. To Sing with clear diction and expression. L.I. To Perform in a group with a small solo part. L.I. To Explore Music from Different Styles Workshop: Gamelan (Gloucestershire Academy of Music)	<i>Traditional song</i> Volume/dynamics Speed/ tempo Pitch High Low Harmony Styles Round Ostinato Perform solo Diction Expression	L.I. To Explore a Famous Composer. (HOLST) L.I. To Create a composition related to a theme, justifying choices. L.I. To Share my Thoughts about Music (different times/purposes/ cultures) L.I. To Identify a range of instruments and some instrument families. L.I. To Follow and Create a Simple 9 bar Rhythm (identifying as Y4 + semi-breve, dotted minim & associated rests). L.I. To Identify EBDGF & FACE Notes on a Stave (treble clef only). L.I. create a simple 9 bar melody using a range of notes (treble clef only). L.I. To Notate using Formal Notation. L.I. To Evaluate & Improve My Music	families Instrument names (e.g. triangle, wood block, cymbal etc...) Sounds Volume Dynamics Loud Quiet Speed Tempo Fast Slow Pitch High Low Compos composer Accompany Evaluate Tune Melody Notate Notation Rhythm duration Stave bar Note rest crotchets, minims quavers semi-breve, dotted minim treble clef musician	L.I. To Identify & follow Notes on a Stave (treble clef only). EBDGF & FACE L.I. To Identify a Variety of Note Durations (as Y4 + semi-breve, dotted minim & associated rests). L.I. To Follow a Rhythm on a stave. L.I. To follow a melody on a stave. L.I. To Begin to Play a Harmony in a Group. L.I. To Contrast Dynamics and Tempo.	<i>Instruments Sounds</i> Volume Dynamics Loud Quiet Speed Tempo Fast Slow Pitch High Low Tune Melody Notation Rhythm duration Stave bar Note rest crotchets, minims quavers semi-breve, dotted minim treble clef time signature harmony
Rapid Recap	What is Music? What different types of songs do we know? What is dynamics, tempo and pitch? What is a 'round'? What is an ostinato?		What is a composer? What composers do we know? What are the notes on a stave? How many beats is a crotchet/minim/quaver worth?		What are the notes on a stave? How many beats is a crotchet/minim/quaver worth? What is a melody?	
Year 6	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary
New Learning	<u>Performance (Vocal) & Appraisal</u> L.I. To Sing a Melody from Memory with Accuracy. L.I. To perform with clear diction, expression and breathing techniques.	Song Sing Together Nursery rhyme Traditional song Volume/dynamics Speed/ tempo Pitch High Low Harmony Styles Round Ostinato Perform solo	<u>Composition, Theory and Appraisal</u> Compose using Garage Band L.I. To Explore a Famous Composer. (JOHN WILLIAMS)	Music Percussion Instruments families Instrument names (e.g. triangle, wood block, cymbal etc...) Sounds Volume Dynamics Loud Quiet Speed Tempo	<u>Peripatetic, Theory and Appraisal</u> <u>Ukelele</u> L.I. To Identify & follow Notes on a Stave (treble clef only). EBDGF & FACE L.I. To Identify sharps # and flats b	Music Percussion Tuned/Untuned Instruments Sounds Volume Dynamics Loud Quiet P piano (quiet) F forte (loud) Speed Tempo Fast Slow

	L.I. To Perform in a group with a small solo part. L.I. To Explore Music from Different Styles Workshop: Urban Vocals (The Music Works)	<i>Diction Expression</i>	L.I. To create a composition to reflect varying emotions and events, justifying choices L.I. To Share my Thoughts & Reasoning about Music (different times/purposes/ cultures) L.I. To Identify a range of instruments and some instrument families. L.I. To Follow and Create a 12 bar Rhythm (identifying as Y4 + semi-breve, dotted minim & associated rests). L.I. To Identify EBDGF & FACE Notes on a Stave (treble clef only). L.I. create a simple tune using a range of notes (treble clef only). L.I. To Notate using Formal Notation (with dynamics and tempo annotation) L.I. To Evaluate & Improve My Music	<i>Fast Slow</i> <i>Pitch</i> <i>High Low</i> <i>Compose</i> <i>composer</i> <i>Accompany</i> <i>Evaluate</i> <i>Tune Melody</i> <i>Notate Notation</i> <i>Rhythm duration</i> <i>Stave bar</i> <i>Note rest</i> <i>crotchets, minims</i> <i>quavers</i> <i>semi-breve, dotted</i> <i>minim</i> <i>treble clef</i> <i>musician</i>	L.I. To Identify a Variety of Note Durations (as Y4 + semi-breve, dotted minim & associated rests). L.I. To Follow a Rhythm on a stave. L.I. To follow a melody on a stave. L.I. To Play a Harmony in a Group. L.I. To Play with Expression.	<i>Allegro (fast)</i> <i>Lento (slow)</i> <i>Pitch</i> <i>High Low</i> <i>Tune Melody</i> <i>Notation</i> <i>Rhythm duration</i> <i>Stave bar</i> <i>Note rest</i> <i>crotchets, minims</i> <i>quavers</i> <i>semi-breve, dotted</i> <i>minim</i> <i>treble clef</i> <i>time signature</i> <i>harmony</i> <i>expression</i>
Rapid Recap	What is Music? What different types of songs do we know? What is dynamics, tempo and pitch? What is a 'round'? What is an ostinato? How do we sing with clear diction?		What is a composer? What composers do we know? What are the notes on a stave? How many beats is a crotchet/minim/quaver/semi-breve/dotted minim worth?		What are the notes on a stave? What is a rest? How many beats is a crotchet/minim/quaver/semi-breve/dotted minim worth?	