



Music Breadth Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 NC Statements	<p>Reggae Three Little Birds</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p>Reggae Three Little Birds & Christmas</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p>Soul/Gospel Lean on Me</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p>Soul/Gospel Lean on Me</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p>Classical Peter and the Wolf</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p>Classical Peter and the Wolf</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.

Year 3 Concepts Covered	<ul style="list-style-type: none"> ❖ Perform ❖ Compose ❖ Transcribe ❖ Describe Music 	<ul style="list-style-type: none"> ❖ Perform ❖ Compose ❖ Transcribe ❖ Describe Music 	<ul style="list-style-type: none"> ❖ Perform ❖ Compose ❖ Transcribe ❖ Describe Music 	<ul style="list-style-type: none"> ❖ Perform ❖ Compose ❖ Transcribe ❖ Describe Music 	<ul style="list-style-type: none"> ❖ Perform ❖ Compose ❖ Transcribe ❖ Describe Music 	<ul style="list-style-type: none"> ❖ Perform ❖ Compose ❖ Transcribe ❖ Describe Music
Year 3 Specific Content	<p>Reggae Three Little Birds</p> <ul style="list-style-type: none"> • Develop knowledge of a musical style. • To understand where Reggae music originates from. • Listen and appraise • Vocal warm-ups • Learn to Sing the Song • Performance • Play Instruments with the Song • Improvise • Compose 	<p>Reggae Three Little Birds & Christmas.</p> <ul style="list-style-type: none"> • Develop knowledge of a musical style. • To understand where Reggae music originates from. • Listen and appraise • vocal warm-ups • Learn to Sing the Song • Performance • Play Instruments with the song • Improvise • Compose 	<p>Soul/Gospel Lean on Me</p> <ul style="list-style-type: none"> • Develop knowledge of a musical style • To understand where Soul/Gospel music originates from. • Listen and Appraise a selection of songs • Begin to recognise the basic style indicators of Gospel music • Learn to sing the song • Performance/play instruments with the song • Improvise • Compose 	<p>Soul/Gospel Lean on Me</p> <ul style="list-style-type: none"> • Develop knowledge of a musical style • To understand where Soul/Gospel music originates from. • Listen and Appraise a selection of songs • Begin to recognise the basic style indicators of Gospel music • Learn to Sing the Song • Performance/Play Instruments with the Song • Improvise • Compose 	<p>Classical Peter and the Wolf</p> <ul style="list-style-type: none"> • Develop knowledge of a musical style • To understand the workings of an orchestra • To understand the feelings of the composition • To make links with music and stories • Listen and Appraise • Performance/play instruments 	<p>Classical Peter and the Wolf</p> <ul style="list-style-type: none"> • Develop knowledge of a musical style • To understand the workings of an orchestra • To understand the feelings of the composition • To make links with music and stories • Listen and Appraise • Performance/play instruments

<p>Year 4 NC Statements</p>	<p>80's Rock Anthem Don't Stop Believing</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p>80's Rock Anthem Don't Stop Believing & Christmas</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p>The Orchestra, Exploring Musical Texture</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p>The Orchestra, Exploring Musical Texture</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p>Values – Anti- Bullying!</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p>Values – Anti- Bullying!</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.
<p>Year 4 Concepts Covered</p>	<ul style="list-style-type: none"> ❖ Perform ❖ Compose ❖ Transcribe ❖ Describe Music 	<ul style="list-style-type: none"> ❖ Perform ❖ Compose ❖ Transcribe ❖ Describe Music 	<ul style="list-style-type: none"> ❖ Perform ❖ Compose ❖ Transcribe ❖ Describe Music 	<ul style="list-style-type: none"> ❖ Perform ❖ Compose ❖ Transcribe ❖ Describe Music 	<ul style="list-style-type: none"> ❖ Perform ❖ Compose ❖ Transcribe ❖ Describe Music 	<ul style="list-style-type: none"> ❖ Perform ❖ Compose ❖ Transcribe ❖ Describe Music

Year 4 Specific Content	80's Rock Anthem Don't Stop Believing <ul style="list-style-type: none"> • Develop knowledge of a musical style. • To understand where Rock music originates from. • Listen and appraise vocal warm-ups • Learn to Sing the Song • Performance • Play Instruments with the song • Improvise • Compose 	80's Rock Anthem Don't Stop Believing & Christmas <ul style="list-style-type: none"> • Develop knowledge of a musical style. • To understand where Rock music originates from. • Listen and appraise vocal warm-ups • Learn to Sing the Song • Performance • Play Instruments with the song • Improvise • Compose 	The Orchestra, Exploring Musical Texture <ul style="list-style-type: none"> • Develop knowledge of a musical style • To understand the workings of an orchestra • To explore the layering and texture of music • To understand the feelings different classical music can evoke • Listen and Appraise • Performance/play instruments 	The Orchestra, Exploring Musical Texture <ul style="list-style-type: none"> • Develop knowledge of a musical style • To understand the workings of an orchestra • To explore the layering and texture of music • To understand the feelings different classical music can evoke • Listen and Appraise • Performance/play instruments 	Values – Anti-Bullying! <ul style="list-style-type: none"> • Develop knowledge of a musical style • To link the song with the school values of RESPECT. (Linking lyrics) • Listen and Appraise a selection of songs • Compose • Perform 	Values – Anti-Bullying! <ul style="list-style-type: none"> • Develop knowledge of a musical style • To link the song with the school values of RESPECT. (Linking lyrics) • Listen and Appraise a selection of songs • Compose • Perform
Year 5	Classical Holst – The	Classical Holst – The	Rock-Living on a	Rock-Living on a	70's Pop Song Mamma	70's Pop Song Mamma

NC Statements	Planets	Planets & Christmas	Prayer	Prayer	Mia	Mia
Year 5 Concepts Covered	<ul style="list-style-type: none"> ❖ Perform ❖ Compose ❖ Transcribe ❖ Describe Music 	<ul style="list-style-type: none"> ❖ Perform ❖ Compose ❖ Transcribe ❖ Describe Music 	<ul style="list-style-type: none"> ❖ Perform ❖ Compose ❖ Transcribe ❖ Describe Music 	<ul style="list-style-type: none"> ❖ Perform ❖ Compose ❖ Transcribe ❖ Describe Music 	<ul style="list-style-type: none"> ❖ Perform ❖ Compose ❖ Transcribe ❖ Describe Music 	<ul style="list-style-type: none"> ❖ Perform ❖ Compose ❖ Transcribe ❖ Describe Music
Year 5 Specific Content	Classical Holst – The Planets <ul style="list-style-type: none"> • Develop knowledge of a musical style • To understand the workings of an 	Classical Holst – The Planets & Christmas <ul style="list-style-type: none"> • Develop knowledge of a musical style • To understand the workings of an 	Rock-Living on a Prayer <ul style="list-style-type: none"> • Develop knowledge of a musical style. • To understand where Rock music originates 	Rock-Living on a Prayer <ul style="list-style-type: none"> • Develop knowledge of a musical style. • To understand where Rock music originates 	70’s Pop Song Mamma Mia <ul style="list-style-type: none"> • Develop knowledge of a musical style. • To understand where Pop music originates 	70’s Pop Song Mamma Mia <ul style="list-style-type: none"> • Develop knowledge of a musical style. • To understand where Pop music originates

	<p>orchestra</p> <ul style="list-style-type: none">• To understand the feelings of the composition• To make links with music and stories• Listen and Appraise• Performance/play instruments	<p>orchestra</p> <ul style="list-style-type: none">• To understand the feelings of the composition• To make links with music and stories• Listen and Appraise• Performance/play instruments	<p>from.</p> <ul style="list-style-type: none">• Listen and appraise• vocal warm-ups• Learn to Sing the Song• Performance• Play Instruments with the song• Improvise• Compose	<p>from.</p> <ul style="list-style-type: none">• Listen and appraise• vocal warm-ups• Learn to Sing the Song• Performance• Play Instruments with the song• Improvise• Compose	<p>from.</p> <ul style="list-style-type: none">• Listen and appraise• vocal warm-ups• Learn to Sing the Song• Performance• Play Instruments with the song• Improvise• Compose	<p>from.</p> <ul style="list-style-type: none">• Listen and appraise• vocal warm-ups• Learn to Sing the Song• Performance• Play Instruments with the song• Improvise• Compose
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<p>Year 6 NC Statements</p>	<p>War Time Song We'll Meet Again BBC (Alfo Bombing)</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p>War Time Song We'll Meet Again BBC (Alfo Bombing) & Christmas</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p>Values – You've Got A Friend In Me</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p>Djembe Percussion</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p>Musical Production Macbeth/Tempest/Oliver/ Treasure Island</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations 	<p>Musical Production Macbeth/Tempest/Oliver/ Treasure Island</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations
<p>Year 6 Concepts Covered</p>	<ul style="list-style-type: none"> ❖ Perform ❖ Transcribe ❖ Describe Music 	<ul style="list-style-type: none"> ❖ Perform ❖ Transcribe ❖ Describe Music 	<ul style="list-style-type: none"> ❖ Perform ❖ Compose ❖ Transcribe ❖ Describe Music 	<ul style="list-style-type: none"> ❖ Perform ❖ Compose ❖ Transcribe ❖ Describe Music 	<ul style="list-style-type: none"> ❖ Perform ❖ Describe Music 	<ul style="list-style-type: none"> ❖ Perform ❖ Describe Music

Year 6 Specific Content	War Time Song We'll Meet Again BBC (Alfo Bombing) <ul style="list-style-type: none"> • A local history link • The importance of music during World War II and its effects. • An investigation into different musicians in WWII. (Glen Miller, Vera Lynne) 	War Time Song We'll Meet Again BBC (Alfo Bombing) & Christmas <ul style="list-style-type: none"> • A local history link • The importance of music during World War II and its effects. • An investigation into different musicians in WWII. (Glen Miller, Vera Lynne) • A focus on a selection of Traditional Christmas Songs/carols. 	Values – You've Got A Friend In Me <ul style="list-style-type: none"> • Develop knowledge of a musical style • To link the song with the school values of RESPECT. (Linking lyrics) • Listen and Appraise a selection of songs • Compose • Perform 	Djembe Percussion <ul style="list-style-type: none"> • Develop knowledge of a musical style • Learn to develop a rhythm • To be able to recognise a beat and a pulse • Compose • Perform 	Musical Production Macbeth/Tempest/Oliver/ Treasure Island <ul style="list-style-type: none"> • To understand the literacy link to the musical • To develop the skills of performance for musical theatre • To learn the songs, drama and dance 	Musical Production Macbeth/Tempest/Oliver/ Treasure Island <ul style="list-style-type: none"> • To understand the literacy link to the musical • To develop the skills of performance for musical theatre • To learn the songs, drama and dance
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