



Rotherhithe Primary School Music Curriculum Map 2026-2027



	Autumn	Spring	Summer
Music Nursery	<u>Getting Started</u> Unit Aim: Pupils learn action songs, engage with pulse, play loud/soft and fast/slow and move to recorded music.	<u>Feel the beat!</u> Unit Aim: Pupils explore higher and lower sounds, starting and stopping together and playing 8 beats together.	<u>Growing in Confidence</u> Unit Aim: Pupils choose their own actions to songs, identify higher and lower sounds on the piano and take turns playing percussion.
Pitch and Notation	Higher / lower with big arm movements		
	Autumn	Spring	Summer
Music Reception	<u>Taking Ownership</u> Unit Aim: Pupils explore how to sing and play known songs, follow class conductor and practise playing the pulse.	<u>Pulse and Rhythm</u> Unit Aim: Pupils clap 4 beat rhythms, sing solos, identify high/middle/low and differentiate between pulse and rhythm.	<u>Speeding up and slowing down</u> Unit Aim: Pupils recognise and play different speeds and recognise known songs by rhythm alone.
Pitch and Notation	Higher / lower / middle with big arm movements		
	Autumn	Spring	Summer
Music Year 1	<u>Sounds Interesting</u> Unit Aim: To develop children's ability to identify different sounds and to change and use sounds expressively in response to a stimulus. ➤ To understand that voice and instruments can make different sounds.	<u>The long and the short of it</u> Unit Aim: To develop children's ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound. ➤ To understand that some instruments, make long sounds, some make short sounds and some can make either.	<u>Exploring Pulse and Rhythm</u> Unit Aim: To develop children's ability to recognise and play rhythms from known songs with a sense of pulse. ➤ To follow the rhythm of recorded music accurately using finger walking and then dancing ➤ To copy rhythms accurately



Rotherhithe Primary School Music Curriculum Map 2026-2027



	➤ To recognise that untuned percussion instruments make by sound alone ➤ Move and respond to recorded music expressively. ➤ Recognise 6 different kinds of instrument by sound alone. ➤ Use knowledge of sounds to add sound effects to a known story.	➤ To follow a plan to play a piece with a partner with long and short sounds. ➤ To use long and short sounds to make an interesting sequence of sounds. ➤ To recognise long and short sounds in recorded music ➤ To play instruments in a song and recognise which play long and short sounds	➤ To play rhythm of known song accurately ➤ To play and sing a known song in two parts with a sense of pulse ➤ To recognise the difference between pulse and rhythm in recorded music
Pitch and Notation	Higher / lower / middle / medium low with big arm movements		
	Autumn	Spring	Summer
Music Year 2	<u>So/Mi</u> <u>Unit Aim:</u> To discriminate between higher and lower sounds and understand the So/Mi interval ➤ To hear the difference between So and Mi when played or sung together ➤ To improvise satisfactory short musical phrases using So and Mi chime bars ➤ To understand the difference between higher and lower sounds	<u>Playing with Sound</u> <u>Unit Aim:</u> To develop children's ability to recognise different ways sounds are made and how they can be changed. ➤ To play different sounding instruments from symbols ➤ To identify how a piece of music has changed ➤ To move in an agreed way to different sounds and adapt the movement to the way it is played	<u>Reading Rhythms</u> <u>Unit Aim:</u> To develop children's ability to read and play rhythms confidently and explore the mood of recorded music. ➤ To play a 4-phrase <i>Ta and Ti-Ti</i> rhythm accurately on claves ➤ To say how a recorded piece makes them feel ➤ To play a rhythm using <i>Ta and Ti-Ti</i> beats accurately in 4 parts ➤ To accompany a known song



Rotherhithe Primary School Music Curriculum Map 2026-2027



	➤ To discriminate between higher and lower sounds and understand the So/Mi interval ➤ To respond to a piece of music with higher and lower sounds with visual art	follow hand signs to play different pitches ➤ To play instruments in different ways to musically illustrate a story and notate using symbols.	
Pitch and Notation	<u>Pitch:</u> So/Mi and, when ready, La with hand signs. Ta, Ti-Ti, Ssh, Too rhythm notation		
	Autumn	Spring	Summer
Music Year 3	<u>Animal Magic</u> <u>Unit Aim:</u> To develop children's ability to create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding. ➤ To understand that voices and instruments can be used in different ways to make sounds to represent animals ➤ To learn to choose and use instruments to make animal sound effects ➤ To understand how sound effects can be made into a piece of music and used to tell a story ➤ To work in groups to compose a short descriptive composition	<u>Rhythm Patterns and Structure</u> <u>Unit Aim:</u> To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. ➤ To play the rhythms of a known song on body percussion ➤ To work out & write the rhythm notation of one line of a known song ➤ To make up a movement piece in pairs to a given structure ➤ To play a given piece accurately in pair ➤ To compose a rhythm ostinato piece in a group and perform it to the class	<u>Make it your own</u> <u>Unit Aim:</u> To develop pupils' ability to explore new ways of performing a known song ➤ To play the pulse in different ways to a known chant ➤ Use word rhythms as an ostinato ➤ To find the tunes of known songs on tuned instruments given the starting note ➤ To think of & explore new ways of performing a known song ➤ To make a group performance of a song



Rotherhithe Primary School Music Curriculum Map 2026-2027



	➤ To gain experience of other composers' use of stories and to respond with movement		
Pitch and Notation	So/Mi/La with hand signs Ta, Ti-Ti, Ssh, Too, Tika-Tika, Tum-Ti rhythm notation		
	Autumn	Spring	Summer
Music Year 4	<u>Pentatonic Music</u> Unit Aim: To develop children's ability to recognise and use pentatonic scales and to work with 4 x 4 rhythmic phrase (4 bars of 4 beats) ➤ To understand the term Pentatonic ➤ To find pentatonic song tunes on tuned instruments ➤ To understand and improvise a 4 bar rhythm ➤ To add a pentatonic tune to a 4 bar rhythm ➤ To improve last week's work and perform	<u>Painting with Sound</u> Unit Aim: To develop children's ability to create, perform and analyse expressive compositions and extend their sound vocabulary. ➤ To understand that music can describe a picture ➤ To choose a picture that they can explore musically and explain to the class ➤ To work in pairs to illustrate a picture musically ➤ To work in a group to compose a piece of music based on a picture ➤ To perform a carefully planned and finished group composition	<u>Playground songs</u> Unit Aim: To develop pupils' ability to adapt and perform playground songs. ➤ To add and perform a second verse to a known playground song ➤ To share playground games and divide them into different types ➤ To work together to perform a complex playground song ➤ To extend a known playground song and perform to class ➤ To compose a playground song in a small group
Pitch and Notation	Do/Re/Mi with hand signs Ta, Ti-Ti, Ssh, Too, Tika-Tika, Tum-Ti, Ti-Ta-Ti (syncopate), rhythm notation, Soh/Mi/La solfa notation		



Rotherhithe Primary School Music Curriculum Map 2026-2027



	Autumn	Spring	Summer
Music Year 5	<u>Cyclic Music</u> Unit Aim: To develop children's ability to perform rhythmic patterns confidently and with a strong sense of pulse. ➤ To understand what cyclic music is ➤ To make up and write down a 4X4 rhythmic phrase and play it accurately ➤ To play a class cyclic piece accurately and to understand how improvising can be played over a cyclic pattern ➤ To play a repeated pattern in 7 time ➤ To practice and complete this unit's work	<u>Instrumental Recorder Lessons</u> Unit Aim: To develop children's ability to play known songs on a recorder with correct fingering. ➤ Learn to hold the recorder correctly. Learn how to play the note B ➤ Learn to play the note A. Learn to read crotchet rests. Learn a new song using B and A. Learn to read quavers ➤ Learn the note G. Learn to read syncopated rhythms. Work on tonguing. Sing and play a new song using B, A and G ➤ Learn the note C. Learn the note high D. Learn to read quaver rests ➤ Introduce the right hand. Play the note E. Work on tone control blowing hot or cold air	<u>Harmony</u> Unit Aim: - To develop pupils' ability to sing and play music in 2-3 parts and transfer known songs to tuned instruments ➤ To understand how songs can be sung in 2 parts using rounds ➤ To add drones and ostinatos to known songs and understand the construction process ➤ To understand various ways songs can be sung in two or three parts ➤ To find and play a round accurately on tuned instrument. ➤ To work in a group to perform a song in 2 parts.
Pitch and Notation	Do/Re/Mi/So/La with hand signs Ta, Ti-Ti, Ssh, Too, Tika-Tika, Tum-Ti, Ti-Ta-Ti (syncopate), Ti-Tika, Tika-Ti, Tri-o-la rhythm notation, Do/Re/Mi/So/La solfa notation, staff notation		



Rotherhithe Primary School Music Curriculum Map 2026-2027



	Autumn	Spring	Summer
Music Year 6	<u>Staff Notation</u> Unit Aim - To develop pupils' ability to read staff notation. ➤ To learn the mnemonics of notes on the lines and in the spaces of the C major scale. ➤ To identify songs by reading staff notation ➤ To play a known song with 5 pitches from staff notation ➤ To play an unknown melody with 5 pitches from staff notation ➤ Compose a short melody in C major and notate	<u>Compound Time</u> Unit Aim - To develop pupils' ability to write and notate a song in compound time ➤ To understand the difference between simple and compound time ➤ To work out rhythm of known songs in compound time ➤ To play known song in compound time on tuned percussion from stave notation ➤ To create new lyrics to a known song in compound time To compose a new melody for a compound song and add a drone and perform.	<u>Music Through the Ages</u> Unit Aim - To develop pupils' ability to recognise and engage with music from different historic periods and genres ➤ To understand the Western Classical Music timeline ➤ To recognise and engage with Medieval music c.500-1400 ➤ To recognise and engage with Renaissance music c.1400-1600 ➤ To recognise and engage with Baroque music c. 1600-1750 ➤ To recognise and engage with Classical music c.1730-1820 ➤ To recognise and engage with Romantic music c. 1800-1910 ➤ To recognise and engage with Modern/20th Century music c. 1890-1975



Rotherhithe Primary School Music Curriculum Map 2026-2027



Pitch and Notation	Do/Re/Mi/Fa/So/La/Ti with hand signs Compound Rhythms: Tum, Ti-Ti-Ti, Ta-Ti, Ti-Ta, Ssh Simple Rhythms: Ta, Ti-Ti, Ssh, Too, Tika-Tika, Tum-Ti, Ti-Ta-Ti (syncopate), Ti-Tika, Tika-Ti, Tri-o-la rhythm notation, Do/Re/Mi/Fa/So/La/Ti solfa notation, staff notation
---------------------------	---