



William Penn WP Curriculum Map – Music (Music Express)

| | Autumn | Spring | Summer |
|---------------------|--|--|--|
| Year R | Fantastic Fairytales | Amazing Animals | Helpful Heroes |
| Year 1/2 Cycle A | Community Heroes | Shiver and Sizzle | Oh I do like to be beside.... |
| Year 1/2 Cycle B | Who Lives Here? | Spring Has Sprung | Back in Time for... |
| Year 3/4 Cycle A | Raging Rivers and Marvellous Mountains | The Roman Empire | Groovy Greeks |
| Year 3/4 Cycle B | Ancient Ancestors (Stone Age to Iron Age) | We're Sailing down the Nile (Ancient Egypt) | Our World |
| Year 5/6 Cycle A | We'll Meet Again (WWII links with Coolham airfield and Battle of Britain) | Rulers of the Rainforest (Ancient Mayan Civilization and rainforests) | Vikings (Life and Legend) |
| Year 5/6 Cycle B | Wonders of the Universe | Super Settlers (Anglo Saxons and Scots) | Friends And Heroes (Quakerism and Democracy) A local History Study |

Key Stage 1 and 2 Coverage:

| Year 1/2 Cycle A | Community Heroes | Shiver and sizzle | Oh I do like to be beside... |
|-----------------------------------|---|---|---|
| Outcomes | Ourselves: Exploring Sounds Number: Beat Animals: Pitch Westher: Exploring Sounds | Machines: Beat Seasons: Pitch Our School: Exploring Sounds Pattern: Beat | Storytime: Exploring Sounds Our Bodies: Beat Travel: Performance Water: Pitch |
| National Curriculum P of S | <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. | <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. | <ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically ▪ listen with concentration and understanding to a range of high-quality live and recorded music ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| Year 1/2 Cycle B | Who lives here? | Spring Has Sprung | Back in Time for... |
| Outcomes | Ourselves: Exploring Sounds Toys: Beat Our Land: Exploring Sounds Our Bodies: Beat | Animals: Pitch Number: Beat Storytime: Exploring Sounds Seasons: Pitch | Weather: Exploring Sounds Pattern: Beat Water: Pitch Travel: Performance |
| National Curriculum P of S | <ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically ▪ listen with concentration and understanding to a range of high-quality live and recorded music ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music. | <ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically ▪ listen with concentration and understanding to a range of high-quality live and recorded music ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music. | <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. |

| Year 3/4 Cycle A Outcomes | Raging Rivers and Marvellous Mountains | The Roman Empire | Groovy Greeks |
|---------------------------------------|--|---|---|
| | Environment: Composition Building: Beat Sounds: Exploring Sounds Poetry: Performance | China: Pitch Time: Beat In the Past: Pitch Communication: Coposition | Human Body: Structure Singing French: Pitch Ancient Worlds: Structure Food and Drink: Performance |
| National Curriculum P of S | <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. | <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. | <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 3/4 Cycle B | Ancient Ancestors | We're Sailing Down the Nile | Our World |
|---------------------------------------|--|--|--|
| Outcomes | Poetry: Performance | Sounds environment: Composition Ancient worlds: Structure Sounds: Exploring sounds | Building: Beat Around the world: Pitch |
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| Year 5/6 Cycle A | We'll Meet Again | | Rulers of the Rainforest | | Vikings | |
| | Our Community: Performance Solar System: Listening World Unite: Step Dance Performance Journeys: Song Cycle Performance | | Life Cycles: Structure Keeping Healthy: Beat Growth: Street Dance Performance Roots: Mini Musical Performance | | At the Movies: Composition Celebration: Performance Class Awards: Awards Show Performance Moving On: Leavers Assembly Performance | |
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| Year 5/6 Cycle B | Wonders of the Universe | | Super Settlers | | Friends and Heroes | |
| | Our Community: Performance Solar System: Listening World Unite: Step Dance Performance Journeys: Song Cycle Performance | | Life Cycles: Structure Keeping Healthy: Beat Growth: Street Dance Performance Roots: Mini Musical Performance | | At the Movies: Composition Celebration: Performance Class Awards: Awards Show Performance Moving On: Leavers Assembly Performance | |
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