



Dunchurch Boughton C of E Junior Academy – Music Curriculum Map 2025/2026

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Building Blocks - Becoming a Musician</b></p>	<p><b>Rhythm Has Your Two Hips Moving</b></p> <p>Introducing the KS2 NC for Music.</p> <p>Team building - music games.</p> <p><b>Rhythm and notation</b> (performing, reading and creating rhythmic patterns)</p> <p><b>Teacher assessments</b> (performing to a set pulse, writing 2, 4 or 8 bar rhythms and aural perception)</p> <p><b>KO vocabulary</b> reviewed by pupils and teacher</p>	<p><b>Christmas performance preparation</b></p>	<p><b>Orchestral Instruments</b> (Tone Colour)</p> <p><b>Orchestral families</b> (what they look like, how they're grouped and how they sound)</p> <p><b>Beethoven's Ode to Joy</b></p> <p><b>Ensemble performance</b> (filmed and assessed using tuned percussion and own instruments)</p> <p><b>Focused listening tasks</b> (assessed)</p> <p><b>KO vocabulary</b> reviewed by pupils and teacher</p> <p><b>Easter service rehearsals</b></p>	<p><b>Mood Music</b></p> <p>How music can tell stories and paint pictures using the <b>elements of music</b>.</p> <p><b>Composition task</b> (filmed and assessed) - creating mood through chosen elements and notating musical ideas (assessed)</p> <p>Programme music <b>listening tasks</b> (assessed)</p> <p><b>KO elements test</b></p> <p><b>KO vocabulary</b> reviewed by pupils and teacher.</p> <p><b>Easter service - Spring 2</b></p>		<p><b>World Music</b></p> <p><b>What is world music?</b></p> <p><b>Use of sea shanties/storytelling</b> (perform <i>Drunken Sailor</i> and <i>Soon May the Wellerman Come</i>)</p> <p><b>Listening</b> Traditional "world music" examples (e.g., from Scotland; Ireland; Wales; Africa; Caribbean and China) - assessed <b>questions</b></p> <p><b>Practical tasks</b> perform <i>Hung Chai Mei Mei</i> with use of drone, ostinato and pentatonic scale (filmed and teacher assessed)</p>

						<b>KO vocabulary</b> reviewed by pupils and teacher.	
<b>Year 4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	
<b>Developing a Music Skill Set</b>	<p>For half the academic year then swap (starting with 4B)</p> <p><b>Learning to Play a Brass Instrument</b> (delivered by Upbeat! brass, Warwickshire Music)</p> <ul style="list-style-type: none"> <li>Learn to use the correct fingering when playing the cornet or trumpet.</li> <li>Use of appropriate and correct embouchure to produce a clear and controlled sound. <ul style="list-style-type: none"> <li>Recall rhythmic patterns (aural recognition).</li> <li>Read basic rhythmic and treble clef staff notation. <ul style="list-style-type: none"> <li>Play simple brass melodies.</li> </ul> </li> </ul> </li> <li>Develop knowledge of brass instruments, repertoire and professional ensembles. <ul style="list-style-type: none"> <li>Perform in front of an audience.</li> </ul> </li> </ul>			<p>For half the academic year then swap (starting with 4CG)</p> <p><b>Kije's March</b></p> <ul style="list-style-type: none"> <li><b>Creating</b> a (filmed) structured performance of the piece to include the melody, accompaniment and an improvised section. <ul style="list-style-type: none"> <li><b>Active listening and music elements (test)</b></li> <li><b>KO vocabulary</b> reviewed by pupils and teacher.</li> </ul> </li> </ul> <p><b>Christmas performance preparation</b> <i>Autumn 2</i></p> <p><b>Music Through Art</b></p> <ul style="list-style-type: none"> <li><b>Careful analysis</b> of existing music inspired by art (<b>assessed</b>).</li> <li><b>Explore compositional techniques and elements</b> (use of melodic motifs, timbres, dynamics etc.) that might reflect a chosen artistic image.</li> <li><b>Create, notate and perform</b> an original composition based on a chosen image (filmed <b>practical assessment</b>).</li> </ul>			

- **KO vocabulary** reviewed by pupils and teacher.

### **Developing a Music Skill Set**

- **Improvisation task** (filmed assessment, including class conducting).
- **Rhythm tasks** - aural awareness, rhythm bingo and writing 8 bar rhythms.
  - **The elements of music** (theory test).
  - **How to listen** (active music listening, analysis and arrangements).
  - **Dorian mode composition and notation.**

*Prepare for Easter services*

Year 5	Autumn 1	Autumn 2	Spring Term	Summer Term
<p><b>Wider Musical Contexts</b></p>	<p><b>Indian Music</b></p> <p>Recognise and describe key Indian classical instruments.</p> <p>Describe what happens in a typical <u>alap</u> section.</p> <p>Understand key words such as <i>alap</i>, <i>raga</i> and <i>drone</i>.</p> <p>Improvise using <i>raga behag</i> (filmed and assessed practical).</p> <p>Wider Indian music influences - Nitin Sawhney, Anoushka Shankar, Bollywood, bhangra and fusion.</p> <p>Fill in blank knowledge organiser vocab (assessed).</p> <p>End of topic test</p>	<p><b>Christmas performance preparation</b></p>	<p><b>The 12 Bar Blues</b></p> <p>Learning to play the 12-bar structure (some will know or learn chords and major/minor tonality).</p> <p>Typical blues instruments, focused listening, song analysis and use of appropriate vocabulary.</p> <p>The history of the blues (including the impact of the transatlantic slave trade).</p> <p>Singing the blues (including work songs and gospels).</p> <p>Writing original blues lyrics (assessed).</p> <p>Improvising using the blues scale and syncopated rhythms (filmed).</p> <p>Fill in blank knowledge organiser vocab (assessed).</p> <p>Active blues listening (assessed)</p> <p>End of blues topic test</p>	<p><b>Reggae Music</b></p> <p>Tracing the development of reggae music through <i>mento</i>, <i>calypso</i>, <i>ska</i> and <i>rocksteady</i> (features of key styles - assessed).</p> <p>Identifying the key features of reggae music (what does reggae sound like? Use <i>Rastamouse</i> theme tune to consolidate).</p> <p>Singing and analysing Bob Marley's <i>Buffalo Soldier</i>.</p> <p>Formal assessed (filmed) performance of <i>Buffalo Soldier</i>.</p> <p>Recognising reggae features in other artists' music (e.g., Stevie Wonder, The Gorillaz).</p> <p>Consider why reggae is both a popular and a world music style.</p> <p>Fill in blank knowledge organiser vocab (assessed).</p> <p>End of reggae topic test</p>

Year 6	Autumn 1	Autumn 2	Spring Term	Summer 1	Summer 2
<p><b>Being a reflective musician</b></p>	<p><b>Popular Music Part I</b></p> <p><b>Explain</b> what is meant by "pop" music.</p> <p><b>Listen</b> to a <b>variety of popular music styles</b> and artists (discussion and analysis - <b>assessed listening log</b>).</p> <p><b>Perform</b> chord sequences of Rock Around the Clock, Let It Be and The Scientist; sing Wonderwall (<i>filmed</i>)</p> <p><b>End of topic test</b> (popular music styles)</p>	<p><b>Christmas performance preparation</b></p>	<p><b>Popular Music Part II</b></p> <p>Consider <b>typical pop instruments, chords, lyrics</b> and <b>structures</b> used in pop music.</p> <p>Compare popular music arrangements (<b>assessed listening</b>)</p> <p><b>Rap Music</b></p> <p><b>Exploring the development</b> of rap music - origins, definition, artists and appeal.</p> <p><b>Rap karaoke.</b></p> <p><b>Writing and performing</b> an original rap (filmed and <b>assessed</b>).</p> <p>Fill in blank <b>knowledge organiser vocab</b> (<b>assessed</b>).</p> <p><b>Easter church service</b></p>	<p><b>Film Music</b></p> <p><b>Understand</b> the different ways in which music can be used in films, e.g. to set the scene, represent a character, to build tension and to make the audience feel emotions.</p> <p><b>Know</b> how film composers work.</p> <p><b>Analyse</b> selected film extracts to identify the way in which music has been used in a film scene (<b>assessed listening</b>)</p> <p><b>Create</b> and <b>notate</b> a character motif (<b>filmed and assessed</b>)</p>	<p><b>Year 6 Leavers' showcase rehearsals and performance</b></p>