



Dunchurch Boughton C of E Junior Academy - Music Curriculum Map 2026 to 2027

(WALT: become more musical)

(WALT: be better musicians)

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Building Blocks - What does being a musician look and sound like?	Rhythm Has Your Two Hips Moving Introducing the KS2 NC for Music. Team building - music games. Rhythm and notation (echoing, reading, performing and creating rhythmic patterns) Practical tasks (performing to a set pulse, writing 2, 4 or 8 bar rhythms; aural perception - teacher assessed) KO vocabulary (reviewed by pupils and teacher)	Performance preparation (Year 3 Christmas church service at St. Peter's)	Orchestral Instruments (Ode to Joy) Orchestral families (how instruments are grouped, including what they look like, sound like and the material they're made from - reviewed by pupils and teacher) Ensemble performance of Beethoven's Ode to Joy (using tuned percussion and own instruments, teacher assessed) Focused listening tasks (including historical development - teacher assessed) KO vocabulary (reviewed by pupils and teacher)	Mood Music (Programme Music - learning how music can tell stories and paint pictures using the elements of music) Composition task (creating a motif with a clear mood through selected elements; notating musical ideas - assessed) Active listening tasks (identifying how simple elements have been used to create mood - teacher assessed) KO elements test KO vocabulary (reviewed by pupils and teacher)		Traditional Music (World Music or Folk Music) What is it? Sea shanties (storytelling - perform <i>Drunken Sailor</i> and <i>Soon May the Wellerman Come</i>) Active listening (Traditional "world music" examples, e.g., from Scotland, Ireland, Wales; Africa, Caribbean and China) Instrumental tasks (perform <i>Hung Chai Mei Mei</i> with use of drone, ostinato and pentatonic scale improvisation - teacher assessed) KO vocabulary (reviewed by pupils and teacher)

Year 4	Autumn 1	Autumn 2	Spring Term	Summer 1	Summer 2
Refining a Music Skill Set- Becoming More Musical	Kije's March Creating (learn to play the melody and accompaniment; structure a performance with optional improvised sections and solos). Music theory (Revisit rhythmic notation and staff notation - write 8 bar rhythms) Active listening (to include instruments revision and elements - end of topic test) KO vocabulary (reviewed by pupils and teacher)	Performance preparation <i>(joint production with Year 5)</i>	Play the Descant Recorder Mastering the recorder starts with correct posture, hand positioning, tonguing, breath control, finger work to play notes and reading the treble clef. ✓ Posture ✓ Hand position ✓ Tonguing ✓ Breathing ✓ Finger work ✓ Playing simple notes (B, A, G, E & C) Produce a clear and controlled sound Recall rhythmic patterns (aural recognition) Read basic rhythmic and treble clef staff notation Play simple melodies in one and two parts (including call and response and in a round) Play pieces that use 4/4, 2/4 and 3/4 time signatures Develop knowledge of recorder instruments, repertoire, professional recorder players and ensembles	Music Through Art Active listening (assessed analysis of music inspired by art - analysis of elements used and instruments revision). Compositional techniques and elements (explore the use of melodic motifs, timbres, dynamics etc.) that might reflect a chosen artistic image. Create, notate and perform (produce an original assessed composition, based on a chosen painting) KO vocabulary (reviewed by pupils and teacher)	Indian Music Key instruments (recognise and describe the sitar, tambura and tabla - their roles and how they are played) Understand topic-specific vocabulary (such as <i>raga</i> , <i>drone</i> , <i>tala</i> and <i>alap</i>) Improvise using raga behag (in the style of an alap section - assessed) Listen to Indian music (including alap improvisation, fusion excerpts, tabla bols) Indian musicians (Ravi and Anoushka Shankar, Nitin Sawhney and Nicki Wells) Written consolidation (the three elements of Indian music, cloze tasks and tinal examples)

Year 5	Autumn 1	Autumn 2	Spring Term	Summer Term
Wider Musical Contexts - Knowing More and Joining the Dots	Showcasing a Music Skill Set Graphic Scores (performance/composition tasks) Improvisation task (assessed) Rhythm tasks (aural awareness, dictation, rhythm bingo and writing 8 bar rhythms) The elements of music (consolidate - with theory test) Active music listening (analysis and comparisons) Dorian mode composition (notated with assessed performance)	Performance preparation <i>(joint Christmas production with Year 4)</i>	The 12 Bar Blues Learning to play the 12-bar structure (some will know or learn about chords and tonality) Typical blues instruments Active blues listening (song analysis, comparisons and use of appropriate vocabulary - assessed) Improvising using the blues scale, blues melodies and playing syncopated rhythms The history of the blues (including the impact of the transatlantic slave trade) Singing the blues (including work songs, gospels and learning about blues musicians) Writing original blues lyrics (assessed) Structuring a 12 bar blues performance (to include features learned) End of blues topic test	Caribbean Music Tracing the development of reggae music (features of key styles - mento, calypso, ska and rocksteady- assessed) Identifying the key features of reggae music (what reggae sounds like - use Rastamouse theme tune to consolidate) Singing and analysing Bob Marley's <i>Buffalo Soldier</i>. Instrumental performance of Buffalo Soldier (melody and accompaniment - assessed) Recognising reggae features in other artists' music (e.g., Stevie Wonder, The Gorillaz) The legacy of Bob Marley (including why reggae is both a popular and a world music style) End of reggae topic test

Year 6	Autumn 1	Autumn 2	Spring Term	Summer 1	Summer 2
Being a confident and reflective musician	Rap Music Explore the development of hip hop and rap music (definition, origins and appeal) The sound of hip hop (assessed analysis) Perform examples of rap (establish clear beat - assessed) Key rap and hip hop artists (including their impact and legacy) Write an original rap (assessed) Alternative directions (including spoken word and Shakespeare)	<i>Performance preparation</i> <i>(Year 6 Christmas church service at St. Peter's)</i>	Popular Music Explain what is meant by "pop" music Consider typical pop instruments, chords, lyrics and structures used in pop music Listen to a variety of popular music styles and artists (discussion and analysis - assessed listening log) History and continuity (marking the key emerging styles from the 1950s to present day) Play and sing chord sequences of <i>Rock Around the Clock</i>, <i>Let It Be</i> and <i>The Scientist</i> and <i>Wonderwall</i> (assessed) Compare popular music arrangements (assessed) End of topic test	Film Music Understand different ways 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) Know film composers (and how they might work) Analyse selected film extracts (describe how music has been used in film scenes - assessed) Create and notate a character motif and underscore (assessed)	<i>Year 6 leavers' rehearsals and public performance</i>