



Devon Moors Federation Whole School Curriculum Map
Two Year Rolling Cycle Version

Key Stage 1 Curriculum Map

Butterflies

Year A	AUTUMN TERM			SPRING TERM		SUMMER TERM		
	6 weeks	3 weeks	3 weeks			3 weeks	3 weeks	6 weeks
Music	Menu song Focus: Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1. Objectives: <ul style="list-style-type: none"> • Participate in creating a dramatic group performance using kitchen-themed props. • Sing a cumulative song from memory, remembering the order of the verses. • Play classroom instruments on the beat. • Copy a leader in a call-and-response song, show the 	Colonel Hathi's march Focus: Beat, march, timbre, film music. Objectives: <ul style="list-style-type: none"> • Compose music to march to using tuned and untuned percussion. • Respond to musical characteristics through movement. • Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips). 	Magical Musical Aquarium Focus: Timbre, pitch, structure, graphic symbols, classical music. Objectives: <ul style="list-style-type: none"> • Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. • Sing a unison song rhythmically and in tune. • Play percussion instruments 	Football Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2. Objectives: <ul style="list-style-type: none"> • Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). • Chant together rhythmically, marking rests accurately. • Play a simple ostinato on untuned percussion. • Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. • Recognise the difference between a pattern with notes 	Who stole my chickens and my hens? Focus: 4-beat patterns, rests, dotted quaver-semiquaver rhythm ('skipty' rhythm), clapping games. Objectives: <ul style="list-style-type: none"> • Compose new lyrics and create short body percussion patterns to accompany the song. • Sing familiar songs in low and high voices, recognising higher and lower. • Play a partner clapping game while singing a song. • Listen to and copy short rhythm patterns by ear. Mark rests in the song with actions, their voices, and instruments	Dancing and drawing to Nautilus Focus: Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music Objectives: <ul style="list-style-type: none"> • Perform actions to music, reinforcing a sense of beat. • Respond to musical signals and musical themes using movement, matching movements to musical 	Cat and Mouse Focus: Mood, tempo, dynamics, rhythm, timbre, dot notation. Objectives: <ul style="list-style-type: none"> • Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. • Attempt to record compositions with stick and other notations. • Sing and chant songs and rhymes expressively. 	Come dance with me Focus: Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3. Objectives: <ul style="list-style-type: none"> • Create musical phrases from new word rhythms that children invent. • Sing either part of a call-and-response song. • Play the response sections on tuned percussion using the correct beater hold. • Echo sing a line independently with teacher



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	<p>shape of the pitch moving with actions, and sing using mi-re-do.</p> <ul style="list-style-type: none"> • Listen and move in time to the song 		<p>expressively, representing the character of their composition. • Listen to 'Aquarium', reflecting the character of the music through movement</p>	<p>(pitched) and without (unpitched).</p>		<p>gestures in the piece.</p> <ul style="list-style-type: none"> • Develop awareness of duration and the ability to move slowly to music. • Create art work, drawing freely and imaginatively in response to a piece of music. 	<ul style="list-style-type: none"> • Listen and copy rhythm patterns 	<p>leading, then move on to pair singing in echo format.</p> <ul style="list-style-type: none"> • Copy call-and-response patterns with voices and instruments.
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Year B	AUTUMN TERM			SPRING TERM			SUMMER TERM	
	6 weeks	3 weeks	3 weeks	6 weeks	3 weeks	3 weeks	6 weeks	6 weeks
	Tony chestnut Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1. Objectives: <ul style="list-style-type: none"> • Improvise rhythms along to a backing track using the note C or G. • Compose call-and-response music. • Play the melody on a tuned percussion instrument. • Sing with good diction. 	Carnival of the animals Focus: Timbre, tempo, dynamics, pitch, classical music. Objectives: <ul style="list-style-type: none"> • Select instruments and compose music to reflect an animal's character. • Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. • Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. • Recognise and respond to changes of speed (tempo), 	Musical conversations Focus: Question-and-answer, timbre, graphic score Objectives: <ul style="list-style-type: none"> • Compose musical sound effects and short sequences of sounds in response to a stimulus. • Improvise question-and-answer conversations using percussion instruments. • Create, interpret, and perform from simple graphic scores. • Recognise how graphic symbols 	Grandma rap Focus: Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2. Objectives: <ul style="list-style-type: none"> • Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. • Chant Grandma rap rhythmically and perform to an accompaniment children create. • Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 	Swing-along with Shostakovich Focus: 2- and 3-time, beat, beat groupings, 20th century classical music. Objectives: <ul style="list-style-type: none"> • Create action patterns in 2- and 3-time. Listen actively and mark the beat by tapping, clapping, and swinging to the music. • Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skippy'). • Understand and explain how beats can be grouped into 	Charlie Chaplin Focus: To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft) Objectives <ul style="list-style-type: none"> • Compose a soundtrack to a clip of a silent film. • Understand and use notes of different duration. • Understand and use notes of different pitch. • Understand and use dynamics. 	The rockpool rock Focus: 2-part singing, rock 'n' roll, structure, timbre. Objectives: <ul style="list-style-type: none"> • Learn an interlocking spoken part. • Sing a rock 'n' roll-style song confidently. • Play an introduction on tuned percussion. • Listen actively and learn about rock 'n' roll music 	Tanczyny labada Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3. Objectives: <ul style="list-style-type: none"> • Demonstrate an internalised sense of pulse through singing games. • Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. • Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. • Listen and match the beat of others and recorded music, adapting speed accordingly. • Listen to traditional and composed music from Poland. Begin to understand



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	<ul style="list-style-type: none"> • Recognise and play echoing phrases by ear. 	the length of notes (duration - long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement	can represent sound.	'shh' (crotchet rest) from stick notation. • Learn a clapping game to Hi lo chicka lo that shows the rhythm. • Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).	patterns and identify them in familiar songs. • Move freely and creatively to music using a prop.			how music helps people share tradition and culture
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Lower Key Stage 2 Curriculum Map

Buzzards

Year A	AUTUMN TERM		SPRING TERM	SUMMER TERM		
	6 weeks	6 weeks		3 weeks	3 weeks	6 weeks
Music	<p>I've been to Harlem; Tongo; Siren; Born to be wild.</p> <p>Focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose a pentatonic ostinato. • Sing a call-and-response song in groups, holding long notes confidently. • Play melodic and rhythmic accompaniments to a song. • Listen and identify where notes in the melody of the song go down and up 	<p>Chilled-out clap rap; Blinded by your grace</p> <p>Focus: Beat, rhythm, dynamics, crotchet, paired quavers, notes C-D-E, crotchet rest.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers. • Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes. • Rap accurately and rhythmically with dynamic contrasts. • Perform crotchet and quaver actions 	<p>Ukuleles - <i>Latin Dance</i> by Dan Almond</p> <p>Focus:</p> <ul style="list-style-type: none"> • Holding, strumming and picking the ukulele, tapping percussively on the body of the ukulele. • Chords A minor and F major, compose a short piece for ukulele using different techniques, salsa and Cuban music <p>Objectives:</p> <ul style="list-style-type: none"> • Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features. • Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. • Play a part on ukulele and play as part of a whole-class performance. • Improvise percussive drum rhythms to play on the body of the ukulele. • Compose a short piece for ukulele, demonstrating the skills learnt 	<p>Just three notes</p> <p>Focus: Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Invent simple patterns using rhythms and notes C-D-E. • Compose music, structuring short ideas into a bigger piece. • Notate, read, follow and create a 'score'. 	<p>Samba with Sergio</p> <p>Focus: Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. • Perform vocal percussion as part of a group. • Move in time with the beat of the music. • Talk about what they have learnt 	<p>Fly with the stars - classroom percussion</p> <p>Focus: Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance. • Sing solo or in a pair in call-and-response style. • Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song.



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		(‘walk’ and ‘jogging’) on the beat and adapt these actions when the speed of the music changes.		• Recognise and copy rhythms and pitches C-D-E.	about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns that you can freely express yourself at Carnival)	
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Year B	AUTUMN TERM		SPRING TERM	SUMMER TERM		
	6 weeks	6 weeks		3 weeks	3 weeks	6 weeks
Music	This little light of mine Focus: Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response, progression snapshot. Objectives: <ul style="list-style-type: none"> • Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). • Sing in a Gospel style with expression and dynamics. • Play a bass part and rhythm ostinato along with This little light of mine. • Sing Part 1 of a partner song rhythmically. • Listen and move in time to songs in a Gospel style. 	Fantasy football team Focus: Beat, rhythm, rondo, rhythm notation. Objectives: <ul style="list-style-type: none"> • Identify, play from, and combine rhythm patterns to make a sequence using crotchets, quavers, and crotchet rests. • Perform a whole-class 'rondo' made up of playing and singing. • Sing a stepping melody accurately, and with clear articulation and diction. • Move to music, marking the pulse with action durations: 'walk' (crotchets), 'jogging' (quavers), 'stride' (minims), 'skipty' (dotted 	Recorders - Enchanted Forest Focus: <ul style="list-style-type: none"> • Holding the recorder correctly (focus on left hand position), making a good sound, learning to control the breath, using the sound 'doo' to start each note. Learning to play the notes B A and G, to feel, blow, and recognise a semibreve, minim, crotchet, rests, and paired quavers. • Playing as part of an ensemble, active listening skills, improvisation with familiar notes and durations, learning about the family of recorders and how the recorder has been used within folk, classical and jazz musical styles. Objectives: <ul style="list-style-type: none"> • Hold the recorder correctly, control the sound, and start each note clearly with 'doo'. • Play notes B A G clearly. • Start and stop playing at the same time. 	Global Pentatonics Focus: Pentatonic scale, different music traditions and cultures, graphic/dot notation. Objectives: <ul style="list-style-type: none"> • Compose a pentatonic melody. • Improvise and create pentatonic patterns. • Use notation to represent musical ideas. • Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures. 	The Horse in Motion Focus: To create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics. Objectives: <ul style="list-style-type: none"> • Create ostinatos. • Layer up different rhythms. • Create and follow a score. • Watch a film and analyse it in a musical context. 	Favourite Song (class percussion) Focus: Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot. Objectives: <ul style="list-style-type: none"> • Sing with expression and a sense of the style of the music. • Understand triads and play C, F, G major, and A minor. • Play an instrumental part as part of a whole-class performance. • Sing a part in a partner song, rhythmically and from memory. • Identify similarities and differences between pieces of



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		<p>quaver/semiquaver), and 'shh' (crotchet rest)</p>	<ul style="list-style-type: none"> • Perform the chant, keeping a steady beat. • Improvise on one or more notes using word rhythms. • Create owl sounds using the head joint of the recorder. • Play as part of an ensemble, in smaller and larger groups, including singing and playing. • Sing the Enchanted forest song from memory, expressing the lyrics. • Play one of the recorder parts for Enchanted forest. • Listen with concentration and use descriptive words to talk about pieces of music. • Listen to, appreciate, and be inspired by different styles of music - folk, classical and jazz - featuring the recorder 			<p>music in a folk/folk-rock style.</p>
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Upper Key Stage 2 Curriculum Map

Stags

Year A	AUTUMN TERM			SPRING TERM	SUMMER TERM		
	6 weeks	3 weeks	3 weeks		6 weeks	3 weeks	3 weeks
Music	<p>What shall we do with the drunken sailor?</p> <p>Focus: Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. • Sing a sea shanty expressively, with accurate pitch and a strong beat. • Play bass notes, chords, or rhythms to accompany singing. 	<p>Why we sing</p> <p>Focus: Gospel music, instruments, structure, texture, vocal decoration.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Develop and practise techniques for singing and performing in a Gospel style. • Recognise individual instruments and voices by ear. • Listen to a selection of Gospel music and spirituals and identify key elements that give 	<p>Introduction to song writing</p> <p>Focus: Structure (verse/chorus), hook, lyric writing, melody.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. • Create fragments of songs that can develop into fully fledged songs. • Listen and appraise, identifying the structure of songs and analysing them to 	<p>Ukuleles - The doot doot song</p> <p>Focus: Practise holding and strumming the ukulele, chords A minor, F and C major, notes A, E, F and C, strumming (down strum, up strum), beat, improvise, durations: semibreve, minim, crotchet and quavers, off beat, song structure (intro, verse, chorus, middle 8), call-and-response, acoustic pop.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Listen and identify similarities and differences between acoustic guitar styles. • Sing swung rhythms lightly and accurately. 	<p>Kisyne Baananya</p> <p>Focus: A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose a simple accompaniment using tuned instruments. • Create and perform their own class arrangement. • Sing and play the melody of Kisne banaaya. 	<p>Race</p> <p>Focus: To create music to accompany a short film about a race, composing an extended melody and accompaniment.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create an accompaniment. • Create an extended melody with four distinct phrases. • Experiment with harmony. 	<p>YuStudio - Charanga Music for film</p> <p>Focus: Composing music for film using YuStudio.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Understand how music affects emotion and storytelling in film • Compose music to represent scenes, characters, or emotions • Learn basic film scoring techniques using



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	<ul style="list-style-type: none"> • Sing in unison while playing an instrumental beat (untuned). • Keep the beat playing a 'cup' game. • Talk about the purpose of sea shanties and describe some of the features using music vocabulary 	<p>the music its unique sound.</p> <ul style="list-style-type: none"> • Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.) 	<p>appreciate the role of metaphor.</p> <ul style="list-style-type: none"> • Understand techniques for creating a song and develop a greater understanding of the songwriting process. 	<ul style="list-style-type: none"> • Improvise ('doodle') with voices and ukulele over a single chord/chord pattern. • Play a part on ukulele as part of a whole-class performance 	<ul style="list-style-type: none"> • Sing in a 4-part round accompanied with a pitched ostinato 	<ul style="list-style-type: none"> • Structure ideas into a full soundtrack 	<p>loops, effects, and dynamics</p> <ul style="list-style-type: none"> • Develop digital composition and music production skills using YuStudio • Reflect on and evaluate how soundtracks can enhance visual media
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Upper Key Stage 2 Curriculum Map

Stags

Year B	AUTUMN TERM			SPRING TERM	SUMMER TERM		
	6 weeks	3 weeks	3 weeks		6 weeks	3 weeks	3 weeks
Music	Hey Mr Miller Focus: Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation), progression snapshot 1. Objectives: • Compose a syncopated melody using the notes of the C major scale. • Sing a syncopated melody accurately and in tune. • Sing and play a class arrangement of the song with a good sense of ensemble. • Listen to historical recordings of big band swing and describe features of the music using music vocabulary.	Shadows Focus: Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul). Objectives: • Explore the influences on an artist by comparing pieces of music from different genres. • Identify features of timbre, instrumentation, and expression in an extract of recorded music. • Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. • Create a shadow	Composing for protest Focus: To create music inspired by Ethel Smyth and a picture of the suffragettes, composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda. Objectives: • Create their own song lyrics. • Fit their lyrics to a pulse, creating a chant. • Write a melody and sing it. • Structure their ideas into a complete song.	Recorders – Earthlight by Miriam Monaghan and Emma Coulthard Focus: <ul style="list-style-type: none"> Consolidate the notes B A G C D. Introduce low E, low D, F# and C#, learning the technique for lower notes (warm air and careful right-hand position). Explore pentatonic and major scales (G pentatonic and D major). Play and recognise notes from the score with increasing fluency. Develop control of articulation. Listen to a wide variety of music and create sound pictures based on images. Objectives: <ul style="list-style-type: none"> Understand and know how to play low E, low D, F#, and C# (even though the low notes E and D may not sound fully yet). 	Ame Sau valatara bal Focus: Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), progression snapshot 3. Objectives: <ul style="list-style-type: none"> Create a rhythmic piece for drums and percussion instruments. • Sing the chorus of Throw, catch in three-part harmony with dancing. Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. • Demonstrate coordination and 	Beats with Your Body: An Introduction to Beatboxing Focus: Understand what beatboxing is and where it comes from <ul style="list-style-type: none"> Discuss origins in hip-hop culture Learn basic vocal percussion sounds: B (kick), T (hi-hat), K (snare) Beat, rhythm, tempo, percussion, hip-hop, a cappella Practise the 3 core sounds and perform basic patterns 	Music Technology Focus: Creating Hip-Hop/Grime tracks using Charanga YuStudio <ul style="list-style-type: none"> In pairs, compose 2-bar patterns. Use compositions from beatboxing for inspiration. Explore structure: looping, add layered patterns. texture, rhythm and repetition. Explore music production using YuStudio Learn to create beats, melodies,



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		movement piece in response to music.		<ul style="list-style-type: none"> • Improvise using notes from the pentatonic scale. • Create a sound picture based on an image, using recorder, voices, and classroom percussion. • Play with a secure technique, using both hands, with the recorder well-balanced. • Play as part of an ensemble, in smaller and larger groups. • Learn to play two or more parts of Earthlight. • Sing the vocal line in Earthlight from memory, with legato phrasing and using dynamics to express the meaning of the words. • Listen to and be inspired by a wide variety of recorder music, showing that the recorder is an exciting and versatile instrument capable of performing as a solo instrument and within ensembles, in a wide range of genres and musical styles 	keeping a steady beat by dancing to bhangra music	<ul style="list-style-type: none"> • Practise B, T, K in isolation • Clap and vocalise 4-beat patterns • Try basic pattern: "Boots and Cats" Kick, snare, hi-hat, pattern, loop, Metronome, rhythm cards. • Create and perform short beatboxing sequences. 	basslines, and arrange tracks <ul style="list-style-type: none"> • Use technology to record, edit, and produce music • Reflect on and evaluate their creative work and others
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