

	EYFS	Year 1	Year 2	Year 3	Year 4	Learning at a level above Year 4	
Overview of developing the musician	Early years musicians concentrate on untuned percussion and voice.	Year 1 musicians are introduced to tuned percussion and they develop further skills in voice.	Year 2 musicians continue with both tuned and untuned percussion along with voice. They are introduced to ukulele.	Year 3 musicians develop voice techniques further with support from a specialist singing teacher. They also learn a traditional orchestral instrument with weekly lessons from a specialist teacher. 2020-21 cello 2021-22 -trumpet	Year 4 musicians develop voice techniques further with support from a specialist singing teacher. They also learn a traditional orchestral instrument, normally a brass instrument, with weekly lessons from a specialist teacher 2020-21 trumpet 2021-22 trumpet	<p>We offer a range of instrument lessons as extra-curricular activities.</p> <p>All children from Year 2 upwards can sing in the school choir which runs during the Spring term. Children who show potential as a chorister are invited to audition for The Royal Chapel Choir.</p> <p>Some children may be assessed as working above Year 4. The music curriculum leader works with the classroom teacher to ensure these children have appropriate targets to ensure continued progression and depth of learning.</p>	
Performance	(Being imaginative and expressive) Sing a range of well-known nursery rhymes and songs - Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music	<p>Pulse and beat: Understand steady beat and repeated rhythms</p> <p>Rhythm: Create, retain and perform own rhythm pattern/copycat rhythms & chants</p> <p>Pitch: Listen to/compare sounds in school environment</p>	<p>Pulse and beat: Understand and identify beat groupings, inc. in familiar music</p> <p>Rhythm: Play and invent copycat rhythms on untuned percussion / using word phrases</p> <p>Pitch: Play range of singing games based on the cuckoo interval</p>	<p>Instrumental Performance: Play/perform melodies following staff notation & ordering phrases</p> <p>Instrumental Performance: Accurately copy stepwise melodic phrases</p> <p>Reading Notation: Introduce the stave,</p>	<p>Instrumental Performance: Develop facility in musical instrument over sustained period</p> <p>Instrumental Performance: Play and perform melodies following staff notation</p> <p>Reading Notation: Introduce and understand</p>	<p>Instrumental Performance: Play melodies on tuned percussion, melodic instruments or keyboards</p> <p>Instrumental Performance: Perform range of repertoire pieces/arrangements, developing skill of playing by ear</p>	<p>Instrumental Performance: Play (including ensembles) melody following staff notation written on one stave</p> <p>Instrumental Performance: Accompany melodies using block chords/bass line</p>

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		<p>Pitch: Sing familiar songs, using percussion to enhance story telling</p> <p>Pitch: Follow pictures and symbols to guide singing and playing</p>	<p>Pitch: Recognise dot notation and match it to 3-note tunes</p>	<p>lines and spaces, and clef</p> <p>Reading Notation: Introduce and understand the differences between notations</p> <p>Reading Notation: Apply word chants to rhythms</p>	<p>differences between minims, crotchets, paired quavers and rests</p> <p>Reading Notation: Follow and perform simple rhythmic scores to steady beat</p>	<p>Reading Notation: Further understand differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers</p> <p>Reading Notation: Read/play short rhythmic phrases at sight from prepared cards</p>	<p>Reading Notation: Further understand differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests</p> <p>Reading Notation: Read and play confidently from rhythm notation cards/rhythmic scores</p>
composing		<p>Experiment with sounds using interrelated dimensions of music e.g. <i>louder, softer, quicker, slower, simple musical notations</i></p>	<p>Experiment with, create, select and combine sounds using the interrelated dimensions of music e.g. <i>louder, softer, quicker, slower, higher, lower, simple musical notations</i></p>	<p>Begin to compose music on their own and with others, using the interrelated dimensions of music e.g. <i>pitch, tempo, dynamics, musical notations</i></p> <p>Use some staff and other musical notation</p>	<p>Compose music on their own and with others using the interrelated dimensions of music e.g. <i>pitch, tempo, dynamics, duration, musical notations</i></p> <p>Use and understand some staff and other musical notation</p>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music e.g. <i>duration, timbre, texture, structure, tempo, musical notations</i></p> <p>Use and understand staff and another musical notation</p>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music e.g. <i>duration, timbre, texture, structure, tempo, musical notations</i></p> <p>Use and understand staff and another musical notation</p>
listening	(listening, attention and understanding) listen attentively and respond to what they hear with relevant questions,	<p>listen to a combination of high-quality recorded and live music</p> <p>listen to music from range of origins,</p>	<p>listen to a combination of high-quality recorded and live music</p> <p>listen to music from range of origins,</p>	<p>listen with increasing concentration to combination of high-quality recorded and live music</p>	<p>listen with increasing concentration to combination of high-quality recorded and live music</p>	<p>listen with attention to detail to combination of high-quality recorded and live music</p>	<p>listen with attention to detail to combination of high-quality recorded and live music</p>

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		traditions, historical periods and social contexts Begin to say what they like/dislike and why	traditions, historical periods and social contexts Say what they like/dislike and give reasons for their opinions	develop understanding of music from range of origins, traditions, historical periods and social contexts describe music using simple musical vocabulary	develop understanding of music from range of origins, traditions, historical periods and social contexts describe and evaluate music using simple musical vocabulary	appreciate and understand music from range of origins, traditions, historical periods and social contexts value and discuss music using increasing complex language	appreciate and understand music from range of origins, traditions, historical periods and social contexts value and discuss music using increasing complex language
Singing	(Being imaginative and expressive) Sing a range of well-known nursery rhymes and songs - Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music	Sing collectively a range of simple songs, chants and rhymes from memory respond to simple visual prompts	Sing range of songs regularly with increasing vocal control Know the meaning of simple musical vocabulary	Sing and perform widening range of unison songs tunefully and with expression Perform actions confidently and in time to action songs Keep a steady beat	Continue to sing/perform broad range of unison songs using accurate pitch Sing range of rounds/partner songs Begin to sing repertoire with small & large leaps/simple second part	Perform broad range of songs from extended repertoire for audiences Observe phrasing, accurate pitching and appropriate style Sing 3-part rounds, partner songs & songs with verse and chorus	Sing a broad range of songs (including syncopated rhythms) as part of a choir Continue to sing 3- and 4-part rounds/partner songs Continue to perform range of songs as a choir to range of audiences