



**Eaton Primary School**  
National Curriculum Mapping  
*Music*

## National Curriculum Mapping

This is a whole school overview, demonstrating where the objectives, laid out in the National Curriculum, are covered.

### EYFS

This table demonstrates how each unit of work links to the Early Learning Goals and the Development Matters 2021 statements.

### KS1 & 2

These tables identify the National Curriculum objectives for each year group and how they are mapped to each unit taught.

### EYFS

<b>Early Years Foundation Stage (Reception)</b>  <b>Unit of Work</b>	<b>Early years outcomes: Prime Areas</b> Development Matters 2021 statements <i>Early Learning Goals</i>	<b>Early years outcomes: Specific Areas</b> Development Matters 2021 statements <i>Early Learning Goals</i>
Being Imaginative and Expressive	Sing in a group or on their own, increasingly matching the pitch and following the melody.  Explore and engage in music making and dance, performing solo or in groups.  Develop storylines in their pretend play. Plays a range of percussion instruments. Uses instruments to compose own music.  Along with others, collects resources to develop own role play storylines.	<u>ELG Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher.  <u>ELG Being Imaginative and Expressive</u> Sing a range of well-known nursery rhymes and songs.  <u>ELG Being Imaginative and Expressive</u> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

**National Curriculum Objectives**

Year 1 objectives

	Hey You	Nativity	In the Groove	Round and round	Your imagination	Reflect, Rewind and Replay
<p><b>Listen with concentration and understanding to a range of high-quality live and recorded music</b></p> <ul style="list-style-type: none"> <li>• To talk about the songs</li> <li>• To recognise the sound and names of instruments used</li> <li>• To know that music has a steady pulse, like a heartbeat</li> <li>• To create rhythms from words</li> <li>• To move to music</li> </ul>	✓	✓	✓	✓	✓	✓
<p><b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b></p> <ul style="list-style-type: none"> <li>• To sing songs confidently</li> <li>• To sing at different pitches</li> <li>• To make different sounds with voices</li> <li>• To start and stop singing when following a leader</li> </ul>	✓	✓	✓	✓	✓	✓
<p><b>Play tuned and untuned instruments musically</b></p> <ul style="list-style-type: none"> <li>• To learn the names of notes in their instrumental part</li> <li>• To learn the names of the instruments they play</li> <li>• To treat instruments with respect.</li> <li>• To play a tuned instrumental part</li> <li>• To follow musical instructions from leader</li> </ul>		✓				✓
<p><b>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b></p> <ul style="list-style-type: none"> <li>• To clap and improvise</li> <li>• To sing, play and improvise</li> <li>• To learn how the notes of a composition can be written down and changed</li> <li>• To express how they felt about a performance</li> <li>• To perform a song</li> </ul>		✓				✓

**National Curriculum Objectives**

Year 2 objectives

	Hands Feet Heart	Nativity	I Wanna Play in a Band	Zootime	Friendship song	Reflect, Rewind and Replay
<p><b>Listen with concentration and understanding to a range of high-quality live and recorded music</b></p> <ul style="list-style-type: none"> <li>● To talk about the songs</li> <li>● To recognise the sound and names of instruments used</li> <li>● To know that music has a steady pulse, like a heartbeat</li> <li>● To create rhythms from words</li> <li>● To move to music</li> </ul>	✓	✓	✓	✓	✓	✓
<p><b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b></p> <ul style="list-style-type: none"> <li>● To sing songs confidently</li> <li>● To sing at different pitches</li> <li>● To make different sounds with voices</li> <li>● To start and stop singing when following a leader</li> </ul>	✓	✓	✓	✓	✓	✓
<p><b>Play tuned and untuned instruments musically</b></p> <ul style="list-style-type: none"> <li>● To learn the names of notes in their instrumental part</li> <li>● To learn the names of the instruments they play</li> <li>● To treat instruments with respect.</li> <li>● To play a tuned instrumental part</li> <li>● To follow musical instructions from leader</li> </ul>		✓	✓	✓		✓
<p><b>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b></p> <ul style="list-style-type: none"> <li>● To clap and improvise</li> <li>● To sing, play and improvise</li> <li>● To learn how the notes of a composition can be written down and changed</li> <li>● To express how they felt about a performance</li> </ul> <p>To perform a song</p>		✓	✓	✓	✓	✓

Year 3 objectives

	Let your Spirit Fly	Glocken spiel (1)	Three Little Birds	Dragon Song	Bringing us Together	Reflect, Rewind, Replay
<p><b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b>  <b>Develop an understanding of the history of music.</b></p> <ul style="list-style-type: none"> <li>● To learn songs and know who sang them or wrote them.</li> <li>● To recognise the style of songs learned</li> <li>● To talk about the features and meaning of a song</li> <li>● To confidently identify and move to the pulse.</li> <li>● To talk about how a song makes them feel.</li> </ul>	✓	✓	✓	✓	✓	✓
<p><b>Listen with attention to detail and recall sounds with increasing aural memory</b></p> <ul style="list-style-type: none"> <li>● To know that singing in a group can be called a choir and has a conductor</li> <li>● To explore how songs evoke different feelings</li> <li>● To understand the importance of listening to others when singing together</li> <li>● To know why you must warm up your voice</li> <li>● To sing in unison and in simple two-parts.</li> <li>● To demonstrate a good singing posture.</li> <li>● To sing with awareness of being 'in tune'</li> <li>● To have an awareness of the pulse internally when singing</li> </ul>	✓				✓	✓
<p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations</b></p> <ul style="list-style-type: none"> <li>● To talk about the instruments used in class</li> <li>● To play 1, or all of 4, differentiated parts on a tuned instrument</li> <li>● To rehearse and perform their part</li> </ul>		✓	✓	✓	✓	✓
<p><b>Improvise and compose music for a range of purposes using the inter-related dimensions of music</b></p> <ul style="list-style-type: none"> <li>● To improvise using instruments in the context of a song they are learning to perform</li> <li>● Different ways of recording compositions</li> <li>● To help create a simple melody using 1, 3 or 5 notes</li> <li>● To plan and create a section of music that can be performed</li> <li>● To talk about how your music was created</li> <li>● To listen to and reflect on a developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>● To record the composition in a way that recognises connection between sound and symbol</li> </ul>		✓	✓	✓	✓	✓

**National Curriculum Objectives**

Year 4 objectives

	Ukelele	Carol Concert	Stop!	Ukulele	Blackbird	Refelct, Rewind and Replay
<p><b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b>  <b>Develop an understanding of the history of music.</b></p> <ul style="list-style-type: none"> <li>● To learn songs and know who sang them or wrote them.</li> <li>● To recognise the style of songs learned</li> <li>● To talk about the features and meaning of a song</li> <li>● To confidently identify and move to the pulse.</li> <li>● To talk about how a song makes them feel.</li> </ul>			✓		✓	✓
<p><b>Listen with attention to detail and recall sounds with increasing aural memory</b></p> <ul style="list-style-type: none"> <li>● To know that singing in a group can be called a choir and has a conductor</li> <li>● To explore how songs evoke different feelings</li> <li>● To understand the importance of listening to others when singing together</li> <li>● To know why you must warm up your voice</li> <li>● To sing in unison and in simple two-parts.</li> <li>● To demonstrate a good singing posture.</li> <li>● To sing with awareness of being 'in tune'</li> <li>● To have an awareness of the pulse internally when singing</li> </ul>		✓	✓		✓	✓
<p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations</b></p> <ul style="list-style-type: none"> <li>● To talk about the instruments used in class</li> <li>● To play 1, or all of 4, differentiated parts on a tuned instrument</li> <li>● To rehearse and perform their part</li> </ul>	✓	✓	✓	✓	✓	✓
<p><b>Improvise and compose music for a range of purposes using the inter-related dimensions of music</b></p> <ul style="list-style-type: none"> <li>● To improvise using instruments in the context of a song they are learning to perform</li> <li>● Different ways of recording compositions</li> <li>● To help create a simple melody using 1, 3 or 5 notes</li> <li>● To plan and create a section of music that can be performed</li> <li>● To talk about how your music was created</li> <li>● To listen to and reflect on a developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>● To record the composition in a way that recognises connection between sound and symbol</li> </ul>			✓		✓	✓

**National Curriculum Objectives**

Year 5 objectives

	Livin on a prayer	Carol Concert	Make you feel my love	Fresh Prince of Bel Air	In the Street	Reflect, Review, Rewind
<p><b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b>  <b>Develop an understanding of the history of music.</b>                      To recognise other songs from a given style Consider the historical context of the songs.</p> <ul style="list-style-type: none"> <li>● To identify and move to the pulse with ease</li> <li>● To think about the message of songs</li> <li>● To compare two songs in the same style</li> <li>● To talk about the musical dimensions working together and how you feel</li> </ul>	✓		✓	✓	✓	
<p><b>Listen with attention to detail and recall sounds with increasing aural memory</b>                      To confidently sing with a strong internal pulse.</p> <ul style="list-style-type: none"> <li>● To choose a song and be able to talk about: -main features -singing in unison, the solo, lead vocal, backing vocal, lyrics</li> <li>● To sing in unison and to sing backing vocals.</li> <li>● To be aware of how you fit into a group.</li> </ul>	✓	✓	✓	✓	✓	✓
<p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations</b></p> <ul style="list-style-type: none"> <li>● Play a musical instrument with the correct technique.</li> <li>● Select and learn an instrumental part</li> <li>● To rehearse and perform their part</li> </ul>		✓		✓		✓
<p><b>Use and understand staff and other musical notations.</b>  <b>Improvise and compose music for a range of purposes using the inter-related dimensions of music</b></p> <ul style="list-style-type: none"> <li>● To talk about the structure of a composition</li> <li>● Create simple melodies using up to five different notes and simple rhythms</li> <li>● Explain the keynote or home note</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol</li> </ul>	✓		✓	✓		

**National Curriculum Objectives**

Year 6 objectives

	Happy	Carol Concert	A New Year Carol	You' ve Got a Friend	KS2 Production	KS2 Production
<p><b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b>  <b>Develop an understanding of the history of music.</b>                      To recognise other songs from a given style Consider the historical context of the songs.</p> <ul style="list-style-type: none"> <li>● To identify and move to the pulse with ease</li> <li>● To think about the message of songs</li> <li>● To compare two songs in the same style</li> <li>● To talk about the musical dimensions working together and how you feel</li> </ul>	✓		✓	✓		
<p><b>Listen with attention to detail and recall sounds with increasing aural memory</b>                      To confidently sing with a strong internal pulse.</p> <ul style="list-style-type: none"> <li>● To choose a song and be able to talk about: -main features -singing in unison, the solo, lead vocal, backing vocal, lyrics</li> <li>● To sing in unison and to sing backing vocals.</li> <li>● To be aware of how you fit into a group.</li> </ul>	✓	✓	✓	✓	✓	✓
<p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations</b></p> <ul style="list-style-type: none"> <li>● Play a musical instrument with the correct technique.</li> <li>● Select and learn an instrumental part</li> <li>● To rehearse and perform their part</li> </ul>		✓	✓	✓	✓	✓
<p><b>Use and understand staff and other musical notations.</b>  <b>Improvise and compose music for a range of purposes using the inter-related dimensions of music</b></p> <ul style="list-style-type: none"> <li>● To talk about the structure of a composition</li> <li>● Create simple melodies using up to five different notes and simple rhythms</li> <li>● Explain the keynote or home note</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol</li> </ul>	✓		✓	✓		