























Langshott Subject Leader *Music* Curriculum Map

2025-2026

<p><u>Music</u></p>	<p><u>Music across the curriculum at Langshott</u></p>	
	<p><u>Knowledge:</u></p> <p>Technical vocabulary, musical history and notation</p> 	<p><u>Skills:</u></p> <p>Singing </p> <p>composition </p> <p>listening </p> <p>musicianship & performance </p>
	<p><u>Key Stage 1:</u></p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 2. Play tuned and untuned instruments musically. 3. Listen with concentration and understanding to a range of high-quality live and recorded music. 4. Experiment with, create, select and combine sounds using the interrelated dimensions of music. 	<p><u>Key Stage 2:</u></p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 2. Improvise and compose music for a range of purposes using the interrelated dimensions of music. 3. Listen with attention to detail and recall sounds with increasing aural memory. 4. Use and understand staff and other musical notations. 5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 6. Develop an understanding of the history of music.
<p><u>Tier 1- Quality First Teaching</u> Music modules- Boomwhackers, vocal skills, and piano skills Singing Assembly</p>		



<u>Module Overview</u>	<u>Module Boomwhackers:</u> Pupils will be given the opportunity to learn a new instrument by being a part of a Boomwhacker orchestra. Each pupil will be given a different coloured Boomwhacker- each colour representing a different note. Pupils will learn how to produce a percussive sound from the boomwhacker and perform famous pieces of music with interactive and easy to follow play-along videos.						
	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Boomwhackers</u>		<p>Outcome: Learn how to produce a percussive sound from the Boomwhacker and perform famous pieces of music with interactive and easy to follow play-along videos.</p>  <p>Knowledge: To gain knowledge of the history and invention of the Boomwhacker, the different colours and corresponding notes, sustain and roll techniques, rhythm notation, and major and minor chords.</p>  <p>Musicianship and performance: Through playing the Boomwhacker, to develop musicianship and performance skills, including timing, coordination, dynamics, ensemble playing, sustain and roll techniques, and stage presence.</p>  <p>Composition: To use a variety of musical components in one composition e.g. rhythm, melody.</p>  <p>Listening: To identify patterns of repetition, contrasts and variations and how these can be organised to give structure to melody, rhythm, dynamic and timbre.</p>	<p>Outcome: Composing and performing well-known pieces of music in small group work.</p>  <p>Knowledge: To gain a comprehensive understanding of various musical concepts, including note recognition, sustain production, reading rhythms, and chord progressions.</p>  <p>Musicianship and performance: Through practise and performance, students will enhance their musical skills, such as following rhythm and melody with play along-tracks, playing in small groups and developing ensemble conducting techniques.</p>  <p>Composition: Start to read and play simultaneous treble and bass clef notes, expanding musical possibilities and basic understanding of harmony.</p>  <p>Listening: Develop listening skills by exploring different genres, chord progressions, and emotions evoked by major and minor chords.</p> 				

		 <p>Evaluate: Offer constructive feedback and to reflect upon own performances.</p>	<p>Evaluate: To evaluate peer performances, discussing dynamics techniques and rhythmic and melodic accuracy.</p>				
Module Overview	<p>Module - vocal Skills: The Vocal Skills module consists of technical development, repertoire and group choral skills. Pupils will learn how to improve their singing voice, whilst learning a range of songs across multiple musical genres. Pupils will learn to adapt their voice to suit each genre as well as begin to appreciate varying structures, compositional methods and influences of each genre.</p>						
	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocal Skills							<p>Outcome: To actively develop good vocal skills, including breath control, projection, posture, and expression.</p> <p> Knowledge: To gain knowledge of the solfège syllables (Do, Re, Mi etc) and Curwen hand signs for C major scales. To recognise and identify musical interval and gain an awareness of vocal health principles.</p> <p> Musicianship and performance:</p> <ul style="list-style-type: none"> Performing songs across various genres (pop, jazz, classical) while applying specific vocal techniques like diction, vibrato, and scattling. Utilising breath control techniques for challenging songs with fast sections and minimal pauses. Participating in a live performance, showcasing learned repertoire and demonstrating musical growth. <p> Composition:</p>

							<p>Develop composition skills by applying dynamics, exploring intervals and developing vocal harmonies and understanding their role in song structure.</p>  <p>Listening: Recognise different musical intervals by ear, replicating specific vocal styles and analysing dynamics and breath control in professional performances.</p>  <p>Evaluate: Reflect on personal progress, assessing the effectiveness of breath control and vocal health practices during performances and critiquing live and peer performances.</p>
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Module Overview **Module- piano skills:**
This module is an introduction to the piano and keyboard. Pupils will explore piano techniques, the role of the piano and keyboard in various musical genres and will build on the skills learned in previous modules to begin to understand how to read musical notation. Pupils will understand how to read semibreves, crotchets and quaver rhythms as well as melodic notation in the treble and bass clefs.

	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Piano Skills				<p>Outcome: To develop proficiency in reading musical notation, expanding knowledge of semibreves, crotchets, and quaver rhythms, as well as melodic notation in the treble and bass clefs.</p>  <p>Knowledge:</p> <ul style="list-style-type: none"> 🕒 Understanding the notes of the piano, including reading treble and bass clef 🕒 Differentiating between major and minor chords 		<p>Outcome: To further enhance children's ability to read and perform music using new rhythmic values three-finger chords, arpeggios and chord progressions.</p>  <p>Knowledge:</p> <ul style="list-style-type: none"> 🕒 Understanding of new rhythmic values, such as quaver rests and dotted minims. 🕒 Familiarity with reading and performing music 	
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Knowledge of constructing two/three finger chords in root position



Musicianship and performance:

- Performing songs using melodic and rhythmic notation in both treble and bass clef
- Developing piano technique and proficiency in playing melodies and rhythm
- Performing with both hands simultaneously, incorporating crotchet, quaver, and semibreve rhythms
- Singing and playing chords simultaneously using pop songs from the vocal course



Composition:

- Applying knowledge of chords and individual melody notes to perform a small piece of music.
- Constructing and performing a pop song using a range of rhythms, melodies, and chords in both hands.



Listening:

- Developing ear training skills to identify the difference between major and minor chord by ear.
- Evaluating peer performances, discussing dynamics, technique,

from both the treble and bass clefs.

- Enhanced understanding of major and minor chords, chord progressions, and arpeggios.



Musicianship and performance:

- Performing music using both hands, reading from treble and bass clefs simultaneously.
- Mastery of three-finger chords and the application of arpeggios in musical pieces.
- Improved coordination and timing when playing pieces with more complex rhythms.



Composition:

- Introduction to creating musical phrases that incorporate chord progressions.
- Exploration of arpeggios and their use in developing melodic lines.









Listening:

- Training in aural recognition of major and minor chords and chord progressions.
- Development of the ability to identify rhythmic patterns such as quaver rests and minims.
- Improved listening skills through peer performances and group evaluations.



Evaluate:

				<p>rhythmic accuracy, and melodic accuracy.</p>  <p>Evaluate: Engaging in class performances and evaluating peer performances. Providing feedback on dynamics, technique, rhythmic accuracy, and melodic accuracy.</p>		Engaging in self and peer evaluation focusing on dynamics, rhythm, technique and melody. class performances and evaluating peer performances. Providing feedback on dynamics, technique, rhythmic accuracy, and melodic accuracy.	
Module Overview	Module- percussion skills: This module introduces students to rhythm, body percussion, time values, and world music traditions through an engaging, practical approach. Pupils will explore music from Brazil and West Africa, learning through performance, movement, and cultural context. Each session builds foundational rhythm skills while developing ensemble playing, listening, and musical expression						
	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Percussion Skills		<p>Outcome: To build foundational rhythm skills and develop ensemble playing, listening and music expression.</p>  <p>Knowledge:</p> <ul style="list-style-type: none"> Understand the cultural origins of Samba (Brazil) and African drumming (West Africa) Learn the structure and instruments used in Samba bands and African drum circles Recognise basic rhythmic values (crotchets, quavers, semiquavers, rests) Explore music-related phrases in Portuguese and Swahili  <p>Musicianship and performance:</p> <ul style="list-style-type: none"> Create and perform rhythms using body percussion (claps, stomps, etc.) 	<p>Outcome: To build foundational rhythm skills and develop ensemble playing, listening and music expression.</p>  <p>Knowledge:</p> <ul style="list-style-type: none"> Understand the cultural origins of Samba (Brazil) and African drumming (West Africa) Learn the structure and instruments used in Samba bands and African drum circles Recognise basic rhythmic values (crotchets, quavers, semiquavers, rests) Explore music-related phrases in Portuguese and Swahili  <p>Musicianship and performance:</p> <ul style="list-style-type: none"> Create and perform rhythms using body percussion (claps, stomps, etc.) 		<p>Outcome: To build foundational rhythm skills and develop ensemble playing, listening and music expression. As well as exploring the cultural roots and social functions of each style of percussion, building a deeper appreciation of global music traditions.</p>  <p>Knowledge:</p> <ul style="list-style-type: none"> Understand the cultural origins and purposes of Samba, African, and Dhol drumming Learn about the construction and traditional roles of percussion instruments from Brazil, West Africa, and India Recognise the role of rhythm in social, ceremonial, and celebratory contexts Explore the use of Portuguese, Swahili, and Punjabi terms in musical communication 		

- Play Samba and African rhythms using traditional percussion instruments
- Use proper Djembe techniques: tone, bass, and slap
- Perform in ensembles, following a conductor and maintaining group timing



Composition:

- Compose simple rhythmic phrases using taught time values
- Create group rhythm patterns using body or instrumental percussion
- Experiment with combining different percussion sounds
- Use rhythm words to structure and memorise patterns



Listening:

- Compose simple rhythmic phrases using taught time values
- Create group rhythm patterns using body or instrumental percussion
- Experiment with combining different percussion sounds
- Use rhythm words to structure and memorise patterns



Evaluate:

Reflect on individual and group rhythmic performances giving feedback on timing, technique and teamwork and assessing ensemble co-ordination and rhythmic accuracy.

- Play Samba and African rhythms using traditional percussion instruments
- Use proper Djembe techniques: tone, bass, and slap
- Perform in ensembles, following a conductor and maintaining group timing



Composition:

- Compose simple rhythmic phrases using taught time values
- Create group rhythm patterns using body or instrumental percussion
- Experiment with combining different percussion sounds
- Use rhythm words to structure and memorise patterns



Listening:

- Compose simple rhythmic phrases using taught time values
- Create group rhythm patterns using body or instrumental percussion
- Experiment with combining different percussion sounds
- Use rhythm words to structure and memorise patterns



Evaluate:

Reflect on individual and group rhythmic performances giving feedback on timing, technique and teamwork and assessing ensemble co-ordination and rhythmic accuracy.



Musicianship and performance:

- Play rhythms accurately on Samba, Djembe, and Dhol drums using correct hand/stick techniques
- Perform in percussion ensembles, maintaining pulse and following group dynamics
- Lead and follow in call and response structures and during conducted performances
- Master structured grooves including intros, breaks, and main rhythm sections








Composition:







- Create and perform original rhythmic phrases using taught structures
- Arrange rhythm sections using intro, main groove, and break formats
- Experiment with layering rhythms in call and response settings
- Use spoken language elements (e.g. rhythm words or cultural phrases) to guide rhythm composition



Listening:

- Listen and respond to cues in ensemble settings
- Recognise rhythmic patterns, tempo changes, and group coordination
- Distinguish between different world drumming styles through active listening
- Internalise complex rhythms through repetition and peer performance

					 <p>Evaluate: Reflect on individual and group rhythmic performances giving feedback on timing, technique and teamwork and assessing ensemble co-ordination and rhythmic accuracy. Discuss how cultural understanding influences performance.</p>		
Module Overview	<p>Module- ukulele skills: This module builds upon the theoretical knowledge acquired in previous units and introduces students to the soprano ukulele. Pupils will learn about the instrument's origins, history, and proper playing technique, developing their fine motor skills and reinforcing their understanding of rhythmic time values and treble clef notation. The module also incorporates music analysis and encourages peer evaluation to foster a cooperative and confidence-building learning environment.</p>						
	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ukulele Skills						<p>Outcome: To further enhance children's ability to read and perform music using new rhythmic values three-finger chords, arpeggios and chord progressions.</p>  <p>Knowledge:</p> <ul style="list-style-type: none"> Understanding the anatomy of the ukulele, including proper holding and strumming techniques. Familiarity with finger numbers and how to read tablature. Knowledge of open strings and their corresponding notes on the ukulele.  <p>Musicianship and performance:</p> <ul style="list-style-type: none"> Developing fine motor skills for playing the ukulele. Building the ability to fret notes with the left hand and play chords. 	<p>Outcome: To further enhance children's ability to read and perform music using new rhythmic values three-finger chords, arpeggios and chord progressions.</p>  <p>Knowledge:</p> <ul style="list-style-type: none"> Understanding the anatomy of the ukulele, including proper holding and strumming techniques. Familiarity with finger numbers and how to read tablature. Knowledge of open strings and their corresponding notes on the ukulele.  <p>Musicianship and performance:</p> <ul style="list-style-type: none"> Developing fine motor skills for playing the ukulele.

						<ul style="list-style-type: none"> Practicing changing between chords and accompanying other instruments in a pop song. Playing riffs and chords simultaneously within a song.  <p>Composition:</p> <ul style="list-style-type: none"> Applying knowledge of chords and fretted notes to create new chord progressions. Incorporating different strumming patterns and rhythmic values in playing.  <p>Listening:</p> <ul style="list-style-type: none"> Analysing existing music from various genres to identify melodic hooks, instrumentation, and emotional content. Developing an ear for different chord progressions and their impact on the overall sound.  <p>Evaluate: Participating in peer evaluations and discussions, providing feedback on dynamics, technique, and overall performance.</p>	<ul style="list-style-type: none"> Building the ability to fret notes with the left hand and play chords. Practicing changing between chords and accompanying other instruments in a pop song. Playing riffs and chords simultaneously within a song.  <p>Composition:</p> <ul style="list-style-type: none"> Applying knowledge of chords and fretted notes to create new chord progressions. Incorporating different strumming patterns and rhythmic values in playing.  <p>Listening:</p> <ul style="list-style-type: none"> Analysing existing music from various genres to identify melodic hooks, instrumentation, and emotional content. Developing an ear for different chord progressions and their impact on the overall sound.  <p>Evaluate: Participating in peer evaluations and discussions, providing feedback on dynamics, technique, and overall performance.</p>
<u>Module Overview</u>	<p><u>Module- Song writing and composition</u> This module explores the creative process song writing and composition. Pupils will gain an in-depth understanding of different compositional techniques commonly used across a range of genres. Pupils will also analyse lyrical content across multiple genres and the emotional effect different lyrical styles have upon the listener. Pupils will also explore music recording software in order to compose and record their own songs throughout the six weeks.</p>						
	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Song writing and composition

Outcome:

To develop composing skills and ability to arrange music for a range of instruments knowing how to make songs interesting and catchy through use of dynamics, texture and timbre.



Knowledge:

- Understand the role of a songwriter in different creative settings
- Explore successful songwriting partnerships
- Learn the structure of popular songs and common contemporary genres
- Study effective writing techniques and lyrical/rhyming schemes



Musicianship and performance:

- Compose and perform original songs
- Develop melody creation and vocal/ instrumental skills
- Record using a digital audio workstation (DAW)
- Perform compositions in a contemporary style



Composition:

- Analyse and apply genre-specific techniques
- Write lyrics expressing emotions and personal experiences
- Compose melodies to backing tracks
- Create original songs using triadic chord sequences and chord charts



Outcome:

To develop composing skills and ability to arrange music for a range of instruments knowing how to make songs interesting and catchy through use of dynamics, texture and timbre.



Knowledge:

- Understand the role of a songwriter in different creative settings
- Explore successful songwriting partnerships
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Musicianship and performance:



- Compose and perform original songs
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Composition:

- Analyse and apply genre-specific techniques
- Write lyrics expressing emotions and personal experiences
- Compose melodies to backing tracks
- Create original songs using triadic chord sequences and chord charts



				<p>Listening:</p> <ul style="list-style-type: none"> Evaluate songs across genres Discuss melodic hooks, instrumentation, emotional impact, and techniques  <p>Evaluate: Sharing of original compositions in a peer-setting review and engaging in self-reflection.</p>	<p>Listening:</p> <ul style="list-style-type: none"> Evaluate songs across genres Discuss melodic hooks, instrumentation, emotional impact, and techniques  <p>Evaluate: Sharing of original compositions in a peer-setting review and engaging in self-reflection.</p>		
	<p>Tier 2 Wider opportunities</p>						
	<i>Reception Nativity</i>	<i>Year 1 Nativity</i>	<i>Year 2 Christmas performance</i>	<i>Year 3, Year 4, Year 5 Carol Service</i>			<i>Year 6 Christingle production Leavers' assembly</i>
				<p>Christmas Tree Festival at Horley Methodist Church Choir singing at the Christmas Fair Young Voices performance at the O2 After school music clubs (GrooveLine Music Education) Peripetetic lessons Music and Reading project</p>			