

Age 7–8 Curriculum map



Music Express Age 7–8 lesson content fully delivers the National Curriculum and reflects and aligns with the Model Music Curriculum (MMC) guidance.

This curriculum map indicates the musical focus and elements focus for each unit and ticked cells indicate the units that best address each curriculum requirement, but most units cover all to some degree.

Unit	Musical focus including the four key skills identified in the MMC (singing, listening, composing and performing)*		Elements focus**	KS2 National Curriculum requirements. Pupils should be taught to:					
				Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Listen with attention to detail and recall sounds with increasing aural memory	Use and understand staff and other musical notations	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Develop an understanding of the history of music
Environment	Composing, exploring sounds, singing, playing	Exploring and selecting sounds; composing and performing using percussion to describe a poem and develop a song	Timbre, structure, texture	✓	✓				
Building	Composing, singing, playing, performing	Composing rhythm patterns to chant and play with an awareness of timbre, structure and texture	Duration, timbre, structure, texture	✓	✓				
Sounds	Exploring sounds, singing, playing, notations	Classifying instruments; singing and playing a range of instruments, showing awareness of timbre, pitch and structure	Timbre, pitch, structure	✓		✓	✓	✓	
Mountains	Listening, singing, playing, composing, notations	Exploring a pentatonic scale with voices and instruments	Pitch, dynamics, tempo, structure		✓		✓	✓	
Poetry	Performing, exploring sounds	Listening carefully; learning poems and chants to perform with movement and rhythmic body percussion	Duration, tempo, pitch, dynamics	✓	✓	✓			
Life at sea	Listening, playing, composing, notations	Exploring contrasting musical elements, songs and movement to tell a story	Pitch, dynamics, tempo, structure	✓	✓	✓	✓	✓	✓

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Time	Singing, playing, improvising, notations	Learning about metre through singing, chanting, playing and rhythmic movement	Duration , pitch	✓	✓	✓	✓	✓	
In the past	Singing, playing, improvising, notations	Singing, playing and dancing in response to early music, following simple notation and cues	Pitch , duration		✓		✓	✓	✓
Ups and downs	Listening, singing, playing, composing, notations	Exploring pitch notations through singing, playing and composing within a rainy theme	Pitch , duration, timbre, texture	✓	✓	✓	✓	✓	
Communication	Composing, listening, appraising, exploring sounds	Listening to and discussing descriptive music using musical vocabulary in preparation for composition	Timbre , pitch, duration, dynamics	✓	✓	✓			
Human body	Performing, singing, playing, improvising	Learning about binary form through singing, playing and improvising to create a performance	Structure , duration, timbre	✓	✓			✓	
Singing French	Singing, playing, notations	Singing and rapping in French; exploring pitch and performing melodies and accompaniments	Pitch , duration	✓		✓	✓		
Ancient worlds	Singing, playing, improvising	Singing songs in echoes and rounds with improvised accompaniments to tell ancient stories	Structure , pitch	✓	✓	✓			✓
Food and drink	Performing, singing, playing	Learning and creating rhythm patterns for voice and instruments; performing songs, chants and accompaniments	Duration , timbre, texture, structure	✓	✓				

* The four key skills identified in the MMC (singing, listening, composing and performing) are embedded throughout the scheme and identified here when they are a specific unit focus.

** The elements are the fundamental building blocks of music (also referred to in the National Curriculum for England as the inter-related dimensions of music): **pitch** (links to melody and harmony), **duration** (links to pulse, rhythm and metre), **dynamics**, **tempo**, **timbre**, **texture** and **structure**. The main element focus for a unit is shown in bold.