

Age 5–6 Curriculum map



Music Express Age 5–6 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**	KS1 National Curriculum requirements. Pupils should be taught to:			
				Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Play tuned and untuned instruments musically	Listen with concentration and understanding to a range of high-quality live and recorded music	Experiment with, create, select and combine sounds using the inter-related dimensions of music
Ourselves	Exploring sounds, singing	Exploring vocal and body percussion sounds expressively to enhance songs and stories	Timbre, pitch	✓			✓
Number	Playing, listening, responding	Playing on the steady beat and responding to tempo changes in listening pieces	Duration, dynamics, tempo		✓	✓	
Animals	Singing, playing, listening	Recognising contrasting pitches in songs and listening music; exploring pitch vocally and on instruments	Pitch, timbre	✓		✓	✓
Hello, hi	Singing, playing, exploring	Exploring pitch and contrast with voices and instruments	Pitch, timbre, duration, dynamics	✓			✓
Weather	Exploring sounds, playing, performing	Exploring sound effects created with voices, body percussion and instruments	Timbre, dynamics, structure	✓	✓	✓	✓
Machines	Listening, playing, performing	Recognising and playing a steady beat; responding to changes of tempo	Duration, tempo		✓		✓
Seasons	Listening, singing	Identifying different pitches, singing rising and falling pitch patterns and recognising specific pitch intervals	Pitch	✓		✓	✓

Continued >>>

				KS1 National Curriculum requirements. Pupils should be taught to:			
Unit	Musical focus including the four key skills identified in the MMC (singing, listening, composing and performing)*		Elements focus**	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Play tuned and untuned instruments musically	Listen with concentration and understanding to a range of high-quality live and recorded music	Experiment with, create, select and combine sounds using the inter-related dimensions of music
Midnight wood	Listening, singing, playing, improvising	Exploring contrasts in music for characters and their setting, through songs, movement and dance	Pitch , timbre, dynamics, tempo	✓	✓	✓	✓
Our school	Listening, exploring, composing	Using recorded sounds to inspire composition; interpreting environmental sounds on percussion instruments	Timbre , dynamics, tempo, structure		✓		✓
Pattern	Listening, playing, performing	Identifying and playing beats in different groupings (metre); emphasising the strong beat	Duration dynamics		✓	✓	✓
Storytime	Listening, playing, performing	Exploring sound effects to enhance a story; performing songs and chants from a musical	Timbre , structure, dynamics, tempo			✓	✓
Our bodies	Listening, playing, performing	Recognising and playing a steady beat and a recurring rhythm	Duration , tempo		✓	✓	✓
Travel	Performing, singing, composing	Singing cumulative songs and improvising actions; using images as a score to underpin structure	Timbre , duration, structure	✓		✓	✓
Water	Listening, playing, composing	Using a piece of music and an image to inspire composition and a dance sequence	Pitch , structure, tempo, timbre	✓	✓	✓	✓

* 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.

Age 6–7 Curriculum map



Music Express Age 6–7 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.

				KS1 National Curriculum requirements. Pupils should be taught to:			
Unit	Musical focus including the four key skills identified in the MMC (singing, listening, composing and performing)*		Elements focus**	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Play tuned and untuned instruments musically	Listen with concentration and understanding to a range of high-quality live and recorded music	Experiment with, create, select and combine sounds using the inter-related dimensions of music
Ourselves	Listening and responding, exploring, creating sounds	Exploring sounds using voices, body percussion and instruments expressively; responding to changes in pitch	Pitch, timbre	✓		✓	✓
Out and about	Singing, playing, exploring, improvising	Exploring pitch and a call and response structure with voices and percussion instruments	Pitch, structure	✓	✓	✓	
Toys	Listening, responding, playing	Listening to keep a steady beat; marking selected beats and identifying changes in tempo	Duration, tempo, timbre				✓
Our land	Listening, exploring sounds, performing, appraising	Being inspired by descriptive pieces; exploring ideas; composing, recording and evaluating own work	Timbre, structure			✓	✓
Our bodies	Listening and responding, playing	Responding to music with movement; identifying and playing steady beats; reading a graphic score	Duration	✓	✓	✓	
Animals	Singing, listening and responding, composing	Exploring pitch changes with voices and instruments; interpreting, writing and playing pitch lines	Pitch, structure		✓		✓

Continued >>>

				KS1 National Curriculum requirements. Pupils should be taught to:			
Unit	Musical focus including the four key skills identified in the MMC (singing, listening, composing and performing)*		Elements focus**	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Play tuned and untuned instruments musically	Listen with concentration and understanding to a range of high-quality live and recorded music	Experiment with, create, select and combine sounds using the inter-related dimensions of music
Number	Playing, performing, composing	Differentiating beat and rhythm; playing rhythm patterns; maintaining and creating an ostinato	Duration , structure		✓	✓	✓
Storytime	Listening, exploring sounds, composing	Listening to recorded music to inspire atmospheric and descriptive composition using voices and instruments	Timbre , texture	✓		✓	✓
Seasons	Singing, listening and responding	Singing a range of songs; identifying changes in pitch with actions and drawing pitch lines in the air	Pitch	✓	✓		✓
Weather	Exploring ideas, playing, composing	Exploring raps, songs and sounds to create a descriptive class composition with voices and instruments	Duration , timbre, texture	✓	✓	✓	✓
Pattern	Singing, playing, listening	Grouping the beat; identifying three- and four-beat patterns through singing and playing	Duration , tempo				✓
Water	Singing, playing, performing	Playing melodic phrases and glissandi on tuned percussion; reading from a graphic score; composing sound effects and descriptive music	Pitch	✓	✓		✓
Sleep	Singing, playing, composing	Listening to music and composing in different structures with carefully selected timbre	Pitch , timbre, structure, dynamics, texture	✓	✓	✓	✓
Travel	Singing, playing, improvising, performing	Listening to a contemporary piece; exploring beat and a changing tempo; improvising descriptive music; performing layered accompaniments reading from a grid score	Duration , tempo, 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.

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	✓	✓	✓	✓	✓	✓

Continued >>>

				KS2 National Curriculum requirements. Pupils should be taught to:					
Unit	Musical focus including the four key skills identified in the MMC (singing, listening, composing and performing)*		Elements focus**	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
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	✓	✓				

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** 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.

Age 8–9 Curriculum map



Music Express Age 8–9 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.

				KS2 National Curriculum requirements. Pupils should be taught to:					
Unit	Musical focus including the four key skills identified in the MMC (singing, listening, composing and performing)*		Elements focus**	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
Poetry	Listening, using voices, performing	Learning a range of vocal techniques through poetry and rap for performances with rhythmic accompaniments	Duration, structure, texture	✓		✓			
Back to the feature	Listening, singing, playing, composing, notations	Responding to music from two different centuries with a two-part song and rhythmic composition	Structure, duration, texture	✓		✓	✓		✓
Environment	Listening, exploring sounds, playing, composing, performing	Exploring music from a range of styles and eras; exploring musical contrasts through listening, performing and composing	Timbre, texture, structure	✓	✓			✓	✓
Sounds	Listening, singing, performing	Exploring and identifying musical features and instruments associated with jazz; singing in parts	Timbre, structure, texture	✓		✓		✓	✓
Recycling	Improvising, composing, listening, performing, notations	Creating accompaniments on unconventional soundmakers; exploring jazz features; improvising and composing within structures	Structure, timbre, texture	✓	✓	✓	✓	✓	

Continued >>>

				KS2 National Curriculum requirements. Pupils should be taught to:					
Unit	Musical focus including the four key skills identified in the MMC (singing, listening, composing and performing)*		Elements focus**	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
Building	Singing, playing, performing, improvising, notations	Recognising musical structures in songs and listening pieces; playing and creating rhythmic ostinati; improvising melodies	Structure , texture, duration, pitch, dynamics	✓	✓	✓	✓	✓	
Around the world	Performing, singing, improvising, composing, notations	Singing, improvising and composing with the pentatonic scale; playing syncopated rhythmic accompaniments	Pitch , duration, texture	✓	✓	✓	✓	✓	
Ancient worlds	Listening, playing, singing, arranging, performing	Exploring a song and the style of minimalism, and creating an amazing performance	Structure , texture, dynamics	✓		✓	✓	✓	✓
Singing Spanish	Playing, singing, arranging, performing	Exploring songs and traditions of Spain and combining with accompaniments and improvisations for a performance	Pitch , structure, timbre, tempo	✓	✓				
Communi- cation	Playing, singing, arranging, performing	Singing, playing and composing music to arrange into a class news programme performance	Texture , pitch, structure	✓	✓	✓	✓		
Time	Listening, composing, performing, notations	Exploring rhythm and metre through melody and orchestral music in preparation for composition and performance	Duration , structure, timbre, texture	✓	✓	✓	✓	✓	✓

Continued >>>

				KS2 National Curriculum requirements. Pupils should be taught to:					
Unit	Musical focus including the four key skills identified in the MMC (singing, listening, composing and performing)*		Elements focus**	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
Up and away	Listening, singing, playing, composing, notations	Responding to exciting listening pieces with uplifting melodies and strong rhythms to create music for a performance	Duration , pitch, structure, timbre, texture	✓	✓	✓	✓	✓	
In the past	Listening, composing, performing, notations	Listening to a range of dance music from different eras, following notation and performing with music and movement	Duration , structure, texture	✓	✓		✓	✓	✓
Food and drink	Performing, singing, playing, improvising	Learning about music and traditions from around the world through songs and music; preparing a performance	Pitch , structure, texture, duration	✓	✓				

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Age 9–10 Curriculum map



Music Express Age 9–10 lesson content fully delivers the National Curriculum and reflects and aligns with the Model Music Curriculum (MMC) guidance.

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				KS2 National Curriculum requirements. Pupils should be taught to:					
Unit	Musical focus including the four key skills identified in the MMC (singing, listening, composing and performing)*		Elements focus**	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
Our community	Performing, singing, playing, improvising	Exploring songs about changes through time; listening to and comparing versions of a traditional piece and creating a fusion to perform	Duration, pitch, structure, texture	✓	✓			✓	✓
Say it with sound	Listening, singing, playing, composing, notations	Exploring structure and communication with curious composition, quirky rhythms and expressive songs about destiny	Structure, timbre, duration	✓	✓	✓	✓	✓	
Solar system	Listening, singing, performing, notations	Listening to music about the solar system; singing and exploring scores to create music that is out of this world	Timbre, dynamics, texture, structure, tempo	✓	✓	✓	✓	✓	✓
Life cycles	Listening, singing, composing, performing, notations	Listening to music from a range of styles, eras and forms; creating music for a myth and mood	Structure, pitch, timbre	✓	✓	✓	✓	✓	✓

Continued >>>

				KS2 National Curriculum requirements. Pupils should be taught to:					
Unit	Musical focus including the four key skills identified in the MMC (singing, listening, composing and performing)*		Elements focus**	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
Keeping healthy	Singing, playing, performing	Singing songs and exploring complex rhythms with voices and instruments for active performances	Duration , tempo, pitch, structure	✓		✓	✓		
At the movies	Composing, appraising, performing, notations	Exploring the relationship between music and animation; composing and performing music for animation and film	All		✓	✓	✓	✓	✓
Celebration	Singing, playing, appraising, performing	Developing singing and ensemble techniques to communicate joyful performances	Structure , texture, duration, pitch	✓		✓			

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Age 10–11 Curriculum map



Music Express Age 10–11 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
World unite	Performing, singing, playing, notations	Exploring beat, rhythm and syncopation through song and dance for a united performance	Duration, structure, pitch, texture	✓	✓		✓		
Journeys	Performing, singing	Singing four songs and exploring and communicating meaning, leading to a multimedia performance of a song cycle	Structure, duration, dynamics, pitch, texture	✓				✓	
Growth	Performing, singing, playing, notations	Appraising and planning a flash mob performance; developing singing, playing and performance techniques	Texture, pitch, duration, tempo, structure	✓		✓	✓	✓	✓
Stronger together	Listening, singing, playing, composing	Working together to produce a united vocal and instrumental performance about global challenges	Structure, duration, timbre, texture	✓	✓	✓		✓	

Continued >>>

				KS2 National Curriculum requirements. Pupils should be taught to:					
Unit	Musical focus including the four key skills identified in the MMC (singing, listening, composing and performing)*		Elements focus**	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
Class awards	Listening, performing, singing, playing, composing	Singing, playing and composing with consideration of the musical elements; developing performance skills	All	✓	✓	✓		✓	✓
Moving on	Listening, singing, playing, performing	Performing songs and instrumental accompaniments and combining with media to enhance the presentation	Structure, pitch, texture, duration, dynamics	✓		✓	✓		
Moving up	Singing, playing, improvising, performing, notations	Exploring the rhythms, messages and structure of a pop song and producing a well-crafted performance	Structure, texture, pitch, duration	✓	✓	✓	✓	✓	

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** 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.