

Music curriculum map units of study

Year 1	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Phase 1	Imitate sounds words or actions in musical Performances	Engaging with familiar musical activities	Become aware of basic dynamics and tempo	Introducing graphic score across a range of instruments	Explore the range of sounds/effects from instruments or voices	Following pulse to 8
Phase 2	Imitate sounds words or actions in musical performances	Engaging with familiar musical activities	Imitate basic dynamic and tempo	Introducing graphic score across a range of instruments	Explore the range of sounds/effects from instruments or voices	Following pulse to 8
Phase 3	Imitate and analyse sounds words or actions in musical performances	Engaging and analysing familiar musical activities and performances	Imitate and analyse basic dynamic and tempo	Introducing graphic score across a range of instruments	Explore the range of sounds/effects from instruments or voices	Following pulse and dynamics to 8
Phase 4	Imitate sounds words or actions in musical performances	Engaging with familiar musical activities	Imitate basic dynamic and tempo	Introducing graphic score across a range of instruments	Explore the range of sounds/effects from instruments or voices	Following pulse to 8

Year 2	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Phase 1	Imitation and vocalisation	Become aware of cause and effect in sound	Become aware of $\frac{3}{4}$ time	Playing in a group via vocalisations or instruments	Right sound, Right Time - Introducing cues	Shake, Tap, Ring - Graphic score in performances
Phase 2	Imitation and vocalisation	Become aware of cause and effect in sound	Become aware of $\frac{3}{4}$ time	Playing in a group via vocalisations or instruments	Right sound, Right Time - Introducing cues	Shake, Tap, Ring - Graphic score in performances
Phase 3	Building Class theme songs	Become aware of contrasts in sounds	Become aware of $\frac{3}{4}$ time	Playing in a group via vocalisations or instruments	Right sound, Right Time - Introducing cues	Shake, Tap, Ring - Graphic score in performances
Phase 4	Imitation and	Become	Become	Playing in a	Right sound,	Shake, Tap, Ring

	vocalisation	aware of cause and effect in sound	aware of $\frac{3}{4}$ time	group via vocalisations or instruments	Right Time - Introducing cues	- Graphic score in performances
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Year 3	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Phase 1	Begin to categorise instruments	Pattern and graphic score	Creating Simple Compositions	Notes and pitch	Pattern and score (including notes and pitch)	Composition (Including all dynamics)
Phase 2	Begin to categorise instruments	pattern and graphic score	Creating Simple Compositions	Notes and pitch	Pattern and score (including notes and pitch)	Composition (Including all dynamics)
Phase 3	Begin to categorise instruments	pattern and graphic score	Creating layered Compositions	Notes and pitch	Pattern and score (including notes and pitch)	Composition (Including all dynamics)
Phase 4	Begin to categorise instruments	pattern and graphic score	Creating Simple Compositions	Notes and pitch	Pattern and score (including notes and pitch)	Composition (Including all dynamics)