

George Grenville Academy
Music- 2025-2026 Curriculum Map

Music at George Grenville Academy is designed to be inclusive, enjoyable and aspirational. Through offering a broad curriculum, we enable our students to be creative and to thrive, whatever their individual interests.

Every music lesson begins with a short Kodály based activity, an approach to music education that involves learning through songs and games. The ongoing skills section on the curriculum map below show what the focus of these sessions will be and how these activities ensure progression through each year.

Class	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2	ONGOING SKILLS
Reception	Musical Elements/Basic Musicianship	Stories in music	Graphic Scores	Glockenspiels (Simple Orff arrangements)	Carnival of the Animals (Composition)	Djembe/ Exploring Sound	Notation- Do, re, mi Rhythm- crotchets and quavers (ta, titi)
	-Develop understanding of beat and rhythm. -Develop ability to sing in with a sense of pitch.	-Listen and respond to music. -Explore how sounds can be organised to create effect using tuned and untuned percussion.	-Use visual cues to respond with sound on tuned and untuned percussion - Organise own sounds and create graphic score notation.	-Develop performance skills on tuned percussion, including sense on beat and ensemble skill.	-Listen and respond to movements from Carnival of the Animals. -Compose own motifs to represent an animal.	Consolidation of ongoing work on rhythm, using drums to play, read and compose simple patterns.	
Year 1	Exploring Beat, Rhythm and Notation (ta, titi)	Samba	Waltz and March	Orff arrangements	Musical Elements and Graphic Scores (composition)	Djembe/Music from Africa	Notation- Do, re, mi Rhythm- crotchets and quavers (ta, titi)
	-Learn to read and perform rhythms using crotchets and quavers though songs, movement activities and	-Learn about the history and importance of Samba. -Perform using a variety of percussion, developing a	-Develop an understanding of time signatures in music through listening, responding and performing	-Develop performance skills on tuned percussion, including sense on beat and ensemble skill.	- Interpret and perform graphic scores - Compose own short piece notated using a graphic score.	Consolidation of ongoing work on rhythm, using drums to play, read and compose simple patterns.	

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	untuned percussion.	sense of beat and rhythm.	pieces in 3 and 4 time.				
Year 2	Pentatonic Music	Ukuleles	Ukuleles/ Rhythm and beat	Famous Composers	Carnival of the animals	Carnival of the Animals	Notation- Do, re mi, so Rhythm- crotchets, quavers and minims (taa)
	- Perform individually and as a member of an ensemble. - Compose using the pentatonic scale. Learn about the pentatonic (5 note) scale.	- Learn to hold a ukulele correctly. -Sing songs and accompany with open strings. -Learn the chords C and F to accompany simple songs.	Reinforce understanding of crotchets and quavers through performances using ukuleles and a range of other instruments.	- Learn about instruments of the orchestra. -Listen and appraise music by a range of famous composers. Perform and accompany pieces by different composers.	-Listen and appraise music from Carnival of the Animals. -Compose own pieces to represent an animal.	(Continuation from 3.1)	
Year 3	Minims (Taa) (Rhythm)	Ukuleles	World Music	Recorders	Orff arrangements	djembe	Notation- Do, re, mi, so, la Rhythm- crotchets, quavers and minims (taa)
	Continue to develop understanding of beat and rhythm.	-Revise posture and open string pieces. -Learn 3 or more chords to	-Learn about the importance of music and perform music from a variety of places including	-Play with the correct technique to create a pleasant tone. -Play 3- 6 notes.	-Develop performance skills on tuned percussion and other instruments,	-Hold the djembe drum correctly and with the correct technique (tone, bass, slap)	

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	-Introduce minims. -Consolidate with songs, movement and instrumental pieces	accompany different songs.	Brazil, Africa, The Caribbean, Ireland and China.	-Read simple notation in the treble clef.	including a sense on beat and ensemble skill.	- Read and play rhythms using crotchets and quavers (ta and titi)	
Year 4	Tikatika (semi quavers)	Recorders	Early Music/ Famous Composers (use recorder skills)	African Music	Ukuleles	Orff arrangements	Notation- do, re, mi, fa, so, la, ti, do Rhythm- Semiquavers (tikatika)
	-Build on prior knowledge of rhythm and Learn to read and perform rhythms using semiquavers through songs and using a range of instruments. -Compose own rhythms using semiquavers.	-Play with the correct technique to create a pleasant tone. -Play 6+ notes. -Read simple notation in the treble clef.	Learn about Music from the Tudor time, looking at instruments and styles of music such as the pavane. -Dance a pavane -Develop recorder skills to play B, A and G and accompany pavane.	Learn about the importance of music in countries in Africa. - dances. -Perform using African drums as a class. Learn a variety of African songs and dances.	-Learn a variety of chords to accompany songs. -Compose own songs using a simple chord progression.	Using the Orff method, use a variety of instruments to develop ensemble skill for class performance.	
Year 5	Peter and the Wolf	World Music	The Blues	The Blues	Space	Djembe (rhythm)	Rhythm- dotted crotchet, quaver (tam-ti) Notation- maj, min

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	-Revise Instruments of the orchestra. -Listen and appraise Peter and the Wolf. -Compose as a group given a specific character, demonstrating an understanding of musical elements. (E.g. pitch)	Learn about the importance of music and perform music from a variety of places including Brazil, Africa, The Caribbean, Ireland and China.	-Learn about the historical context of The Blues. -Perform using the 12-bar blues pattern. -Improvise using the Blues scale and the 12-bar blues chord progression.	Continuation of 2.1 (Ukuleles if time)	-listen to a number of pieces from the Planets Suite by Holst. -Recap on the meaning and effects of the elements, focusing in particular on dynamics, learning some new vocabulary. - choose one planet (e.g. Venus, bringer of peace) for which to compose their own soundscape, experimenting with a variety of sounds and techniques to create a mood.	-Consolidate rhythm covered through Kodaly activities. -Introduce dotted rhythms. - Read and perform rhythms on the djembe, using correct technique. -Compose and notate own rhythms to perform on djembe. (MUSICAL)	
Year 6	Popular Music- Chords, Scales and Rock and Roll	Film Music	Britain at War	Rondo Form/Composition/ Melody Writing	Djembe	Musical	Rhythm- (Timka) dotted quaver, semi-quaver (triplet) triplets Notation maj/min

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	-Listen to, sing and accompany a selection of popular songs from the 1950s and 60s. -Develop an understanding of the primary triads I, IV and V. -Improvise over these chords. -Develop performance skills through performing popular songs as a member of a class band.	- Listen and learn about music by a variety of film composers, such as John Williams. - Learn about and experiment with various techniques used by film composers. -Compose own music to accompany a short movie.	-Listen to the music of WWII. and understand that music has a place in history. Learn and perform songs from the era. Learn about ostinato, Learn to read nad play triple-ti (triplets) and tim-ka. (dotted quaver/semi quaver). - - Improvise and compose a war themed piece in a group. -Assess each other's performances.	-Review form and structure in music. -Learn question and answer and rondo form. - - Develop an understanding of phrase in music through movement-based activities. - - Compose a 16-bar melody with an AABA structure handwritten on music manuscript.	- Perform polyrhythms using djembe. -Compose rhythms for a group polyrhythmic performance.	Preparation for end of year performance.	
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