Key Stage 4&5 Curriculum Map Aspire Music (Currently on Year 4 for 2026-27)

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
	Knowledge acquired					
Year 1	**Having your say** **Keeping safe** Text based humanities topic – The secret Garden • Listening and Appraising Garden themed music • Composing a Secret Garden piece of music • **Unit 1 The magic of reggae –exploring sounds**	**WJEC – ILS** **Having your say** **Keeping safe** Text based humanities topic – The secret Garden • Continuing and practicing a Secret Garden Piece of music • Preparing for Christmas performance • **Unit 1 The magic of reggae continued**	**WJEC ILS** **Looking after your own home** **Being healthy** Text based humanities topic – Alex Ryder • Listening and Appraising mysterious and spy themed music • Understanding the chromatic scale (half tones vs whole tones) • Composing a spy song • Composing a being healthy song • Unit 29-That's Jazz-exploring pulse and rhythm	**WJEC ILS** **Looking after your own home** **Being healthy** Text based humanities topic – Alex Ryder • Continuing and practicing spy song • Continue practicing a being healthy song • Unit 29-That's Jazz-exploring pulse and rhythm continued	**Text based humanities topic –** The Lion The witch and the wardrobe • Listening and appraising • Composing a piece of music about the characters from Narnia • Unit 9 Music from around the world – exploring music from other cultures • **Orchestra of the Swan**	**Text based humanities topic –** The Lion The witch and the wardrobe • Continuing practicing our Narnia song • **Orchestra of the Swan** • Unit 9 Music from around the world – exploring music from other cultures continued
	Autumn Half Term 1	**Autumn Half Term 2**	**Spring Half Term 1**	**Spring Half Term 2**	**Summer Half Term 1**	**Summer Half Term 2**
	Knowledge acquired					
Year 2	**Getting things done** **Following instructions** Text based humanities topic – A Bear called Paddington • Listening and appraising music about bears • Composing music for We're going on a bear hunt • Composing a piece of music about Paddington	**Getting things done** **Following instructions** Text based humanities topic – A Bear called Paddington • Continuing and practicing our paddington song • Preparing for the Christmas performance • Unit 5: introducing famous classical music vol 1 continued	**Health and Safety** **Looking and acting the part** Text based humanities topic – Stewart Little Adventure music: •Unit 3-The sounds of the eighties-exploring pulse and rhythm	**Health and Safety** **Looking and acting the part** Text based humanities topic – Stewart Little • Unit 3 continued • Adventure music • Listening and appraising adventure music • What makes something sound adventurous?	**Understanding what money is used for** Text based humanities topic – The extraordinary life of Katherine Johnson Unit 7 –Britpop and the sounds of the nineties –**exploring pulse and rhythm** • **Orchestra of the Swan**	**Understanding what money is used for** Text based humanities topic – The extraordinary life of Katherine Johnson • Unit 7 continued • **Orchestra of the Swan**

	• Being a leader and conductor • Unit 5: introducing famous classical music vol 1			• Creating a piece of music for an adventure •		
Year 3	**Autumn Half Term 1**	**Autumn Half Term 2**	**Spring Half Term 1**	**Spring Half Term 2**	**Summer Half Term 1**	**Summer Half Term 2**
	Knowledge acquired					
	Developing communication skills Text based humanities topic – Kensuki's Kingdom • Unit 4-twenty-first century popular music vol 1-exploring pitch	**Developing communication skills** Text based humanities topic – Kensuki's Kingdom • Unit 4-twenty-first century popular music vol 1-exploring pitch continued • Preparing for Christmas performance	**Developing writing skills** Text based humanities topic – Georges Marvellous Medicine • Unit 11-Britten's "the Young Person's Guide to the Orchestra: Exploring instruments of the orchestra	**WJEC - Developing writing skills** Text based humanities topic – Georges Marvellous Medicine • What are the 'ingredients' to make a good piece of music (reviewing the inter-related elements of music) • Creating a song as a group about adding ingredients • Unit 11-Britten's "the Young Person's Guide to the Orchestra: Exploring instruments of the orchestra continued	**Developing community participation skills – Getting out and about** Text based humanities topic – Shakespeare • Unit 6 -famous classical music vol 2-exploring texture, tempo and dynamics • ORCHESTRA OF THE SWAN	**Developing community participation skills – Getting out and about** Text based humanities topic – Shakespeare • Unit 6 famous classical music vol 2-exploring texture, tempo and dynamics continued • Creating and listening to Elizabethan music • ORCHESTRA OF THE SWAN
Year 4	**Autumn Half Term 1**	**Autumn Half Term 2**	**Spring Half Term 1**	**Spring Half Term 2**	**Summer Half Term 1**	**Summer Half Term 2**
	Knowledge acquired					
	Dealing with Problems Text based humanities topic – Alice in Wonderland	**Dealing with Problems** Text based humanities topic – Alice in Wonderland • Preparing for Christmas Performance	**Getting on with other people** Text based humanities topic – Wizard of Oz	**Getting on with other people** Text based humanities topic – Wizard of Oz	**Rights and responsibilities – Everybody matters** **Understanding what money is used for** Text based humanities topic – Charlottes Webb	**Rights and responsibilities – Everybody matters** **Understanding what money is used for** Text based humanities topic – Charlottes Webb

	• Writing an Alice in Wonderland composition • thinking about descriptive sounds based on Unit 22 of primary planning Prokofiev's Peter and the Wolf		• Unit 27 Classic Rock: exploring lyrics and melody • Listening and Appraising Wizard of Oz Music: Elton John, Pink Floyd's Dark side of the Moon etc..	• Unit 27 - Classic Rock: exploring lyrics and melody continued • Creating a musical composition to tell the story of a Tornado	• Unit 13 Musical Spot the Difference- exploring arrangements • Creating a song about Charlotte's Webb • Orchestra of the Swan	• Unit 13 Musical Spot the Difference- exploring arrangements continued • Continuing practicing our song about Charlotte's Webb • Orchestra of the Swan
	Skills acquired					
	• Singing • **Composing** • **Listening and appraising** • **Inter-related dimensions of music** • **Rhythm and pulse** • **Understanding half a beat (quavers/8th notes)** • **Syncopation** • **High and Low** • **Loud and soft** • **Fast and slow** • **Call and response** • **Enrichment** • **Leadership** • **Communication skills** • **Listening, recall, response** • **Working as part of a group**					

Digital Literacy Skills

Through listening, appraising and occasional exploration of sounds on keyboards, pupils develop confidence in using technology for creative and sensory experiences. They learn to interact with electronic equipment, make choices, respond to digital audio, and develop the listening, communication and problem-solving skills that support early digital literacy and independence.

Communication & Oracy Skills

Music provides a rich and accessible way for our pupils to develop communication and interaction skills. Through singing, listening, turn-taking, sound exploration and shared musical experiences, pupils are encouraged to express themselves, respond to others and build confidence in communicating, using speech, vocalisations, gestures, and movement.

- Develop listening and attention skills by responding to music and spoken instructions.
- Build confidence in using their voice, vocalisations, signs or communication systems to participate.
- Practise turn-taking and shared attention during musical activities.
- Increase understanding of simple questions, choices and instructions.
- Learn to express preferences, feelings and opinions about music and sounds.
- Develop social interaction skills through group singing and collaborative music-making.
- Expand vocabulary related to sounds, instruments, emotions and musical experiences.
- Strengthen communication confidence by contributing to discussions and responding to musical prompts.

- Music creates meaningful opportunities for every pupil to communicate at their own level, supporting both expressive and receptive communication development.

Key Assessments taking place
Assessment is based on continuous AFL and observations by the staff team, course work for qualifications.

Home Learning Opportunities

At home, pupils can continue their musical learning by exploring and listening to the sounds around them, discovering new music from different genres and cultures, and sharing musical experiences with their families. Practising simple rhythms through clapping, tapping, singing or using household objects helps to develop listening skills, turn-taking, communication, memory and confidence, while encouraging enjoyment of music in everyday life.