Curriculum Map Upper Juniors (Currently on Year 1 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
Year 1	**Knowledge acquired**					
	Victorians – • Musical contexts SOW	Festivals • Preparing for Christmas concert • Unit 20 Christmas carols • Unit 2 Christmas pop songs volume 1	Crime Detectives – • Unit 29 primary planning: That's Jazz! • Appraising music from famous crime fighters, learning to play themes from famous crime fighters • Exploring the chromatic scale • Creating music with blues scale	Food and Farming – • Musical Contexts SOW: Weather and Seasons, • Unit 15- Saint-Saens the carnival of the animals-exploring descriptive sounds	Back to the Future • Musical Contexts SOW: Machines • ORCHESTRA OF THE SWAN	Back to the Future continued – • Musical Contexts SOW: Machines continued • ORCHESTRA OF THE SWAN
Year 2	**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					
	Birmingham at War- • Musical Contexts SOW- Exploring popular music in the 30s and 40s • Primary planning Unit	Festivals • Preparing for Christmas concert • Unit 20 Christmas carols (primary planning sow) • Unit 14B Christmas pop songs volume 2 (primary planning sow) •	Passport to the World – • Unit 16a/16b- music of the americas/pentatonic songs from around the world	Myths and Legends- • Musical Contexts SOW-Ancient Greece • Unit 24 The brilliant Beatles (primary planning SOW)	Blue Planet- • Musical Contexts SOW, Water music • ORCHESTRA OF THE SWAN	Blue Planet • Musical contexts continued • ORCHESTRA OF THE SWAN

	32: Songs from WW2 SOW					
	Skills acquired					
	• Developing Repeating patterns (ostinato) • Developing Texture • Developing Minor and major • Developing Composing • Exploring Graphic Scores • Developing singing • **Developing high and low (pitch)** • **Developing short and long (duration)** • **Developing singing** • **Developing rhythm** • **Developing pulse** • **Communication skills** • **Listening, recall, response** • **Working as part of a group** • **Communication skills** • **Listening, recall, response** • **Working as part of a group**					
	Key Assessments taking place					
	Assessment in based on continuous AFL and observations by the staff team					

Digital literacy skills

Using **GarageBand** to compose and play music helps pupils develop a range of digital literacy skills. With support, they learn how to navigate and use music software, select and organise digital sounds, create and edit musical ideas, and manage their work responsibly. Pupils also develop confidence in using technology creatively, making decisions about sound, structure and performance while exploring how digital tools can be used to communicate ideas and express themselves through music.

Communication and oracy skills

Music lessons provide visually impaired pupils with valuable opportunities to develop **communication and oracy skills** through listening, responding, singing, discussion and collaborative music-making. Pupils learn to express ideas and emotions, take turns, follow and give verbal instructions, build confidence in speaking and performing, and work together to create and evaluate music. Through shared musical experiences, they develop active listening, vocabulary, self-expression and social interaction skills that support communication across the wider curriculum and everyday life.

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.