



## Curriculum Map Subject: Music



### **Intent Statement**

Our intent at St Nicholas Catholic Primary School is to deliver a broad and balanced Music curriculum that is ambitious, challenging and engaging. At St Nicholas the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective is for all of our children, including those who are disadvantaged and pupils with SEND, to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

<https://connect.collins.co.uk/school/Primary/ME/MusicExpress.aspx#!/home>

### **Implementation - curriculum coverage**

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<b>Who shall I be today?</b> Singing, playing listening, responding, moving to music. Children dress	<b>Our growing world?</b> Singing, playing listening, responding, moving to music. Children engage with the natural	<b>Amazing African Animals</b> Singing, playing listening, responding,	<b>Under the Sea</b> Singing, playing listening, responding, moving to music. Children dive	<b>Busy City</b> Singing, playing listening, responding, moving to music. Children explore	<b>Lets Go Green</b> Singing, playing listening, responding, moving to music. Children think of

	up and engage in imaginative play, acting out hopes and dreams..	world and the creativity it inspires.	moving to music. Children learn about the diverse continent of Africa and meet some of its most loved inhabitants.	into a watery world, full of mysterious and exciting marine life.	and compare urban and rural environments.	Imaginative ways to reuse and recycle.
<p><b>Key objectives (Pupils must know and remember these facts / Improve, hone &amp; apply these skills)</b></p> <p>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Building Relationships: Work and play cooperatively and take turns with others. Being Imaginative and Expressive: Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>						

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<p><b>Ourselves</b> The children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story.</p> <p><b>Number</b> The children</p>	<p><b>Animals</b> The children develop an understanding of pitch through using movement, voices and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and</p>	<p><b>Machines</b> The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo.</p>	<p><b>Our School</b> The children explore sounds found in their school environment. They investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography.</p>	<p><b>Story Time</b> The children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.</p> <p><b>Our Bodies</b> The children respond with</p>	<p><b>Travel</b> The children develop their performance skills and learn songs about travel and transport from around the world.</p> <p><b>Water</b> The children use voices,</p>

	develop a sense of steady beat through using movement, body percussion and instruments.	sequences. <b>Weather</b> The children use voices, movement and instruments to explore different ways that music can be used to describe the weather.	<b>Seasons</b> The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.	<b>Pattern</b> The children develop an understanding of metre – groups of steady beat – through counting, body percussion and reading scores.	their bodies to steady beat and rhythm in music. They experience combining rhythm patterns with steady beat, using body percussion.	movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.
<p><b><u>Key objectives (Pupils must know and remember these facts / Improve, hone &amp; apply these skills)</u></b></p> <ul style="list-style-type: none"> <li>★ Can they identify what different sounds could represent and give a reason why?</li> <li>★ Can they identify texture - listening for whether there is more than one sound at the same time?</li> <li>★ Can they identify musical structure in a piece of music (verse, chorus etc.)?</li> <li>★ Can they repeat (short rhythmic and melodic) patterns?</li> <li>★ Can they give a reason for choosing an instrument?</li> </ul>						

Year group	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<b>Ourselves</b> The children discover ways to use their voices to describe feelings and moods. They create and notate vocal sounds, building	<b>Our Land</b> The children explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by	<b>Animals</b> The children link animal movement with pitch movement to help develop understanding and recognition of changing pitch. They	<b>Story Time</b> The children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects, and develop	<b>Weather</b> The children have opportunities to create descriptive sounds and word rhythms with raps and songs about weather.	<b>Water</b> The children sing and play a variety of pitch shapes, using movement and ready from scores. They create a class composition

	<p>to a performance.</p> <p><b>Toys</b> The children move and play to a steady beat and to sound sequences. They learn to control changing tempo as they take a scooter ride.</p>	<p>myths.</p> <p><b>Our Bodies</b> The children develop a sense of steady beat through using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments.</p>	<p>interpret pitch line notation using voices and tuned instruments.</p> <p><b>Number</b> The children explore steady beat and rhythm patterns. They play beats and patterns from Renaissance Italy to West Africa and create their own body percussion, voices and instruments</p>	<p>their own ideas using voices and percussion.</p> <p><b>Seasons</b> The children develop understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.</p>	<p>They create a descriptive class composition using voices and instruments.</p> <p><b>Pattern</b> Using simple notations, the children play, create and combine minibeast rhythms using body percussion and instruments.</p>	<p>which describes the sounds and creatures of a pond.</p> <p><b>Travel</b> The children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive 'theme park' music.</p>
<p><b><u>Key objectives (Pupils must know and remember theses facts / Improve, hone &amp; apply these skills)</u></b></p> <ul style="list-style-type: none"> <li>★ Can they understand the importance of a warm up?</li> <li>★ Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse?</li> <li>★ Can they use simple structures (e.g. repetition and order) in a piece of music?</li> <li>★ Do they know that phrases are where we breathe in a song?</li> <li>★ Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?</li> </ul>						

<b>Year group</b>	<b>Autumn</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
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<b>Year 3</b>	<p><b>Environment</b> The children explore songs and poems about places. They create accompaniments and sound pictures to reflect sounds in their local environment.</p>	<p><b>Sounds</b> How are sounds produced and classified? The children explore timbre and structure through musical conversations in music from around the world.</p>	<p><b>China</b> The children explore the pentatonic scale and ways of notating pitch. They listen to traditional Chinese music, sing, read and compose music, ending in a musical celebration of Chinese New Year.</p>	<p><b>In the past</b> The origins of pitch notations are introduced as the children make hand signals and compose three-note melodies. They learn basic dance steps and prepare a performance.</p>	<p><b>Human Body</b> Skeleton dances and songs teach the children about the human body. Percussion instruments are used to improvise, create word rhythms, and build a final skeleton dance.</p>	<p><b>Ancient worlds</b> Explore ancient Greece with music inspired by Orpheus, Echo and Theseus. The children perform a song cycle and a round, and compose their own ostinati.</p>
	<p><b>Building</b> The sights and sounds of a building site provide the inspiration for exploring and creating rhythms. The children play games, sing and compose music to build into a performance.</p>	<p><b>Poetry</b> Three contrasting poems are explored and developed. The children use voices, body percussion, instruments and movement to create their own expressive performances.</p>	<p><b>Time</b> The children develop their understanding of beat, metre and rhythm. They combine melodic and rhythmic patterns, and use staff notation as part of a final performance.</p>	<p><b>Communication</b> The children learn to make music inspired by technology and computing. They explore and compose sounds for earcons, emoticons, mobile phone ringtones, computer games and apps.</p>	<p><b>Singing French</b> Un, deux, trois and away we go to enhance language learning through songs. Children are introduced to French greetings, vocabulary and numbers as they play lively singing games.</p>	<p><b>Food and Drink</b> A feast of chants, songs and performances. Composing word rhythms, singing a round, and creating musical recipes will develop the children's skills from breakfast through to dinner time!</p>
<p><b><u>Key objectives (Pupils must know and remember these facts / Improve, hone &amp; apply these skills)</u></b></p> <ul style="list-style-type: none"> <li>★ Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</li> <li>★ Can they compose a simple piece of music that they can recall to use again?</li> <li>★ Can they recognise changes in sounds that move incrementally and more dramatically?</li> </ul>						

- ★ Can they compare repetition, contrast and variation within a piece of music?
- ★ Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?

Year group	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 4</b>	<p><b>Poetry</b> The children develop performances of continuing poems. They use their voices to speak expressively and rhythmically, and discover ways to create ostinato accompaniments to enhance their performances.</p> <p><b>Environment</b> Seasons and the environment provide the stimuli for compositions. The children make descriptive accompaniments</p>	<p><b>Sounds</b> After exploring how sounds are produced and classified, the children use their voices to make beatbox sounds, sing four-part songs, and perform a jazzy round.</p> <p><b>Recycling</b> The children make their own instruments from junk and use them to improvise, compose and play junk jazz music in a variety of different musical styles.</p>	<p><b>Building</b> Building-themed songs allow the children to explore how music can be structured to provide different textures. They use layers and rondo structure to combine ostinati played on body percussion and tuned instruments.</p> <p><b>Around the World</b> The children explore pentatonic melodies and syncopated</p>	<p><b>Ancient Worlds</b> The children celebrate achievements of the 'Amazing Egyptians' and explore 20th century minimalist music inspired by the age of Akhenaten. They arrange and perform a layered pyramid structure.</p> <p><b>Speaking Spanish</b> A sample of the sights and sounds of the Spanish-speaking world, including</p>	<p><b>Communication</b> Children create a news programme, complete with theme music and school news headlines. Using songs and raps, this musical news bulletin will alert the school to the burning issues of the day!</p> <p><b>Time</b> Music featuring bells and clocks helps the children to understand rhythm and syncopation. They learn to sing and play</p>	<p><b>In the Past</b> The children use a variety of notations to build performances from different periods and styles. They learn a Renaissance dance, walk down the aisle to Wagner's Bridal march and dance the mashed potato!</p> <p><b>Food and Drink</b> The children cook up a musical feast. They enjoy a varied diet of healthy beans, exotic Tudor banquets and</p>

	and discover how the environment has inspired composers throughout history.		rhythms, learning that the fundamental dimensions of music are the same all over the world.	greetings, counting to twelve and playing a singing game. The children explore part-singing and accompaniments in four contrasting songs.	bell patterns, listen to an orchestral clock piece, and create their own descriptive music.	DIY pizzas before celebrating in a song performance.
<p><b><u>Key objectives (Pupils must know and remember these facts / Improve, hone &amp; apply these skills)</u></b></p> <ul style="list-style-type: none"> <li>★ Can they use selected pitches simultaneously to produce simple harmony?</li> <li>★ Can they show how they can use dynamics to provide contrast?</li> <li>★ Can they identify how a change in timbre can change the effect of a piece of music?</li> <li>★ Can they use notations to record compositions in a small group or on their own?</li> <li>★ Can they describe what they hear using a wider range of musical vocabulary?</li> </ul>						

Year group	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p><b>Our Community</b> The song Jerusalem provides the basis for looking at changes through time. The children are given opportunities to compose and perform music inspired by their local community, both past and present</p>	<p><b>Solar System</b> Embark on a musical journey through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Holst and George Crumb. The children learn a song, and compose pieces linked to space.</p>	<p><b>Life Cycles</b> Explore the human life cycle with music by Johannes Brahms, Luciano Berio, Franz Liszt and Claudio Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures.</p>	<p><b>Keeping Healthy</b> From body-popping and gospel-singing to swimming and cycling, the children are taken through their paces, and they put together an invigorating performance using new musical techniques.</p>	<p><b>At the Movies</b> Explore music from 1920s animated films to present day movies. The children learn techniques for creating soundtracks and film scores, and they compose their own movie music.</p>	<p><b>Celebration</b> A lively celebration in song for the children to perform at a class assembly, a school concert or fete. The celebratory, upbeat mood will soon have the audience joining in.</p>
	<p><b><u>Key objectives (Pupils must know and remember theses facts / Improve, hone &amp; apply these skills)</u></b></p> <ul style="list-style-type: none"> <li>★ Can they use pitches simultaneously to produce harmony by building up simple chords?</li> <li>★ Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</li> <li>★ Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</li> <li>★ Can they explain how tempo changes the character of music?</li> <li>★ Can they identify where a gradual change in dynamics has helped to shape a phrase of music?</li> </ul>					



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Year 6	<p><b>World Unite</b> Get into the groove by exploring rhythm and melody in singing, movement and dance. The children learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music.</p>	<p><b>Journeys</b> The theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song cycle performance.</p>	<p><b>Growth</b> 'The street' is the setting for this unit of buskers and flash mobs. The children explore Ravel's Bolero through rhythmical mine, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance.</p>	<p><b>Roots</b> A complete musical performance about the effects of the slave trade on a West African village. The integrated music features traditional Ghanaian songs and percussion rhythms, and the infamous spiderman Anansi, who saves the day.</p>	<p><b>Class Awards</b> An ideal opportunity to celebrate the children's achievements at the end of primary school with a musical awards show customised for your class. Individual awards are presented along with fanfare, rap, song and famous music in a final grand ceremony.</p>	<p><b>Moving On</b> Two songs, one looking back, one looking forward, and a musical device for linking them provide a moving celebration of the children's happy memories and their hopes for the future.</p>
	<p><b><u>Key objectives (Pupils must know and remember theses facts / Improve, hone &amp; apply these skills)</u></b></p> <ul style="list-style-type: none"> <li>★ Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</li> <li>★ Can they show how a small change of tempo can make a piece of music more effective?</li> <li>★ Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?</li> <li>★ Can they appraise the introductions, interludes and endings for songs and compositions they have created?</li> <li>★ Can they compare and contrast the impact that different composers from different times will have had on the people of the time?</li> </ul>					