

St Michael's Music Curriculum Map

Music In The EYFS

Children will explore Music through Expressive Arts and Design as well as following our Music Scheme Charanga. Throughout our continuous provision and adult led lessons children will have opportunities to engage in music making with instruments, listen to a range of music from around the world and move to the music they hear.

Through our musical units we are able to expose children to ideas and key vocabulary that will support the progression of Music into year 1 and contribute to the children's readiness for the Key Stage 1 Music Programme of study.

To support our readiness we will: -

- Play different instruments with increasing control to express our feelings and ideas.
- Access a range of percussion instruments indoors and outdoors and are taught their names.
- Explore how sounds can be changed and learn the related vocabulary e.g., loud/quiet, fast/slow.
- Build up a repertoire of songs and rhymes through opportunities to sing on a regular basis in a group or solo.
- Listen attentively, move to and talk about music, expressing our feelings and responses.
- Listen to and watch performances from around the world.
- Learn new hymns during singing assemblies, singing as part of the whole school
- Begin to play instruments in time to music

Reception Overview			
	Autumn	Spring	Summer
Big Questions	What makes me Unique?	How can I get there?	What can I grow?
	What is a traditional tale?	What is my favourite animal and why?	Who can help me?

Music Units	Music Unit - Me!	Music Unit - My Stories	Music Unit - Everyone!	Music Unit - Our World	Music Unit - Big Bear Funk	Music Unit - Reflect, Rewind and Replay
	<p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p>	<p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song.</p> <p>Share and perform the learning that has taken place</p>	<p>Listening and appraising Funk music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Playing instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition.</p> <p>Share and perform the learning that has taken place</p>	<p>Listen and Appraise</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Sing and revisit nursery rhymes and action songs</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>
Key Vocabulary in Reception	<p>Loud, quiet, soft, hard, slow, fast, instrument, voice</p> <p>a capella, appraising, arrangement, back beat, backing, balance, ballad, band, chord, chorus, cover, composing, crossover, decks, dynamics, ending, ensemble, groove, harmony, hook, improvise, verse, urban contemporary, timbre, texture, tempo, style, solo, rhythm, pulse, beat, pitch, performing, ostinato, original, melody, lyrics, introduction</p>					

Year 1	Hey You!	Christmas Nativity	In The Groove	Round and Round	Your Imagination	Reflect Rewind and Replay
Musical Activities to Teach the Skills	<p><u>Find the pulse!</u> March in time with the pulse Be an animal that finds the pulse</p> <p><u>Clapping Rhythms</u> Copy and clap back rhythms Clap the rhythm of your name Make up your own rhythm</p> <p><u>Singing</u> Rap and sing Hey You! in groups Have fun!</p> <p><u>Playing instruments</u> using one or two notes – C or C + G. <i>Which part did you play?</i></p> <p><u>Improvise</u> using the notes C + G: Challenge 1 Clap and Improvise Challenge 2 Sing, Play and Improvise</p>	<p><u>Performance Singing</u> Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices. Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.</p> <p><u>Performance</u> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance.</p>	<p><u>Find the pulse!</u> What animal can you be finding the pulse?</p> <p><u>Clapping Rhythms</u> Copy and clap back rhythms Clap the rhythm of your name Clap the rhythm of your favourite food Make up your own rhythms</p> <p><u>Singing</u> in all the different styles! <u>Playing instruments</u> using one or two notes – C or C + D. <i>Which part did you play?</i></p> <p><u>Improvise</u> using the notes C + D Challenge 1 Clap and Improvise Challenge 2 Sing, Play and Improvise</p>	<p><u>Find the pulse!</u> Use your imagination to find the pulse!</p> <p><u>Clapping Rhythms</u> Copy and clap back rhythms Clap the rhythm of your name Clap the rhythm of your favourite animal Make up your own rhythms Pitch is high and low sounds.</p> <p><u>Singing</u> and dancing and having fun!</p> <p><u>Playing instruments</u> using up to three notes – D or D, F, C + D. <i>Which part did you play?</i></p> <p><u>Improvise</u> using the notes D + E: Challenge 1 Clap and Improvise</p>	<p><u>Find the pulse!</u> Can you be a pop star finding the pulse?</p> <p><u>Clapping Rhythms</u> Copy and clap back rhythms Clap the rhythm of your name Clap the rhythm of your favourite colour Make up your own rhythms</p> <p><u>Singing</u> and have fun using your imagination</p> <p><u>Playing instruments</u> using one or two notes: C or C + G. <i>Which part did you play?</i></p> <p><u>Improvise</u> using the notes C + D: Challenge 1 Clap and Improvise</p>	Recap and revise

	Challenge 3 Improvise <i>Which challenge did you get to?</i> Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E. <i>Which notes did you use?</i>		Challenge 3 Improvise <i>Which challenge did you get to?</i> Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.	Challenge 2 Sing, Play and Improvise Challenge 3 Improvise <i>Which challenge did you get to?</i>	Challenge 2 Sing, Play and Improvise Challenge 3 Improvise <i>Which challenge did you get to?</i> Compose a simple melody using simple rhythms choosing from the notes C + D or C, D + E. <i>Which notes did you use?</i>	
Vocabulary	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform.	Pulse, rhythm, pitch, improvise, perform, imagination.	Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience.	Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination.	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.
Cross Curricular Links	History – 1980s	RE - Incarnation	Geography – Latin, Bhangra/ Bollywood, Irish			History - Classical

Year 2	Hands, Feet, Heart	Christmas Nativity	I Wanna Play In A Band	Zootime	Friendship Song	Reflect Rewind and Replay
Musical Activities to Teach the Skills	<p>Find the pulse!</p> <ul style="list-style-type: none"> What animal can you be finding the pulse? <p>Clapping Rhythms</p> <ul style="list-style-type: none"> Copy and clap back rhythms Clap the rhythm of your name Make up your own rhythm <p>Singing</p> <ul style="list-style-type: none"> Sing Hands, Feet, Heart in groups Have fun! Playing instruments using up to three notes – G or G, A + C. Which part did you play? <p>— Perform & Share</p> <p>A class performance of Hands, Feet, Heart. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?</p> <p>Improvise using the notes C + D:</p> <ul style="list-style-type: none"> Challenge 1 Clap and Improvise 	<p>Performance Singing</p> <ul style="list-style-type: none"> Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. <p>Performance</p> <ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. 	<p>Find the pulse!</p> <ul style="list-style-type: none"> You decide what you will be. Clapping Rhythms Copy and clap back rhythms Clap the rhythm of your name Clap the rhythm of your favourite food Make up your own rhythms Singing in all the different styles! <p>Perform & Share</p> <p>A class performance of I Wanna Play In A Band. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?</p> <p>Playing instruments using up to three notes – F or D and C. Which part did you play?</p> <p>Improvise using the notes F + G:</p>	<p>Find the pulse!</p> <ul style="list-style-type: none"> Be an animal of your choice Clapping Rhythms Copy and clap back rhythms Clap the rhythm of your name Clap the rhythm of your favourite animal Make up your own rhythms <p>Pitch is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument. Perform & Share</p> <p>A class performance of Zootime. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?</p> <p>Singing and dancing and having fun!</p> <p>Playing instruments using up to two notes – C or C + D. Which part did you play?</p>	<p>Find the pulse!</p> <ul style="list-style-type: none"> You can decide how to find the pulse! <p>Clapping Rhythms</p> <ul style="list-style-type: none"> Clap the rhythm of your name Clap the rhythm of your favourite colour Make up your own rhythms Singing in two-parts Playing instruments using up to three notes – C or E and G. Which part did you play? 3 — <p>Perform & Share A class performance of Friendship Song. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?</p> <p>Improvise using the notes C + D</p> <ul style="list-style-type: none"> Challenge 1 Clap and Improvise Challenge 2 Sing, Play and Improvise 	<p>Performance singing</p> <p>Revise existing</p>

	<ul style="list-style-type: none"> • Challenge 2 Sing, Play and Improvise • Challenge 3 <p><u>Improvise</u> Which challenge did you get to?</p> <p><u>Compose</u> a simple melody using simple rhythms, choosing from the notes C + D or C, D + E. Which notes did you use?</p>		<ul style="list-style-type: none"> • Challenge 1 Clap and Improvise • Challenge 2 Sing, Play and Improvise • Challenge 3 <p>Improvise Which challenge did you get to?</p> <p><u>Compose a simple melody</u> using simple rhythms, choosing from the notes F + G or F, G + A.</p>	<p><u>Improvise</u> using the notes C + D:</p> <ul style="list-style-type: none"> • Challenge 1 Clap and Improvise • Challenge 2 Sing, Play and Improvise • Challenge 3 <p>Improvise Which challenge did you get to?</p> <p><u>Compose a simple melody</u> using simple rhythms, choosing from the notes C + D or C, D + E.</p>	<ul style="list-style-type: none"> • Challenge 3 <p>Improvise Which challenge did you get to?</p> <p><u>Compose</u> a simple melody using simple rhythms, choosing from the notes C + D or C, D or E. Which notes did you use?</p>	
Vocabulary	Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo, rap, Reggae, glockenspiel.	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo, rap, Reggae, glockenspiel.	Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo, rap, Reggae, glockenspiel.	Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo, rap, Reggae, glockenspiel.	Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo, rap, Reggae, glockenspiel.	Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo, rap, Reggae, glockenspiel.
Cross Curricular Links		RE Incarnation Understanding Christianity			PSHE/RE Values	

Year 3	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect rewind and Replay
Musical Activities to Teach the Skills	<p>Play and copy back using up to 2 notes – C and D.</p> <p>Play instrumental parts with song by ear or/and from notation using the easy or medium part. Using up to three notes C, D and E.</p> <p>Improvise up to three notes C, D, and E</p> <p>Compose a simple melody using simple rhythms, choosing from the notes C, D and E or C, D, E, F, G</p>	Exploring and using skills using the Glockenspiel	<p>Play and copy back using up to 2 notes C and D</p> <p>Play instrumental parts with the song by ear. Using the notes C, D and E</p> <p>Improvise up to three notes C, D and E</p> <p>Compose a simple melody using simple rhythms, choosing from the notes C, D and E or C, D, E, F, G</p>	<p>Play and copy back using up to 2 notes G and A</p> <p>Play instrumental parts with the song by ear. Using the notes G, A and B</p> <p>Improvise up to three notes G, A and B</p> <p>Compose a simple melody using simple rhythms, choosing from the notes G, A and B or D, E, G, A and B</p>	<p>Play and copy back using up to 2 notes C and A</p> <p>Play instrumental parts with the song by ear. Using the notes C, A and G</p> <p>Improvise up to three notes C and A</p> <p>Compose a simple melody using simple rhythms, choosing from the notes C, A and G or C, D, E, G and A</p>	<p>A composition activity using Clash and Bang</p> <p>A composition activity</p> <p>Rhythm Grid work</p> <p>The Language of Music</p> <p>Rewind and Replay (Revision) - revisit songs from the year</p>
Vocabulary	Structure, Introduction, Verse, Chorus, Improvise, Compose, Pulse, Rhythm, Pitch, Tempo, Dynamics Bass, Drums, Guitar, Keyboard, Synthesizer, Hook, Melody	Improvise, Compose, Pulse, Rhythm, Pitch, Tempo, Dynamics, Texture, Structure, Melody	Introduction, Verse, Chorus, Bass, Drums, Electric Guitar, Keyboard, Organ, Backing Vocals, Pulse, Rhythm, Pitch, Tempo, Dynamics, Texture Structure, Compose, Improvise, Hook, Riff, Melody, Reggae	Keyboard, Drums, Bass, Pentatonic, Scale, Pulse, Rhythm, Pitch, Tempo, Dynamics, Texture Structure, Compose, Improvise, Hook, Melody	Keyboard, Bass, Drums, Imagination, Improvise, compose, Disco, Pentatonic Scale, Pulse, Rhythm, Pitch, Tempo, Dynamics, Texture Structure, Hook, Riff, Melody	Keyboard, Bass, Drums, Imagination, Improvise, compose, Disco, Pentatonic Scale, Pulse, Rhythm, Pitch, Tempo, Dynamics, Texture Structure, Hook, Riff, Melody, Classical, Compose,
Cross Curricular Links	PE Dance					

Year 4	Mamma Mia (Pop)	Ukelele	Classical Composers (Linked from Reflect and Rewind)	Glockenspiel Stage 2	Stop! (Grime)	Lean On Me (Gospel/Soul)	Blackbird (Pop)
Musical Activities to Teach the Skills	Listen and appraise different music by ABBA. Listen to recorded and live performances. Finding the pulse. Singing in unison. Playing instruments: notes G, A, B to accompany and improvise. Compose a simple melody using G,A,B,D,E. Perform compositions	Learned to play a stringed instrument. Read sheet music. Understand staff and notation. Play as a group. Continuation from Year 3 lessons.	Listen and appraise a variety of classical music: Beethoven, Wagner, Handel, Gershwin. Learn about modern day composers Zoe Dixon and Nico Muhly	Revise and continue to practise the notes C, D, E, F, G. Revisit previously played tunes. Read sheet music. Learn to play and perform as a group. Keep rhythm and time to music. Follow rhythmic patterns. To treat instruments with respect. To rehearse and perform.	Learn to rap in unison and in parts. Using notes C, D. Compose own lyrics as a rap. Perform the song and perform own lyrical compositions.	Using notes C,E,F,G,A to accompany song. Play instruments by ear or by notation. Compose a simple melody using F,G,A,D,E,F,G,A. Perform the song. Singing in unison.	Listen and appraise a range of music style by The Beatles. Sing in unison. Improvise using the notes: C,D,E. Compose a simple melody using the notes C,D,E, G,A. Perform the song in small groups. Listen to recorded and live performances. Understand how the Beatles influences the music scene.
Vocabulary	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison.		Classical, modern, composer, melody, instruments, listen, appraise, pitch, volume, dynamics	Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure.	Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo	Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo	Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, 3 – Perform & Share melody, solo
Cross Curricular Links					PSCHE: Bullying. Everyone's different.		PSCHE: Song written in support of the Civil Rights Movement.

Year 5	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My love	The Fresh Prince of Bel-Air	Dancing In The Street	Reflect rewind and Replay
Musical Activities to Teach the Skills	Warm-up games play and copy back using up to 3 notes – G, A + B. Bronze: G Silver: G + A Gold: G, A + B. challenge Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using G, A + B or D, E, F# + G Which part did you play? Improvise using up to 3 notes – G, A + B. Bronze: G Silver: G + A Gold: G, A + B challenge. Which challenge did you get to? Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale).	Read music Learn to play a stringed instrument	Warm-up games play and copy back using up to 3 notes – C, D + E. Bronze: C Silver: C + D Gold: C, D + E challenge. Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. Which part did you play? Improvise using up to 3 notes – C, D + E. Bronze: C Silver: C + D Gold: C, D + E challenge Which challenge did you get to? Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G	Warm-up games play and copy back using up to 3 notes – D, E + F. Bronze: D Silver: D + E Gold: D, E + F challenge. Which challenge did you get to? Singing/rapping in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – D, G + A. Which part did you play? Improvise using up to 3 notes – D, E + F. Bronze: D Silver: D + E Gold: D, E + F challenge. Which challenge did you get to? Compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A	Warm-up games play and copy back using up to 3 notes – F, G + A. Bronze: F Silver: F + G Gold: F, G + A challenge. Which challenge did you get to? Singing in unison. And with backing vocals Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 2 notes – F + G (complex rhythms). Which part did you play? Improvise using up to 3 notes – D, E + F. Bronze: D Silver: D + E Gold: D, E + F challenge Which challenge did you get to? Compose a simple melody using simple rhythms choosing from the notes C, D, E, F + G.	Performance singing
Vocabulary	Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus,	Ukulele Sheet music	Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise,	Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise,	Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover,	

	bridge, riff, hook, improvise, compose		cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	
Cross Curricular Links					RE: How and why do some people inspire others – civil rights movements	Drama PE: Dance

	timbre, texture, structure, notation.	timbre, texture, structure, notation.	timbre, texture, structure, notation.	timbre, texture, structure, notation.	timbre, texture, structure, notation.	timbre, texture, structure, notation.
Cross Curricular Links						PE: Dance skills