

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 Christmas Nativity	Music Unit - Everyone!	Music Unit - Our World	Music Unit - Big Bear Funk	Music Unit - Reflect, Rewind and Replay
	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	Performance Singing Listening and responding to new songs. Learning to sing new Christmas songs with actions. Learning to sing to project our voices so all can hear us. Perform and share Perform to an audience. Perform the learning that has taken place. Showing greater confidence to stand in front of a larger audience.	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song. Share and perform the learning that has taken place	Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition. Share and perform the learning that has taken place	Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place

Key Vocabulary in Reception	Loud, quiet, soft, hard, slow, fast, instrument, voice 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
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	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Year 1	Hey You!	Christmas Nativity	In The Groove	Round and Round	Your Imagination	Rhythm in the way we walk and Banana Rap
Musical Activities to Teach the Skills	<u>Find the pulse!</u> March in time with the pulse Be an animal that finds the pulse <u>Clapping Rhythms</u> Copy and clap back rhythms Clap the rhythm of your name Make up your own rhythm <u>Singing</u> Rap and sing Hey You! in groups Have fun! <u>Playing instruments</u> using one or two notes – C or C + G. <i>Which part did you play?</i> <u>Improvise</u> using the notes C + G: Challenge 1 Clap and Improvise Challenge 2 Sing, Play and Improvise Challenge 3 Improvise <i>Which challenge did you get to?</i> <u>Compose</u> a simple melody using simple	<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. <u>Performance</u> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance.	<u>Find the pulse!</u> What animal can you be finding the pulse? <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 <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> <u>Improvise</u> using the notes C + D Challenge 1 Clap and Improvise Challenge 2 Sing, Play and Improvise Challenge 3 Improvise <i>Which challenge did you get to?</i> <u>Compose a simple melody</u> using simple rhythms,	<u>Find the pulse!</u> Use your imagination to find the pulse! <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. <u>Singing</u> and dancing and having fun! <u>Playing instruments</u> using up to three notes – D or D, F, C + D. <i>Which part did you play?</i> <u>Improvise</u> using the notes D + E: Challenge 1 Clap and Improvise Challenge 2 Sing, Play and Improvise Challenge 3 Improvise <i>Which challenge did you get to?</i>	<u>Find the pulse!</u> Can you be a pop star finding the pulse? <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 <u>Singing</u> and have fun using your imagination <u>Playing instruments</u> using one or two notes: C or C + G. <i>Which part did you play?</i> <u>Improvise</u> using the notes C + D: Challenge 1 Clap and Improvise Challenge 2 Sing, Play and Improvise Challenge 3 Improvise <i>Which challenge did you get to?</i>	<u>Find the pulse!</u> Can you get funky and find the groove of the music? <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 <u>Perform and Share</u> Perform a whole class performance with rapping, singing and playing. Can you include some funky moves?

	rhythms, choosing from the notes C + D or C, D + E. <i>Which notes did you use?</i>		choosing from the notes C + D or C, D + E.		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, tempo, dynamics, timbre, texture, structure, notation.

Year 2	Hands, Feet, Heart	Christmas Nativity	I Wanna Play In A Band	Zootime	pBuzz
Musical Activities to Teach the Skills	Find the pulse! - What animal can you be finding the pulse? Clapping Rhythms - Copy and clap back rhythms - Clap the rhythm of your name - Make up your own rhythm Singing - 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? — Perform & Share 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? Improvise using the notes C + D: - Challenge 1 Clap and Improvise	Performance Singing - 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. Performance - 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.	Find the pulse! - 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! Perform & Share 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? Playing instruments using up to three notes – F or D and C. Which part did you play? Improvise using the notes F + G:	Find the pulse! - 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 Pitch is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument. Perform & Share 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? Singing and dancing and having fun! Playing instruments using up to two notes – C or C + D. Which part did you play?	Starting with the mouthpiece / exploring sound - Experiment with, create, select and combine sounds using the inter-related dimensions of music. - Children will start by spending time learning how to position their mouths to create a sound Trying the pBuzz / learning to produce sound - Play tuned and untuned instruments musically.” Looking at musical notes - Understand and explore how music is created, produced and communicated, including... appropriate musical notations. (Although notation is more explicit in KS2, KS1 pupils begin exploring symbols and simple representations.) Playing together - Use their voices expressively and creatively... [and] play tuned and untuned instruments musically. - Children will spend time playing the pBuzz together Performing “Use their voices expressively and creatively...” (Performance is embedded in KS1 expectations even if not explicitly labelled.) - Children will perform what they have learnt Playing musical games

	• Challenge 2 Sing, Play and Improvise • Challenge 3 <u>Improvise</u> Which challenge did you get to? <u>Compose</u> a simple melody using simple rhythms, choosing from the notes C + D or C, D + E. Which notes did you use?		• Challenge 1 Clap and Improvise • Challenge 2 Sing, Play and Improvise • Challenge 3 Improvise Which challenge did you get to? <u>Compose a simple melody</u> using simple rhythms, choosing from the notes F + G or F, G + A.	<u>Improvise</u> using the notes C + D: • Challenge 1 Clap and Improvise • Challenge 2 Sing, Play and Improvise • Challenge 3 Improvise Which challenge did you get to? <u>Compose a simple melody</u> using simple rhythms, choosing from the notes C + D or C, D + E.	• Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds... (Games often develop listening, pulse, rhythm, and creativity). Year 2 Singing (rounds, ensemble singing, recall) Pupils sing simple songs and patterns from memory with accurate pitch, joining in confidently as part of a group. They keep a steady pulse while singing together, begin to sing in a simple round, and recall short melodic phrases after hearing them. Year 2 Music Reading Statement (1-beat & 2-beat notes) “Pupils learn to recognise and read simple rhythmic symbols, including 1-beat and 2-beat notes. They clap, speak, and play these patterns accurately, and begin to read short rhythmic phrases from left to right.”
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.	pulse, rhythm, pitch, improvise, perform, audience, dynamics, tempo
Cross Curricular Links		RE Incarnation Understanding Christianity			

Year 3	Let Your Spirit Fly	Glockenspiel Stage 1	Ukulele		Three Little Birds	Reflect rewind and Replay
Musical Activities to Teach the Skills	Play and copy back using up to 2 notes – C and D. 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. Improvise up to three notes C, D, and E Compose a simple melody using simple rhythms, choosing from the notes C, D and E or C, D, E, F, G	Exploring and using skills using the Glockenspiel To play on the beat of a song correctly.	Play and copy back using up to 2 notes C and D Play instrumental parts with the song by ear. Using the notes C, D and E Improvise up to three notes C, D and E Compose a simple melody using simple rhythms, choosing from the notes C, D and E or C, D, E, F, G	Play and copy back using up to 2 notes G and A Play instrumental parts with the song by ear. Using the notes G, A and B Improvise up to three notes G, A and B Compose a simple melody using simple rhythms, choosing from the notes G, A and B or D, E, G, A and B	To confidently identify and move to the pulse. To think about what the words of a song mean. To recognise the style indicators of Reggae music. To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel.	A composition activity using Clash and Bang A composition activity Rhythm Grid work The Language of Music Rewind and Replay (Revision) - revisit songs from the year
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, Pentatonic Scale, Pulse, Rhythm, Pitch, Tempo, Dynamics, Texture Structure, Hook, Riff, Melody, Reggae, Structure	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	Ukelele	Mamma Mia (Pop)	Glockenspiel Stage 2	Stop! (Grime)	Lean On Me (Gospel/Soul)	Blackbird (Pop)
Musical Activities to Teach the Skills	Learned to play a stringed instrument. Read sheet music. Understand staff and notation. Play as a group. Continuation from Year 3 lessons, building on prior 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	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	Body Neck Headstock Tuning pegs Strings Frets Fretboard Strumming hand Fretting hand Chord shape C chord F chord G7 chord	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison.	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						PSHE: 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

Year 6	Happy	Christmas Glockenspiel Performance	A New Year Carol	You've Got A Friend	Music and Me	End of Year production
Musical Activities to Teach the Skills	Musical Activities using glocks and/or recorders: Warm-up games: play and copy back using up to 3 notes – A, G + B. Bronze: A Silver: A + G Gold: A, G + B challenge. Which challenge did you get to? Singing: in 2 parts. 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 – A, G + B. Which part did you play? Improvise: using up to 3 notes – A, G + B. Bronze: A Silver: A + G Gold: A, G + B challenge. Which challenge did you get to? Compose: a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.	Musical Activities using glocks Performing Play tuned percussion (glockenspiels) with accuracy, control, and expression Maintain a steady pulse and rhythm within an ensemble Perform simple melodies and harmony parts as part of a group Follow basic notation (staff notation or simplified notation such as letter names) Listening & Appraising Listen critically to Christmas music and identify structure, instruments, and key features Evaluate their own and others' performances, using appropriate musical vocabulary Musical Knowledge Recognise how parts fit together in an ensemble performance	Musical Activities using glocks and/or recorders: Warm-up games: pulse, rhythm and pitch games: • Learn to clap some of the the rhythms used in the song • Learn some musical phrases that you will sing in the song Did you try the extension rhythm and pitch game? Singing: in unison. Sing the song in its original style, and the Urban Gospel version.	Musical Activities using glocks and/or Recorders: Warm-up games: play and copy back using up to 3 notes – A, G + E. Bronze: A Silver: A + G Gold: A, G + E challenge. Which challenge did you get to? 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 4 notes – B, A + G and C, D, E + F. Which part did you play? Improvise: using up to 3 notes – A, G + E. Bronze: A Silver: A + G Gold: A, G + E challenge Which challenge did you get to? Compose: a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D.	Create: You will write your own music using 'Music and Me' ('Identity') as your theme. From the list below, which options and which tools did you choose? Did you work alone? Or in a group? • Which 'beat' did you use? • Music Explorer • An instrument • Write a rap • Write lyrics for a song • Use 'Quickbeats' • A combination of the above • Interview each other.	Musical Activities Singing: in 2 parts. Performing (Music & Drama) Sing with clear diction, accurate pitch, and control Perform actions, movement, or dance in time to music Memorise and perform lyrics, lines, and choreography Show expression, character, and confidence when performing Listening & Appraising Listen to and evaluate rehearsals, identifying: Strengths (timing, expression, clarity) Areas for improvement Respond to direction and feedback to refine performance Composing & Creating Contribute ideas for: Movement or choreography Vocal expression (dynamics, phrasing) Character interpretation

Vocabulary	Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation.	Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation.	Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation.	Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation.	Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation.	Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation.
Cross Curricular Links						PE: Dance skills