



St Mary's Catholic Primary School and Nursery

Music Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Name song The children will focus on learning each others names through songs.</p> <p>To begin to listen attentively to music, songs and rhymes</p>	<p>Bill Withers Lovely Day! Children will be exploring their world, through Bill Withers.</p> <p>Remember short songs and sounds</p> <p>Begin to repeat patterns of sounds</p>	<p>The Hockey Cokey Begin to copy and follow a steady beat.</p> <p>The children will begin to use their voices to sing through repetition and explore the various rhymes and traditional tales</p>	<p>Boing! Sanibonani! Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. (Call and response)</p> <p>Sing a few familiar songs and rhymes.</p> <p>Sings to self and makes up little songs</p>	<p>Marching band! Children will learn to listen and begin to familiarise themselves with various instruments through instruction songs, using both voices and instruments to distinguish the different sounds they can make,</p>	<p>Focus on the chosen nursery rhymes a context for the History of Music and the very beginnings of the Language of Music.</p>
Reception	<p>Me Listen and Respond to a different style of music each week/step</p>	<p>My Stories Listen and Respond to a different style of music each week/step</p>	<p>Everyone Listen and Respond to a different style of</p>	<p>Our World Listen and Respond to a different style of music each week/step</p>	<p>Big Bear Funk Listen and Appraise a different piece of Funk music each week/step</p>	<p>Revisit chosen songs, a context for the History of Music and the very beginnings</p>



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	<p>Explore and Create - initially using voices only but building to using classroom instruments.</p> <p>Singing - nursery rhymes and action songs - building to singing and playing</p> <p>Share and Perform</p>	<p>Explore and Create using voices and classroom instruments</p> <p>Singing - nursery rhymes and action songs - building to singing and playing</p> <p>Share and Perform</p>	<p>music each week/step</p> <p>Explore and Create - initially using voices only but building to using classroom instruments.</p> <p>Sing and play - nursery rhymes and action songs - building to singing and playing</p> <p>Share and Perform</p>	<p>Explore and Create - using voices and classroom instruments</p> <p>Sing and Play - nursery rhymes and action songs</p> <p>Share and Perform</p>	<p>Explore and Create using voices and classroom instruments</p> <p>Sing and Play Big Bear Funk and revisit a selection of nursery rhymes and action songs</p> <p>Share and Perform</p>	<p>of the Language of Music.</p>
Year 1	<p>Hey you!</p> <p>Hip Hop style for children to learn about the differences between pulse, rhythm and pitch</p>	<p>Rhythm in the way we walk & Banana Rap</p> <p>Focusing on two songs: Rhythm In The Way We Walk (Reggae style)</p>	<p>In the groove</p> <p>In The Groove is a song arranged in six different styles; Blues, Baroque, Latin,</p>	<p>Round and round</p> <p>Focussing on one song: Round And Round, a Bossa Nova Latin style</p>	<p>Your Imagination</p> <p>Using your imagination. Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and</p>	<p>Revisiting songs and musical activities, a context for the History of Music and the beginnings of the</p>



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	<p>and to learn how to rap and enjoy it in its original form.</p> <p>As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.</p>	<p>and Banana Rap (Hip Hop style).</p> <p>Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.</p>	<p>Bhangra, Folk and Funk.</p> <p>Each week you will listen and learn a different style of In The Groove.</p> <p>In the Listen and Appraise section of this unit you will also listen to a well-known song in that week's style.</p>	<p>Use of integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>improvisation resources, and a new compose tool.</p>	<p>Language of Music.</p>
Year 2	<p>Hands, feet, heart</p> <p>Focused around one song: Hands, Feet Heart.</p> <p>An integrated approach to music where games, the dimensions of music (pulse,</p>	<p>Ho,ho,ho & Christmas preparation!</p> <p>We will explain how sections of music can sound the same or different. E.g. verse, chorus, verse</p>	<p>I want to play in a band</p> <p>Singing and playing together in an ensemble.</p> <p>Learning to sing, play, improvise and compose.</p>	<p>Zootime</p> <p>Focused around one song: Zootime.</p> <p>An integrated approach to music where games, the interrelated dimensions of</p>	<p>Friendship Song</p> <p>Exploring various artists and composers who also create music reflecting the theme of friendship.</p>	<p>Revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>



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	rhythm, pitch etc), singing and playing instruments are all linked.	Will they sing songs as an ensemble following the tune (melody).	Listen and appraise classic Rock songs.	music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.		
Year 3	<p>Let your spirit fly An R&B song for children</p> <p>Listen and appraise a variety of R & B songs, learn to sing the songs across the unit.</p> <p>Compose and improvise with the song.</p>	<p>Glockenspiel 1</p> <p>Learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel.</p>	<p>Three little birds Three Little Birds by Bob Marley – a Reggae song.</p> <p>Explore how music can be played or listened to for a variety of purposes (including different cultures and periods in history).</p> <p>To think about what the words of a song mean and explore a</p>	<p>The dragon song by Joanna Mangona and Pete Readman</p> <p>Are they able to recognise a range of instruments by ear?</p> <p>To think about what the words of a song mean. To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing.</p>	<p>Bringing us together by Joanna Mangona and Pete Readman</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>To sing in unison and in simple two-parts.</p>	Revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.



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			variety or reggae songs!			
Year 4	Mama Mia! Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country as well as learning to sing, play, improvise and compose with the well known song Mamma Mia.	Glockenspiel 2 Exploring and developing playing skills through the glockenspiel and/or the recorder. Build on learning from Glockenspiel 1.	Stop Stop! – a song/rap about bullying. Learning about the interrelated dimensions of music through games, singing and composing.	Lean on me A Soul/Gospel Song by Bill Withers. Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion.	Blackbird Describing and identifying the different purposes of music. Will begin to use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition.	Revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
Year 5	Livin' on a prayer Bon Jovi - A classic Rock song. As well as learning to sing, play, improvise	Classroom Jazz Improvisation. Using two great pieces, Three Note Bossa and Five Note Swing, the pupils will	Make you feel my love Make You Feel My Love by Bob Dylan – a Pop Ballad sung by Adele. As well	The Fresh Prince of Bel-Air Old-School Hip Hop by Will Smith. Throughout the unit you will be encouraged to	Dancing in the Street! All musical learning will happen around this song and you will have the option to Listen and Appraise other songs in this Motown style	Revisiting songs and musical activities, a context for the History of Music and the beginnings of the



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	and compose with this song, children will listen and appraise other classic rock songs.	learn to play the pieces and then explore improvising with the repertoire.	as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads.	keep focused on musical learning; the integration of musical learning/practice		Language of Music.
Year 6	<p>Happy All the learning in this unit is focused around one song: Happy, a Pop song by Pharrell Williams a Pop song with a Soul influence about being happy.</p> <p>What makes you happy? Listen and Appraise the song Happy and other songs in different styles about being</p>	<p>Classroom Jazz This is a six-week Unit of Work that builds on previous learning. All the learning is focused around two tunes and improvising: Bacharach Anorak and Meet The Blues.</p> <p>To compare two songs in the same style, talking about what stands out musically in each</p>	<p>A New Year Carol</p> <p>All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol. Other learning within the unit gives your class the opportunity to research Benjamin Britten's life.</p>	<p>You've Got A Friend</p> <p>All the learning in this unit is focused around one song: You've Got A Friend by Carole King. You will be exploring some contemporary artists that have been inspired, and have cover versions of her songs!</p>	<p>Music and Me</p> <p>Music and Me is the first in a series of units focusing on inspirational women working in music, and part of Brighter Sound's pioneering gender equality initiative Both Sides Now. They will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women</p>	Revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.



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	happy. Think about the message of songs.	of them, their similarities and differences.	Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?	Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion	in music over the last 100 years. Can you refine and improve their (artists) work? This will be done by creating music with multiple sections that include repetition and contrast.	
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