

# St Mary Magdalen's Catholic Primary School Music Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<b>Making Music Together</b>	<b>Nativity</b>	<b>Exploring sound</b>		<b>Musical Expression</b>	
	Learn to make music together: singing and chanting together to develop teamwork and turn-taking. Learning excellent musical behaviours to encourage good listening within the classroom.	Prepare a performance for a show: Develop singing as a group by singing one melody line together at the same pitch. Starting to think about how we are standing and how we are pronouncing our words.	Musical variation: Starting to use our different voices when performing (singing, speaking, whispering and thinking) and being able to discern between them. Exploring high and low, fast and slow, rhythm or pulse and the ways in which these affect the music. Start to develop basic musical analysis skills and be able to speak to one another about what they are hearing.		Expressing ourselves musically: Creatively using our voices and movements for different moods and effects. Being more independent in our musical choices, whether that is through solo singing or being vocal about our responses to a piece of music. Further emphasis on enabling students to explore the effects of pitch, tempo and dynamics in creating different musical effects. Creatively responding to music (vocally and/or with movement).	
Year 1	<b>Teams and Leaders</b>	<b>Nativity</b>	<b>Magical musical aquarium</b>	<b>Football</b>	<b>Dancing and drawing to Nautilus</b>	<b>Cat and mouse</b>
	Taking turns: developing our ensemble and leadership skills through song and musical games. Exploration of untuned instruments or body percussion playing in time with a song.	Prepare a performance for a show: Embed our singing technique and sing with accuracy, clarity and expression. Enjoy performing with others.	<b>Focus: Timbre, pitch, structure, graphic symbols, classical music.</b> Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. • Sing a unison song rhythmically and in tune. • Play percussion instruments expressively, representing the character of their composition. • Listen to 'Aquarium', reflecting the character of the music through movement.	Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2. Objectives: • Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). • Chant together rhythmically, marking rests accurately. • Play a simple ostinato on untuned percussion. • Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. • Recognise the difference between a pattern with notes (pitched) and without (unpitched)	Focus: Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music. Objectives: • Perform actions to music, reinforcing a sense of beat. • Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. • Develop awareness of duration and the ability to move slowly to music. • Create art work, drawing freely and imaginatively in response to a piece of music.	Focus: Mood, tempo, dynamics, rhythm, timbre, dot notation. Objectives: • Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. • Attempt to record compositions with stick and other notations. • Sing and chant songs and rhymes expressively. • Listen and copy rhythm patterns.
Year 2	<b>Tony Chestnut</b>	<b>Nativity</b>	<b>Carnival of the animals</b>	<b>Orawa</b>	<b>Swing-along with Shostakovich</b>	<b>Charlie Chaplin</b>
	<b>Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1.</b> Objectives: • Improve rhythms along to a backing track using the note C or G. • Compose call-and-response music. • Play the melody on a tuned percussion instrument. • Sing with good diction. • Recognise and play echoing phrases by ear	Prepare a performance for a show: Embed our singing technique and sing with accuracy, clarity and expression. Enjoy performing with others, singing with precision and taking solo roles.	Focus: Timbre, tempo, dynamics, pitch, classical music. Objectives: • Select instruments and compose music to reflect an animal's character. • Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. • Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. • Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/deta	ocus: Beat, rhythm, repetition, structure, 20th century classical music. Objectives: • Improvise and compose, structuring short musical ideas to form a larger piece. • Sing and play, performing composed pieces for an audience. • Listen and appraise, with focus and attention to detail, recalling sounds and patterns	Focus: 2- and 3-time, beat, beat groupings, 20th century classical music. Objectives: • Create action patterns in 2- and 3-time. • Listen actively and mark the beat by tapping, clapping, and swinging to the music. • Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skippy'). • Understand and explain how beats can be grouped into patterns and identify them in familiar songs. • Move freely and creatively to music using a prop.	<b>Focus: To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).</b> Objectives: • Compose a soundtrack to a clip of a silent film. • Understand and use notes of different duration. • Understand and use notes of different pitch. • Understand and use dynamics.
Year 3	<b>I've been to Harlem</b>	<b>Christmas Carols performance</b>	<b>Latin dance (Classroom percussion)</b>	<b>From a railway carriage</b>	<b>Just three notes</b>	<b>Production</b>
	Focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1. Objectives: • Compose a pentatonic ostinato. • Sing a call-and-response song in groups, holding long notes confidently. • Play melodic and rhythmic accompaniments to a song. • Listen and identify where notes in the melody of the song go down and up.	Prepare a performance for a show: Embed our singing technique and sing with accuracy, clarity and expression, developing melodic precision and breath control.	Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2. Objectives: • Compose a 4-beat rhythm pattern to play during instrumental sections. • Working in small groups, sing a call-and-response song with an invented drone accompaniment. • Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. • Play a one-note part contributing to the chords accompanying the verses. • Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.	Focus: Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music. Objectives: • Explore ways to create word-based pieces of music. • Explore ways to communicate atmosphere and effect. • Listen and compare how different composers have approached creating word-based compositions.	<b>Focus: Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation.</b> Objectives: • Invent simple patterns using rhythms and notes C-D-E. • Compose music, structuring short ideas into a bigger piece. • Notate, read, follow and create a 'score'. • Recognise and copy rhythms and pitches C-D-E.	Working towards a school production, singing ensemble songs with precision and flair.
Year 4	<b>Rhythmic machines</b>	<b>Carol Service</b>	<b>Clarinet Project</b>		<b>Nature Poems</b>	<b>Production</b>
	Performing independent parts: working in groups to perform from a graphic score, and going on to create and develop short rhythmic machine performances using body percussion and vocal sound ostinati	Prepare a performance for a show: Embed our singing technique and sing with accuracy, clarity and expression, developing melodic precision and breath control and the ability to perform longer passages as a solo.	Exploring clarinet playing: developing technical ability on clarinet. To perform as a soloist or in a group.		Create atmospheric musical performances using xylophone ostinati phrases and small percussion. Explore the use of texture, tempo and dynamics to represent different moods and atmospheres	Working towards a school production, singing ensemble songs with precision and flair.

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Year 5	<b>Brilliant Beethoven</b>	<b>Carol Service</b>	<b>Gamelan</b>	<b>Four chord trick</b>	<b>Ground Bass</b>	<b>Production</b>
	Create a class performance of Beethoven's <i>Ode to Joy</i> as a way to develop an understanding of melodies and chords. Develop ensemble skills through performing in small groups.	Prepare and sing a number of class songs as part of the Junior carol Service. Songs to include unusual time signatures and/or phrase lengths and more complex melodies.	Gain an understanding of the Javanese gamelan and its musical and cultural traditions. Perform a gamelan piece and then compose a piece to perform as part of a wayang puppet show.	Perform a medley of songs that use the four chord trick as a way to embed ukulele technique and understand the role of chords in underpinning melodies	Revising notation and using our knowledge to perform 'Pachelbel's Canon' on glockenspiels in small groups. Develop knowledge of the Baroque period.	Working towards a school production, singing ensemble songs with precision and flair. Adding more complex harmony parts to a number of the songs.
Year 6	<b>'Watcha' rhythms</b>	<b>Carol Service</b>	<b>12 Bar Blues</b>	<b>Songwriting skills</b>		<b>Production</b>
	Perform a rhythmic spoken word piece from a notated score, in small groups. Develop the performance to include choreography and body percussion. Then create own score in a similar style.	Prepare and sing a number of class songs as part of the Junior carol Service. Songs to include unusual time signatures and/or phrase lengths, more complex melodies, and solo/harmony parts.	Create a 12 bar blues performance on xylophone and ukulele, to include the 12 bar blues sequence, a main melody, improvisation and AAB lyrics.	Create short songs in groups, through devising chord sequences, working out melody lines, and adapting lyrics to create effective vocals. Lead to class song writing for leavers song.		Working towards a school production, singing ensemble songs with precision and flair. Adding more complex harmony parts to a number of the songs. Developing solo singing to project in solo roles.