



St Mary's Catholic Primary School
Music Curriculum Map
2025-26



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>EFYS Focus Area</u>	<i>All about Me</i> Music and Movement. Pulse	<i>Light and Dark</i> Actions and Rhythmical Patterns	<i>Sounds All Around Me</i> Pitch- matching	<i>Traditional Tales</i> Rhymes, songs and stories	<i>Travelling Around</i> Playing and responding	<i>Holidays and the Seaside</i> Singing, listening and playing together.
EFYS	Move to the Music: <i>Starting and Stopping</i>	Follow the Leader: <i>Copy Me. Tap with Me</i>	Singing and Listening Skills: <i>Exploring musical sounds. Find your voice</i>	<i>Telling stories through music. Rhymes, Poems and songs Old and New</i>	To match movements and sounds. Feeling the music	Move in response to music
<u>KS1 Focus Area</u>	Pulse/Beat and Tempo	Rhythm	Pitch	Musicianship: Preparing for Reading Notation	Musicianship: Preparing for Ensemble Skills	Composing
Year 1	<u>Exploring Pulse and Tempo 1:</u> <i>Feel the Beat. Change the Tempo</i>	<u>Exploring Rhythm 1:</u> <i>Playing and Copying. Perform their own rhythm patterns</i>	<u>Exploring Pitch 1:</u> <i>High and Low.</i>	<u>Understanding Rhythm and Pitch:</u> <i>(Tuned and untuned Percussion)</i>	<u>Singing and Playing Skills 1:</u> <i>Pitch –Matching.</i>	<u>Creating Music 1:</u> <i>Sound effects, sequences of sounds, storytelling and graphic notation.</i>
Year 2	<u>Exploring Pulse and Tempo 2:</u> <i>Feel the Strong Beat. Speed of music</i>	<u>Exploring Rhythm 2:</u> <i>Stick Notation. Note values: (crotchets, quavers and crotchets rests)</i>	<u>Exploring Pitch 2:</u> <i>Dot Notation. Melodic phrases</i>	<u>Playing Rhythm and Pitch:</u> <i>(Tuned and untuned Percussion)</i>	<u>Singing and Playing Skills 2:</u> <i>Follow the Leader. Visual symbols (crescendo, decrescendo, pause)</i>	<u>Creating Music 2:</u> <i>Musical Conversations</i>

<u>KS2 Focus Area</u>	<u>Performing: Reading Notation- Rhythm</u>	<u>Performing: Reading Notation- Pitch</u>	<u>Performing: Instrumental /Vocal Performance</u>	<u>Musicianship: Singing, Playing and Listening</u>	<u>Composing and Improvising</u>	<u>Creating and Performing</u>
Year 3	<u>Reading Notation 1: Rhythm and Tempo. Crotchets and Paired Quavers</u>	<u>Exploring Staff Notation 1: High and Low</u>	<u>Ensemble Skills: Call and response. Ostinato</u>	<u>Developing into Musicians 1: Dynamics and Tempo</u>	<u>Composition Skills: Pitch, Rhythm and Structure</u>	<u>Exploring Musical Theatre: Forte and Piano</u>
Year 4	<u>Reading Notation 2: Sequences of 2, 3, 4 beat phrases. Minims and Rests</u>	<u>Exploring Staff Notation 2: Follow the Score.</u>	<u>Ensemble Skills: Rounds songs. Melody and Accompaniment</u>	<u>Developing into Musicians 2: Major and Minor</u>	<u>Composition Skills: Pentatonic Phrases and Rhythm Sequences</u>	<u>Exploring Classical Music 1: Legato and Staccato</u>
Year 5	<u>Reading Notation 3: Time Signatures. Semibreves and Semiquavers</u>	<u>Developing Sight Reading Skills 1: Melodic and rhythmic phrases</u>	<u>Ensemble Skills: Verse and chorus form. Chordal accompaniments (ukulele)</u>	<u>Developing into Musicians 3: Syncopation</u>	<u>Creating music for Film and TV: Character, Atmosphere and Environment</u>	<u>Exploring Classical Music 2: Structure and Texture</u>
Year 6	<u>Reading Notation 4: Rhythm Ensemble</u>	<u>Developing Sight Reading Skills 2: Note names and Durations</u>	<u>Ensemble Skills: Three- part rounds. Triads and Chord progressions (ukulele)</u>	<u>Developing into Musicians 4: Simple and compound time</u>	<u>Composition Skills: Notation, Expression and Performance</u>	<u>Singing with Style: Culminating in Leavers Performance</u>