



St Mary's Catholic Primary School
Music Curriculum Map
2024-25



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EFYS Focus Area	<u>All about Me</u> <u>Music and Movement. Pulse</u>	<u>Light and Dark</u> <u>Actions and Rhythmical Patterns</u>	<u>Sounds All Around Me</u> <u>Pitch- matching</u>	<u>Traditional Tales</u> <u>Rhymes, songs and stories</u>	<u>Travelling Around</u> <u>Playing and responding</u>	<u>Holidays and the Seaside</u> <u>Singing, listening and playing together</u>
Nursery	<u>Move to the Music: Starting and Stopping</u>	<u>Follow the Leader: Copy Me</u>	<u>Singing and Listening Skills: Exploring musical sounds. Find your voice</u>	<u>Telling stories through music</u>	<u>To match movements and sounds. Feeling the music</u>	<u>Move in response to music</u>
Reception	<u>Move to the Music: Skip, Hop, Jump</u>	<u>Follow the Leader: Tap with Me</u>	<u>Singing and Listening Skills: Exploring musical words. Match your voice</u>	<u>Rhymes, Poems and Songs Old and New</u>	<u>Use sounds to accompany a song. Noticing patterns and describing the music</u>	<u>Explore sounds through music games and listening activities</u>
KS1 Focus Area	<u>Pulse/Beat and Tempo</u>	<u>Rhythm</u>	<u>Pitch</u>	<u>Composing</u>	<u>Musicianship: Preparing for Ensemble Skills</u>	<u>Musicianship: Preparing for Reading Notation</u>
Year 1	<u>Exploring Pulse and Tempo 1: Feel the Beat. Change the Tempo</u>	<u>Exploring Rhythm 1: Playing and Copying. Perform their own rhythm patterns</u>	<u>Exploring Pitch 1: High and Low.</u>	<u>Creating Music 1: Sound effects, sequences of sounds, storytelling and graphic notation</u>	<u>Singing and Playing Skills 1: Pitch –Matching.</u>	<u>Understanding Rhythm and Pitch: (Tuned and untuned Percussion)</u>

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>Creating Music 2:</u> <i>Musical Conversations</i>	<u>Singing and Playing Skills 2:</u> <i>Follow the Leader. Visual symbols (crescendo, decrescendo, pause)</i>	<u>Playing Rhythm and Pitch:</u> <i>(Tuned and untuned Percussion)</i>
KS2 Focus Area	<u>Performing:</u> <u>Reading Notation-Rhythm</u>	<u>Performing:</u> <u>Reading Notation-Pitch</u>	<u>Performing:</u> <u>Instrumental /Vocal Performance</u>	<u>Composing and Improvising</u>	<u>Creating and Performing</u>	<u>Musicianship:</u> <u>Singing and Listening</u>
Year 3	<u>Reading Notation 1:</u> <i>Rhythm and Tempo. Crotchets and Paired Quavers</i>	<u>Exploring Staff Notation 1:</u> <i>High and Low</i>	<u>Ensemble Skills 1:</u> <i>Call and response. Ostinato</i>	<u>Composition Skills 1:</u> <i>Pitch, Rhythm and Structure</i>	<u>Exploring Musical Theatre:</u> <i>Forte and Piano</i>	<u>Developing into Musicians 1:</u> <i>Dynamics and Tempo</i>
Year 4	<u>Reading Notation 2:</u> <i>Sequences of 2, 3, 4 beat phrases. Minims and Rests</i>	<u>Exploring Staff Notation 2:</u> <i>Follow the Score.</i>	<u>Ensemble Skills 2:</u> <i>Rounds and partner songs, repetition, contrast. Melody and Accompaniment</i>	<u>Composition Skills 2:</u> <i>Pentatonic Phrases and Rhythm Sequences</i>	<u>Exploring Classical Music 1:</u> <i>Legato and Staccato</i>	<u>Developing into Musicians 2:</u> <i>Major and Minor</i>
Year 5	<u>Reading Notation 3:</u> <i>Time Signatures. Semibreves and Semiquavers</i>	<u>Developing Sight Reading Skills 1:</u> <i>Melodies (recorders, tuned percussion)</i>	<u>Pop Music 1:</u> <i>Arrangements and improvisation (ukulele, tuned percussion)</i>	<u>Creating music for Film and TV:</u> <i>Character, Atmosphere and Environment</i>	<u>Exploring Classical Music 2:</u> <i>Ensemble Performance</i>	<u>Developing into Musicians 3:</u> <i>Triads and Chord progressions</i>
Year 6	<u>Reading Notation 4:</u> <i>Rhythm Ensemble</i>	<u>Developing Sight Reading Skills 2:</u> <i>Note names and Durations (keyboard, recorders, tuned percussion)</i>	<u>Pop Music 2:</u> <i>Chords and Bass Lines (keyboard, ukulele, tuned percussion)</i>	<u>Composition 1:</u> <i>Ternary Piece. Pentatonic Scales for Melodies</i>	<u>Composition 2:</u> <i>Notation, Expression and Performance</i>	<u>Singing with Style:</u> <i>Syncopated rhythms. Three and Four-part rounds. Culminating in Leavers Performance</i>