

Holy Cross Catholic Primary School



Music Curriculum Map 2021-22

'We care, we share, we value.'

	Autumn		Spring		Summer	
Nursery	<ul style="list-style-type: none"> • Adds sound effects to stories using instruments. • Leads or is led by other children in their music making, ie being a conductor. • Listens and responds to others in pair/group music making. Operates equipment such as CD players, MP3 players, handheld devices, keyboards. Plays instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo). • Shows control to hold and play instruments to produce a musical sound, e.g. holding a triangle in the air by the string with one hand and playing it with a beater with the other. 					
Reception	<ul style="list-style-type: none"> • Creates music based on a theme e.g. creates the sounds of the seaside. • Finds and records sounds using recording devices. Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, e.g. playing quietly with quiet parts within music, stopping with the music when it stops. • Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. • Taps rhythms to accompany words, e.g. tapping the syllables of names/objects/ animals/lyrics of a song. • Creates rhythms using instruments and body percussion. • May play along to the beat of the song they are singing or music being listened to. • May play along with the rhythm in music, e.g. may play along with the lyrics in songs they are singing or listening to. 					
Year 1	Exploring Sounds	Exploring Time	You can't stop the beat!	The high and low of it	Exploring instruments and symbols	Terrific Textures of Music
	This unit develops children's ability to identify different sounds and to change and use sounds expressively in response to a stimulus. During this unit, children make a variety of sounds with their voices, bodies, found objects and	This unit develops children's ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound. During the unit children explore the duration of vocal and instrumental sounds. They play	This unit develops children's ability to recognise the difference between pulse and rhythm and to perform with a sense of pulse. During this unit, children use songs and activities to develop confidence in singing and playing to a	This unit develops children's ability to discriminate between higher and lower sounds and to create simple melodic patterns. During this unit they learn to control the pitch of their voices and instruments by moving higher and lower both in steps	This unit develops children's ability to recognise different ways sounds are made and changed and to name, and know how to play, a variety of classroom instruments. During this unit children explore classroom instruments and learn that	This unit develops children's ability to recognise how sounds and instruments can be used expressively and combined to create music in response to a stimulus. During this unit, children

	instruments, and explore how these sounds can be changed and used expressively in response to a stimulus. They use this knowledge to select sounds that reflect the mood of chants and songs. This leads to the creation of a class performance that uses sounds to heighten the effect of a chosen story.	percussion instruments with control and sensitivity, paying attention to dynamics, tempo and pitch. Towards the end of the unit the children begin to organise their sounds within a steady pulse. They record their sound sequences using symbols.	common pulse. They respond to and explore changes of speed (tempo) and repeat and create simple rhythmic phrases. They use these skills to create an accompaniment for a song or chant. This unit should be revisited during the key stage as many times as needed to ensure that all, or at least the great majority, of the class have achieved the expectation.	and leaps and holding the same note. They create simple melodic patterns and use changes in pitch expressively to respond to the stimuli of stories.	instruments that make sounds in similar ways can be grouped into families. They create symbols that represent the various ways an instrument can be played and use these to help create a sequence of sounds.	explore how sounds can be changed, combined and organised to create a class composition. They respond to stimuli suggested by the weather and explore ways in which sounds can be used expressively. They record their compositions using pictures, symbols and words.
Year 2	Mix it up	Duration Journey	Keeping it steady	Soaring high	Now it's your turn	Weather soundscapes
	This unit builds on children's knowledge from year 1 and their ability to identify different sounds and to change and use sounds expressively in response to a stimulus. During this unit, children make a variety of sounds	This unit builds on children's knowledge from year 1 and their ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound. During the unit children explore the	This unit builds on children's knowledge from year 1 and their ability to recognise the difference between pulse and rhythm and to perform with a sense of pulse. During this unit, children will be	This unit builds on children's knowledge from year 1 and their ability to discriminate between higher and lower sounds and to create simple melodic patterns. During this unit they learn to control the	This unit builds on children's knowledge from year 1 and their ability to recognise different ways sounds are made and changed and to name, and know how to play, a	This unit builds on children's knowledge from year 1 and their ability to recognise how sounds and instruments can be used expressively and combined to create music in

	<p>with their voices, bodies, found objects and instruments, and explore how these sounds can be changed and used expressively in response to a stimulus. They use this knowledge to select sounds that reflect the mood of chants and songs. This will work to develop a sense of pulse and time within music.</p>	<p>duration of vocal and instrumental sounds. They play percussion instruments with control and sensitivity, paying attention to dynamics, tempo and pitch. Towards the end of the unit the children begin to organise their sounds within a steady pulse. They record their sound sequences using pictures.</p>	<p>introduced to rhythmic notation and build on the last half term's work. They will then produce a written rhythmical composition which they will perform.</p>	<p>pitch of their voices and instruments by moving higher and lower both in steps and leaps and holding the same note. They will learn to perform pieces of music using letter notation on instruments.</p>	<p>variety of classroom instruments. During this unit children will create a composition using different instruments and the knowledge they have developed. They will notate their work using symbols they create.</p>	<p>response to a stimulus. During this unit, children explore how sounds can be changed, combined and organised to create a class composition. They will use the expressive elements of music to create a soundscape and a graphic score.</p>
Year 3	A trip to the Zoo	Exploring Ostinatos	Amazing Arrangements	Music from the East	Graphic Scores	Summer Sounds
	<p>This unit develops children's ability to create, perform and analyse short descriptive compositions that combine sounds, movements and words. In this unit, children learn to recognise how sounds can be used to describe different things, eg animals.</p>	<p>This unit develops children's ability to create simple rhythmic patterns and perform them rhythmically using notation as a support. In this unit, children extend their understanding of rhythmic patterns, and in particular, ostinato. They create their own</p>	<p>This unit develops children's ability to create, combine and perform rhythmic and melodic material as part of a class performance of a song. In this unit, children develop their understanding of how instruments can be used to accompany songs.</p>	<p>This unit develops children's ability to recognise, and use, pentatonic scales and create short melodies and accompaniments. In this unit pupils sing songs based on a pentatonic scale. They improvise with the five notes of a pentatonic scale and play them on a</p>	<p>This unit develops children's ability to create, perform and analyse expressive compositions and extend their sound vocabulary. In this unit, children develop understanding of</p>	<p>This unit develops children's ability to recognise and explore some characteristics of singing games. It consolidates their sense of pulse and ability to perform with others. In this unit children sing and play a</p>

	Using this understanding, they create their own music in pairs, add movement and narration and rehearse towards a final performance for others. During the unit they explore how the elements of pitch, duration, dynamics and tempo can be combined to describe different sounds, eg animal sounds.	patterns and play them separately and in combination with other patterns. They identify repeated patterns in different types of music.	They explore a variety of accompaniment devices, select appropriate phrases and patterns, and practise and rehearse towards a final class performance.	range of pitched instruments, individually and together. They use the scale to make up simple songs and accompaniments.	how the sounds made on different musical instruments can be used expressively. They explore how sounds can describe the moods stimulated by pictures and words. They create simple compositions combining rhythm and melody and share these with the class. They begin to explore the more abstract use of sounds.	selection of traditional and contemporary singing games. They look at their characteristics, eg structure, tempo, rhythm, tunes, words, actions. They think about the origins and uses of singing games.
Year 4	Here's your instrument	Reading music	Reaching new heights	Make it your own!	Fantastic 5s	Time to shine
Wider Opportunities Brass	In this unit children will be given an instrument to learn with and develop their musical knowledge, building on prior learning. They will begin to	This unit, while further developing their instrumental technique, will also introduce pitch and rhythm notation. Children will play simple pieces of	In this unit children will be introduced into a large compass of notes and secure prior learning.	This unit will focus on ensemble skills and the children will create a class orchestra. There will be two or three part pieces and playing in a round. Further	This unit will focus on composition and improvisation using a pentatonic scale. They will explore structure and	In this unit children will prepare for a class concert. They will rehearse as a class and individually and

	explore the instrument and various techniques they will need in order to play with some control	music using notation.		to this there will be a development of instrumental skills.	texture within this and using their instruments be able to maintain a part in a class performance.	put together a programme to perform.
Year 5	Here's your instrument	Reading music	Reaching new heights	Make it your own!	Fantastic 5s	Time to shine
Wider Opportunities Brass	In this unit children will be given an instrument to learn with and develop their musical knowledge, building on prior learning. They will begin to explore the instrument and various techniques they will need in order to play with some control	This unit, while further developing their instrumental technique, will also introduce pitch and rhythm notation. Children will play simple pieces of music using notation.	In this unit children will be introduced into a large compass of notes and secure prior learning.	This unit will focus on ensemble skills and the children will create a class orchestra. There will be two or three part pieces and playing in a round. Further to this there will be a development of instrumental skills.	This unit will focus on composition and improvisation using a pentatonic scale. They will explore structure and texture within this and using their instruments be able to maintain a part in a class performance.	In this unit children will prepare for a class concert. They will rehearse as a class and individually and put together a programme to perform.
Year 6	African Drumming	Music in the media	Reggae	Folk Song	Modal Jazz	3 Minute Musical
	This unit develops the children's ability to perform rhythmic patterns confidently and with a strong sense of pulse. In this unit, they learn basic rhythmic	This unit aims to give the children the experience of being "film soundtrack composers" and explores the challenges and musical devices	This unit explores reggae music and culture it comes from. The children explore the strong and weak beats of the bar, syncopation and the effect that	This unit explores the traditions of folk music from different countries and cultures. Children will learn different folk songs from around the world	This unit will build on skills in composition and improvisation using modal jazz. Children will listen to, perform,	This unit will pull together musical skills from over the years to compose a three minute musical. Children will compose a song

	<p>devices used in many drumming traditions. They play a variety of sounds on percussion instruments and learn how to use timbre and duration to add variety to their rhythmic ideas. They invent and improvise simple rhythmic patterns</p>	<p>used in film soundtrack composition. The children compose their own soundtrack to a film clip, learning how film composers use "Cue sheets" to create music to fit with exact timings.</p>	<p>this has on reggae music before looking at how "fragmented" melodic parts can be used as bass line riffs and melodic hooks. Children explore the different textural layers which make up reggae music before exploring the different themes used in traditional reggae lyrics.</p>	<p>while learning about the culture they come from. They will use these as a basis to compose their own songs using song writing skills.</p>	<p>improvise and compose using a variety of modes (e.g., Dorian, Phrygian, Aeolian). They will learn how modes are created and how this relates to the Ionian mode (major scale).</p>	<p>or a few short songs that reflect the intensions of a given brief They will perform this a part of a class performance at the end of the year.</p>
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