



St Michael's CE Aided School

Music Curriculum Map

Progression of Knowledge and Skills

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Communication and Language</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p> <p>Understanding the World</p> <p>Explore the natural world around them: sound causing a vibration (making musical instruments)</p> <p>Expressive Arts and Design</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Singing</p> <p>Copy a leader in a call-and-response song, waiting their turn to sing. Sing a cumulative song from memory, remembering the order of the verses. Chant together rhythmically, marking rests accurately. Sing an echo song while tapping the beat, and clap the rhythm of the words understanding there is one beat for each syllable. Copy call-and-response patterns with voices and instruments. Echo sing a line independently with teacher leading, then move on to pair singing in echo format. Sing either part of a call-and-response song.</p> <p>Performance</p> <p>Participate in creating a dramatic group performance using kitchen-themed props. Play classroom instruments on the beat. Play a simple ostinato on untuned percussion. Play the response sections on tuned percussion using the correct beater hold.</p> <p>Composing</p> <p>Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). Create musical phrases from new word rhythms they invent.</p> <p>Listening</p> <p>Listen and move in time to the song. Recognise the difference between a pattern with notes (pitched) and without (unpitched). .</p>	<p>Singing</p> <p>Sing with good diction. Chant <i>Grandma rap</i> rhythmically and perform to an accompaniment children create. Demonstrate an internalised sense of pulse through singing games. Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.</p> <p>Performance</p> <p>Play the melody on a tuned percussion instrument. Recognise and play echoing phrases by ear. Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers). Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. Learn a clapping game to <i>Hi lo chicka lo</i> that shows the rhythm. Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.</p> <p>Composing</p> <p>Improvise rhythms along to a backing track using the note C or G. Compose call-and-response music. Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.</p> <p>Listening</p> <p>Listen and match the beat of others and recorded music, adapting speed accordingly Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.</p>	<p>Singing</p> <p>Sing a call-and-response song in groups, holding long notes confidently.</p> <p>Performance</p> <p>Develop facility in a melodic instrument – cornet. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class and in small groups (e.g. trios and quartets). Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. Play melodic and rhythmic accompaniments to a song.</p> <p>Composing</p> <p>Compose a pentatonic ostinato.</p> <p>Listening</p> <p>Listen and identify where notes in the melody of the song go down and up. Develop active listening skills by responding to musical themes through movement. Understand the structure of rondo form (A-B-A-C-A). Develop a sense of beat and rhythmic pattern through movement. Experience call-and-response patterns through moving with a partner.</p>	<p>Singing</p> <p>Sing in a Gospel style with expression and dynamics. Sing Part 1 of a partner song rhythmically. Sing swung rhythms lightly and accurately. Sing Part 2 of a partner song rhythmically. 'Doodle' with voices over the chords in the song. Sing with expression and a sense of the style of the music. Sing a part in a partner song, rhythmically and from memory.</p> <p>Performance</p> <p>Play a bass part and rhythm ostinato along with <i>This little light of mine</i>. Adopt a rhythmic accompaniment while singing. Learn a part on tuned percussion and play as part of a whole-class performance. Understand triads and play C, F, G major, and A minor. Play an instrumental part as part of a whole-class performance.</p> <p>Composing</p> <p>Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).</p> <p>Listening</p> <p>Listen and move in time to songs in a Gospel style. '. Listen and identify similarities and differences between acoustic guitar styles. Identify similarities and differences between pieces of music in a folk/folk-rock style.</p>	<p>Singing</p> <p>Sing a sea shanty expressively, with accurate pitch and a strong beat. Sing in unison while playing an instrumental beat (untuned). Sing a song in two parts with expression and an understanding of its origins. Sing a round and accompany themselves with a beat. Sing and play the melody of <i>Kisne banaaya</i>. Sing in a four-part round accompanied with a pitched ostinato.</p> <p>Performance</p> <p>Keep the beat playing a 'cup' game. Play bass notes, chords, or rhythms to accompany singing. Play a drone and chords to accompany singing Listen and copy back simple rhythmic and melodic patterns.</p> <p>Composing</p> <p>Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. Improvise freely over a drone. Compose a simple accompaniment using tuned instruments. Create and perform their own class arrangement.</p> <p>Listening</p> <p>Talk about the purpose of sea shanties and describe some of the features using music vocabulary. .</p>	<p>Singing</p> <p>Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble. Sing a round accurately and in a <i>legato</i> style Sing a chorus in two-part harmony with dancing on the beat.</p> <p>Performance</p> <p>Develop facility in playing the ukulele including strumming, picking and basic chords.</p> <p>Composing</p> <p>Compose a syncopated melody using the notes of the C major scale. Compose an 8-bar piece using percussion, in 3-time and using chords F major and C major.</p> <p>Listening</p> <p>Listen to historical recordings of big band swing and describe features of the music using music vocabulary. Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).</p>