

# St Mary's Music Curriculum Map

## Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b><u>Me!</u></b> End Point: Perform Nursery Rhymes.	<b><u>Nativity Play</u></b> End Point: Performance in the Nativity Play.	<b><u>My Stories</u></b> End Point:	<b><u>Everyone!</u></b> End Point:	<b><u>Our World</u></b> End Point:	<b><u>Big Bear Funk</u></b> End Point:

## Infants (Years 1 and 2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1	<p><b><u>Hey you</u></b> Singing and body percussion Improvise and compose on 2 notes (C and D)</p> <p>End Point: Performance of Hey You with body percussion (whole class).</p>	<p><b><u>Christmas singing</u></b></p> <p>End Point: Performance of the Nativity Play (with untuned instruments).</p>	<p><b><u>Songs from Scotland</u></b> Listening with concentration to a variety of songs. Responding with actions</p> <p>End Point: Recorded mood responses with explanation based on dynamics - pitch, , timbre and tempo.</p>	<p><b><u>Friendship song (2)</u></b></p> <p>End Point: Whole class performance of the Friendship Song (with glockenspiels using two notes G and E).</p>	<p><b><u>I wanna to play in a band</u></b></p> <p>End Point: Whole Class performance of 'I Wanna Play in a Band' in front of an audience (using two notes).</p>	<p><b><u>The Benedetti Foundation</u></b></p> <p>End Point: Identifying and moving to a pulse in a range of music (introduce a piece of classical music - Baroque period – Bach, Vivaldi).</p>
Cycle 2	<p><b><u>Hands Feet Heart (2)</u></b></p> <p>End Point: Group percussion composition (using drums).</p>	<p><b><u>Christmas singing</u></b></p> <p>End Point: Performance of the Nativity Play (with untuned instruments).</p>	<p><b><u>Banana Rap (1)</u></b> Rap to pulse of music</p> <p>End Point: Performing a rap in small groups.</p>	<p><b><u>In the Groove (1)</u></b> Play glockenspiel in time using 2 different notes</p> <p>End Point: Whole class performance of 'In the Groove, Funk' song (with glockenspiels on two notes D and C).</p>	<p><b><u>Recorders (Red hot recorders course)</u></b></p> <p>End Point: Performance in front of an audience.</p>	

## Lower Juniors (Years 3 and 4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1	<p><b><u>Mamma Mia</u></b></p> <p>End Point: Whole class composition of Mamma Mia (with recorders using notes G, A, B).</p> <p>Yr 4 learning Fife with Berkshire Maestros Y3 continuing to learn recorders</p>	<p><b><u>Advent Celebration</u></b></p> <p>Sing confidently controlling volume and pitch</p> <p>End Point: Advent Celebration performance (with percussion).</p> <p>Yr 4 learning Fife with Berkshire Maestros – Y3 continuing to learn recorders</p>	<p><b><u>Stop</u></b></p> <p>Sing and play the glockenspiel part to the rap Improvise and compose rap lyrics to fit music</p> <p>End Point: Composition of rap lyrics and perform in small groups</p>	<p><b><u>Lean on me</u></b></p> <p>End Point: Composition and performance of ‘Lean on Me’ using three notes.</p>	<p><b><u>The Benedetti Foundation</u></b></p> <p>Introduction to rhythm.</p> <p>End Point: Knowing the difference between pulse and rhythm.</p>	<p><b><u>Blackbird</u></b></p> <p>End Point: Composition and performance of ‘Blackbird’ using three notes.</p>
Cycle 2	<p><b><u>The Benedetti Foundation</u></b></p> <p>End Point: Identifying and joining in with the rhythm in a range of music.</p> <p>Yr 4 learning Fife with Berkshire Maestros Y3 continuing to learn recorders</p>	<p><b><u>Advent Celebration</u></b></p> <p>Sing confidently controlling volume and pitch with greater control and accuracy</p> <p>End Point: Advent Celebration performance (with percussion).</p> <p>Yr 4 learning Fife with Berkshire Maestros Y3 continuing to learn recorders</p>	<p><b><u>Three Little Birds</u></b></p> <p>Sing and play The instrumental part of 3 little birds Improvise and compose using 3 notes and record my composition on a grid</p> <p>End Point: Grid notation of their own composition and performance of ‘Three Little Birds’ with Boom whackers).</p>	<p><b><u>Glock 1</u></b></p> <p>End Point: Performing a piece by reading sheet music.</p>	<p><b><u>The Dragon Song</u></b></p> <p>End Point: Whole class two-part harmony</p>	<p><b><u>Chrome Music Lab/Saint-Saens (Carnival of animals)</u></b></p> <p>End Point: Composition of music.</p>

## Upper juniors (Years 5 and 6)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1	<p><b><u>Make you Feel my Love</u></b> Sing and play an instrument to the instrumental part of the music Improvise and compose using 3 notes</p> <p>End Point: Composition using voice or choice of instrument.</p>	<p><b><u>Advent Celebration</u></b> carols Sing confidently showing greater accuracy and expression End Point: Advent Celebration performance.</p>	<p><b><u>Ukulele Course</u></b></p> <p>End Point: Composition and performance using 2-3 chords - C, F, G7 and G).</p>		<p><b><u>Livin' on a Prayer</u></b> Sing and play the glock part to the music Improvise and compose using 3 chords Record my composition on a grid using stick notation</p> <p>End Point: Group composition and performance using three chords.</p>	<p><b><u>Year 6 – Musical Theatre Production</u></b> Know that songs can be used to tell a story follow a conductor</p> <p>End Point: Production performance.</p>
Cycle 2	<p><b><u>Fresh Prince of Belair</u></b> Identify the main style indicators for hip hop music Compose an instrumental section to the music using notes D, E and F Record my composition on a grid using stick notation</p> <p>End of Point: Composition and notation of 'Fresh Prince of Belair' (using notes D, E and F).</p>	<p><b><u>Advent Celebration</u></b> Sing confidently showing increased accuracy , fluency and expression</p> <p>End Point: Advent Celebration performance.</p>	<p><b><u>Classroom Jazz 1</u></b></p> <p>End of Point: Improvisation and performance using ukulele, glockenspiel and drum.</p>	<p><b><u>You've got a friend</u></b></p> <p>End Point: Child-led composition of 'You've got a friend' with ukulele and glockenspiel.</p>	<p><b><u>Ten pieces - Rhapsody and Blue</u></b></p> <p>End Point: Group composition and performance.</p>	<p><b><u>Year 6 – Musical Theatre Production</u></b> Listen attentively to my peers' performances Use dynamics and expression to make my performance more interesting</p> <p>End Point: Production performance.</p>