

## Molehill Primary Academy Music Curriculum Map

	Who we are	How we organise ourselves	Where we are in place and time	How we express ourselves	Sharing the planet	How the world works
KS1 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Colonel Hathi's March & Magical Musical Aquarium (SingUp!)	Christmas Performance	Football (SingUp!)	Who stole my chickens and my hens? (SingUp!)	Dancing and drawing to <i>Nautilus</i> & Cat and mouse (SingUp!)	Come dance with me (SingUp!)
Year 1 Skills	Ongoing					
	<p>Move in response to music.</p> <p>Use singing voices with growing confidence.</p> <p>Identify different groups of instruments; identify and name classroom instruments.</p> <p>Play instruments in different ways and create sound effects.</p>	<p>Sing with growing accuracy.</p> <p>Sing with growing expression.</p> <p>Sing with a growing awareness of others around them.</p>	<p>Handle and play instruments with increasing control.</p> <p>Create a simple ostinato on untuned percussion.</p> <p>Contribute to the creation of a class composition and join in with a performance.</p> <p>Compose and perform word patterns in groups.</p>	<p>Mark rests using body percussion.</p> <p>Compose new lyrics.</p> <p>Create a performance.</p> <p>Create body percussion rhythms.</p>	<p>Listen to and respond appropriately to music.</p> <p>Perform actions in time to a piece of music.</p> <p>Respond to music signals.</p> <p>Begin to develop awareness of duration.</p>	<p>Find the beat with more independence.</p> <p>Sing confidently.</p> <p>Begin to create rhythmic patterns.</p> <p>Sing and play in call-and-response.</p>
Year 2 Skills	Ongoing					
	<p>Move in time to music.</p> <p>Sing with growing accuracy.</p> <p>Identify different groups of instruments; identify and name classroom instruments.</p> <p>Compose music to march to using tuned and untuned percussion.</p>	<p>Sing songs expressively.</p> <p>Sing with a sense of awareness of pulse and rhythm.</p> <p>Choose appropriate places to breathe.</p>	<p>Handle and play instruments with control.</p> <p>Create a simple ostinato on untuned percussion.</p> <p>Contribute to the creation of a class composition and join in with a performance.</p> <p>Compose and perform word patterns in groups.</p>	<p>Mark rests using body percussion.</p> <p>Marks rests using instruments.</p> <p>Compose new lyrics.</p> <p>Create a performance.</p> <p>Create body percussion rhythms.</p>	<p>Listen to and respond appropriately to music.</p> <p>Perform actions in time to a piece of music with growing accuracy.</p> <p>Respond to music signals.</p> <p>Identify long and short sounds.</p>	<p>Find the beat with more independence.</p> <p>Recall and remember short songs and sequences and patterns of sounds.</p> <p>Begin to create rhythmic patterns.</p> <p>Sing and play in call-and-response.</p> <p>Develop awareness of duration.</p>

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LKS2 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Introduction to the woodwind family	Mingulay Boat Song (SingUp!)	Samba with Sergio (SingUp!)	Spain (SingUp!)	From a Railway Carriage	Just 3 Notes (SingUp!) Short Ride (10 Pieces)
Genre Focus	Classical Music (Woodwind through time)	Folk Songs	Latin American (Samba)	Latin American (Habenera)	20th Century	Minimalism
Recorder Focus	Recorder basics, Note: B	Reading rythms, Notes: B&A	Notes: B, A, G	Recorder Festival	Notes, E, B, A, G	Performance
Year 3 Skills	Ongoing					
	<p>Maintain a steady pulse when playing their part.</p> <p>Clap, tap or play back a simple rhythm.</p> <p>Begin to read stave notation, recognising crotchets, minims and rests.</p> <p>Use crotchets and rests to compose simple rhythmic patterns.</p> <p>To begin to talk about and respond to pieces of music.</p>	<p>Use formal notation to write simple rhythms such as crotchets (recorder)</p> <p>Identify similarities and differences between music.</p> <p>Appreciate music from different traditions.</p> <p>Begin to notice dynamics in stave notation.</p> <p>Perform with increasing accuracy, paying attention to dynamics.</p>	<p>Play the notes GAB on the recorder.</p> <p>Read and perform simple rhythms and melodies using standard staff notation – crotchet, quaver, minim, semibreve (recorder) plus crotchet rests.</p> <p>Being to improvise by responding appropriately to a call and response song.</p> <p>To begin to identify the meaning of a song or its function.</p>	<p>Perform confidently in front of an audience.</p> <p>Perform in a group of two or three and maintain their own part using instruments or voices.</p> <p>Recognise similarities and differences between rhythms within a similar stule of music.</p> <p>Compose by joining two musical patterns together.</p>	<p>Play the notes GAB on the recorder and to read these independently from a score.</p> <p>Improvise simple rhythms or melodies.</p> <p>Compose simple pieces to create pictures, moods and emotions or to represent an idea.</p> <p>Comment of the use of dynamics in a piece.</p> <p>Recognise and describe the structure of a piece.</p> <p>Talk about the texutre of a piece of music.</p>	<p>Compose a short piece in response to given stimuli.</p> <p>Choose sounds and instruments which are appropriate to the task, with support.</p> <p>Perform a piece of music they have composed to an audience (individually or as part of a group).</p> <p>Talk about and respond to pieces of music, giving reasons for their opinions.</p>
Year 4 Skills	Ongoing					
	<p>Maintain a steady pulse when playing their part, ensuring they are in time with the ensemble.</p> <p>Clap, tap or play back any rhythm.</p> <p>Begin to read stave notation, recognising crotchets, minims and rests.</p> <p>Use crotchets and rests to compose simple rhythmic patterns.</p> <p>Talk about and respond to pieces of music, giving reasons for their opinions.</p> <p>To identify orchestral instruments and to place them within the correct family of instruments.</p>	<p>Use formal notation to write simple rhythms such as crotchets (recorder)</p> <p>Identify similarities and differences between music.</p> <p>Express an opinion about a piece of music and about different genres.</p> <p>Begin to notice dynamics in stave notation.</p> <p>Perform with increasing accuracy, paying attention to dynamics.</p> <p>Comment on the structure or phrasing of a piece.</p>	<p>Play the notes GAB on the recorder and to read these from a score.</p> <p>Read and perform simple rhythms and melodies using standard staff notation – crotchet, quaver, minim, semibreve (recorder) plus crotchet rests.</p> <p>Use call and response appropriately to improvise.</p> <p>Identify the meaning of a song or its function.</p> <p>To perform in a group of two or three and maintain their own part using instruments or voices.</p>	<p>Perform confidently in front of an audience.</p> <p>Perform in a group of two or three and maintain their own part using instruments or voices.</p> <p>Appriase own performance and improve on it.</p> <p>Recognise similarities and differences between rhythms within a similar stule of music.</p> <p>Compose by joining two musical patterns together.</p> <p>Appraise own composition and improve.</p>	<p>Play the notes EGAB on the recorder and to read these from a score.</p> <p>Improvise simple rhythms or melodies.</p> <p>Compose simple pieces to create pictures, moods and emotions or to represent an idea.</p> <p>Comment of the use of dynamics in a piece, using correct musical language.</p> <p>Recognise and describe the structure of a piece using music terminology, where possible.</p> <p>Talk about the texutre of a piece of music.</p>	<p>Compose a short piece in response to given stimuli.</p> <p>Choose sounds and instruments which are appropriate to the task.</p> <p>Perform a piece of music they have composed to an audience (individually or as part of a group).</p> <p>Talk about and respond to pieces of music, giving reasons for their opinions and using appropriate musical language.</p> <p>Begin to record compositions using standard notation – even if it just their own part.</p>

	How the world works	Sharing the planet	Who we are	Where we are in place and time	How we express ourselves	How we organise ourselves
UKS2 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Introduction to the string family	Hey Mr Miller (SingUp!)	Three Little Birds (SingUp!)	Madina Tun Nabi (SingUp!)	Composing for Protest (SingUp!)	Summer Performances
Genre Focus	Strings around the world	Jazz	Reggae	Nasheed (Islamic Song)	Anthems	Musical Theatre
Ukulele Focus	Ukulele basics, Chords C & Amin	F major	C7, G7		Ukulele Festival	
Year 5 Skills	Ongoing					
	<p>To demonstrate good singing and playing posture.</p> <p>Perform songs, accompanying own singing.</p> <p>Compose strumming patterns.</p> <p>Listen with detail to music and identify instruments by ear.</p> <p>Find ways to notate strumming patters.</p> <p>To play a chord.</p>	<p>Be aware of the importance of clear diction when singing and to begin to sing expressively.</p> <p>Have an awareness of different singing styles depending on the genre.</p> <p>Begin to play a chord sequence as part of a group.</p> <p>Improvise over a chord sequence.</p> <p>Perform using TAB notation.</p> <p>Listen to recordings of big band swing and describe features of the music using musical vocabulary.</p>	<p>Sing in unison and 2-part harmony.</p> <p>Extend knowledge of chords</p> <p>Play a melodic riff by ear.</p> <p>Listen and appraise, demonstrating knowledge and understanding of the origins, history, and social context of Reggae music.</p> <p>Listen for chord changes and pick out a bass line.</p>	<p>To sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.</p> <p>When singing, have an awareness of and observe phrasing, accurate pitching, articulation of words and dynamics.</p> <p>To sing a round, as part of a group, with confidence.</p> <p>To play tuned percussion using the notes C to C.</p> <p>To be able to individually maintain a repeated rhythmic pattern when playing as part of a group.</p> <p>To sustain a melodic part independently when playing as part of a duo or a larger group.</p>	<p>Listen for and copy ostinatos.</p> <p>To compose and perform a melody that uses at least five different notes.</p> <p>To record a simple melody, that they have composed, using stave notation.</p> <p>To compose using dynamics – forte, piano, fortissimo, pianissimo, crescendo and diminuendo.</p> <p>To compose alternative lyrics to fit with a song.</p> <p>Perform own compositions.</p>	<p>Sing a broad range of songs, with an awareness of ensemble, performance, and the styles associated with that genre.</p> <p>Start to self-correct your part if lost.</p> <p>Sustain a melodic part independently when playing as part of a duo or a larger group.</p> <p>Appriase musical performances and think of ways to improve.</p>
Year 6 Skills	Ongoing					
	<p>Perform songs with a variety of accompaniments.</p> <p>Compose strumming patterns.</p> <p>Listen with detail to music and identify instruments by ear.</p> <p>Find ways to notate strumming patters.</p> <p>To play a chord.</p> <p>To begin to play a chord sequence as part of a group.</p>	<p>Be aware of the importance of clear diction when singing and sing expressively.</p> <p>To being to respond to a conductor/director, particularly if they are requiring a difference or change in the dynamics or balance of the parts.</p> <p>To play a chord sequence with a growing number of chords (individually or as part of a group).</p> <p>To improvise rhythms or notes with the voice or on an instrument.</p> <p>Perform using TAB notation.</p> <p>Listen to recordings of big band swing and describe features of the music using musical vocabulary.</p>	<p>Sing in unison and 3-part harmony.</p> <p>Play more chords confidently.</p> <p>Play a melodic riff by ear.</p> <p>Listen and appraise, demonstrating knowledge and understanding of the origins, history, and social context of Reggae music.</p> <p>Listen for chord changes and pick out a bass line.</p>	<p>Sing as a group, with confidence, performing a 3 or 4 part round or harmonisation parts.</p> <p>Create music motifs.</p> <p>Compose melodic phrases which demonstrate an awareness of musical shape.</p> <p>Compose over a drone.</p> <p>Express an opinion about a piece of music, giving detailed reasons for their comments.</p> <p>Analyse and compare features of one or more pieces of music.</p>	<p>Compose a piece of music with multiple sections which include contrast and repetition.</p> <p>Compose ostinati as part of an accompaniment.</p> <p>Write lyrics and fit them to a melody.</p> <p>Perform own compositions.</p> <p>Listen carefully to compositions to appraise and improve.</p>	<p>Explain clearly and musically how a performance could be improved.</p> <p>To comment on how the space and placing of performers will have an effect on the performance.</p> <p>Sing a broad range of songs, with an awareness of ensemble, performance, and the styles associated with that genre.</p> <p>Self-correct your part if lost.</p>