



Curriculum Map **Subject: Music**



Intent Statement

Our intent at St Nicholas Catholic Primary School is to deliver a broad and balanced Music curriculum that is ambitious, challenging and engaging. At St Nicholas the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective is for all of our children, including those who are disadvantaged and pupils with SEND, to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

<https://connect.collins.co.uk/school/Primary/ME/MusicExpress.aspx#!/home>

Patron Saint of Music is St Cecilia. We ask St. Cecilia to pray for us.







Cecilia. St. Cecilia (feast day November 22) was one of the most famous virgin martyrs of the early church and historically one of the most discussed. She is a patron saint of music and of musicians.



"I have a heart to sing to the Lord."







This quote highlights her love for God through music, which is why she is often considered musicians. These expressions of her faith, even in the face of martyrdom, have contributed lasting legacy as a saint and symbol of devotion through music.



Implementation - curriculum coverage

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Who shall I be today?</p> <p>Singing, playing listening, responding, moving to music. Children dress up and engage in imaginative play, acting out hopes and dreams..</p>	<p>Our growing world?</p> <p>Singing, playing listening, responding, moving to music. Children engage with the natural world and the creativity it inspires.</p> <p>When snowflakes fall</p> <p>Singing, playing listening, responding, moving to music.</p>	<p>Amazing African Animals</p> <p>Singing, playing listening, responding, moving to music.</p> <p>Children learn about the diverse continent of Africa and meet some of its most loved inhabitants.</p> <p>A tale from long ago- Singing, playing listening, responding, moving to music.</p> <p>Children learn about traditional tales from the past.</p>	<p>Under the Sea</p> <p>Singing, playing listening, responding, moving to music.</p> <p>Children dive into a watery world, full of mysterious and exciting marine life.</p>	<p>Busy City</p> <p>Singing, playing listening, responding, moving to music.</p> <p>Children explore and compare urban and rural environments.</p>	<p>Lets Go Green</p> <p>Singing, playing listening, responding, moving to music.</p> <p>Children think of Imaginative ways to reuse and recycle.</p>
	 <p>Everyone is special Human Dignity</p>	 <p>Showing we care Solidarity</p>	 <p>Thinking of everyone The Common Good</p>	 <p>Caring for God's gifts Stewardship</p> <p><u>Under the Sea</u></p>	 <p>Thinking of everyone The Common Good</p> <p><u>Busy City</u></p>	 <p>Caring for God's gifts Stewardship</p> <p><u>Let's go Green.</u></p>

	<p><u>Who shall I be today?</u> Human Dignity. How is everyone's work important and helps others?</p>	<p><u>Our Growing World</u> Solidarity - How does looking after seeds and plants help the rest of the world?</p>  <p>Everyone is special Human Dignity</p> <p><u>When snowflakes fall</u> Human Dignity - Talk about how snowflakes are unique, just like each person; everyone has value and beauty. How are you special?</p>	<p><u>Amazing African Animals</u> Solidarity/ The Common Good How can we help one another and protect the environment?</p>  <p>Showing we care Solidarity</p> <p><u>Tales from Long Ago</u> Solidarity - celebrate friendship and community - how did elves and the shoemaker work together?</p>	<p>Stewardship - how can we look after plants and animals in the ocean?</p>	<p>The Common Good - How do people in both settings contribute to society?</p>	<p>Stewardship: How does reusing materials help protect our environment?</p>
<p><u>Key objectives (Pupils must know and remember theses facts / Improve, hone & apply these skills)</u> Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Building Relationships: Work and play cooperatively and take turns with others. Being Imaginative and Expressive: Invent, adapt and recount narratives and stories with peers and their teacher; - 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>						

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Ourselves The children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story.</p> <p>Number The children develop a sense of steady beat through using movement, body percussion and instruments.</p>	<p>Animals The children develop an understanding of pitch through using movement, voices and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.</p> <p>Weather The children use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p>	<p>Machines The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo.</p> <p>Seasons The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</p>	<p>Our School The children explore sounds found in their school environment. They investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography.</p> <p>Pattern The children develop an understanding of metre – groups of steady beat – through counting, body percussion and reading scores.</p>	<p>Story Time The children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.</p> <p>Our Bodies The children respond with their bodies to steady beat and rhythm in music. They experience combining rhythm patterns with steady beat, using body percussion.</p>	<p>Travel The children develop their performance skills and learn songs about travel and transport from around the world.</p> <p>Water The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p>
	 <p>Showing we care Solidarity</p> <p><u>Ourselves</u> Solidarity / The Common Good How is</p>	 <p>Thinking of everyone The Common Good</p> <p><u>Animals</u> The Common Good Every animal has a unique role in</p>	 <p>Everyone should have a say Subsidiarity</p> <p><u>Machines</u> Subsidiarity How is your part</p>	 <p>Taking part Participation</p> <p><u>Our School</u> Participation</p>	 <p>Everyone is special Human Dignity</p> <p><u>Story Time</u> Human Dignity</p>	 <p>Being peacemakers Promoting peace</p> <p><u>Travel</u> Promoting Peace</p>

everyone's input important for the common good?



Taking part
Participation

Number

Participation

Why is it important for everyone to take part in a piece of music?

nature. How does each person make a contribution to the community?



Thinking of everyone
The Common Good

Weather

The Common Good.

How can different types of weather help us?

important in this piece of music?



Caring for God's gifts
Stewardship

Seasons

Stewardship

What can we thank God for in each different season?

Why was it important for you to take part in the recording / performance?



Thinking of everyone
The Common Good

Pattern

The Common Good

Why is teamwork important in performing a piece of music?

Why is it important to hear a story from a different point of view?



Taking part
Participation

Our Bodies

Participation

Why does everyone's contributions matter?

Fostering respect and appreciation for diversity - how can we show love for people in other countries?



Putting people most in need first
Preferential Option for the Poor

Water

Preferential option for the poor

How can we make sure everyone has clean water?

Key objectives (Pupils must know and remember theses facts / Improve, hone & apply these skills)

- ★ Can they identify what different sounds could represent and give a reason why?
- ★ Can they identify texture - listening for whether there is more than one sound at the same time?
- ★ Can they identify musical structure in a piece of music (verse, chorus etc.)?
- ★ Can they repeat (short rhythmic and melodic) patterns?
- ★ Can they give a reason for choosing an instrument?

Year group	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>Ourselves The children discover ways to use their voices to describe feelings and moods. They create and notate vocal sounds, building to a performance.</p> <p>Toys The children move and play to a steady beat and to sound sequences. They learn to control changing tempo as they take a scooter ride.</p>	<p>Our Land The children explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by myths.</p> <p>Our Bodies The children develop a sense of steady beat through using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments.</p>	<p>Animals The children link animal movement with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments.</p> <p>Number The children explore steady beat and rhythm patterns. They play beats and patterns from Renaissance Italy to West Africa and create their own body percussion, voices and instruments</p>	<p>Story Time The children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects, and develop their own ideas using voices and percussion.</p> <p>Seasons The children develop understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.</p>	<p>Weather The children have opportunities to create descriptive sounds and word rhythms with raps and songs about weather. They create a descriptive class composition using voices and instruments.</p> <p>Pattern Using simple notations, the children play, create and combine minibeast rhythms using body percussion and instruments.</p>	<p>Water The children sing and play a variety of pitch shapes, using movement and ready from scores. They create a class composition which describes the sounds and creatures of a pond.</p> <p>Travel The children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive 'theme park' music.</p>



Taking part
Participation

Ourselves
Participation
Why is it important for everyone to play their part?



Showing we care
Solidarity

Toys
Solidarity
How should we look out for each other while we play?



Everyone is special
Human Dignity

Our Land
Human Dignity
How can we show bravery, kindness, and respect for others?



Thinking of everyone
The Common Good

Our Bodies
The Common Good
How does making music together make you feel like you



Caring for God's gifts
Stewardship

Animals
Stewardship
How should we look after God's creation?



Everyone is special
Human Dignity

Number
Human Dignity
How can we show respect to people from other times and places?



Showing we care
Solidarity

Story Time
Solidarity
How does listening to this music unite or join us with others?



Caring for God's gifts
Stewardship

Seasons
Stewardship
How does each season play a role in the life of the planet?



Thinking of everyone
The Common Good

Weather
The Common Good.
The weather affects everyone; how can we care for people affected by weather disasters around the world?



Caring for God's gifts
Stewardship

Pattern
Stewardship
Why should we



Taking part
Participation

Water
Participation
How was your part of the performance important? Why do we all need to join in?



Everyone is special
Human Dignity

Travel
Human Dignity
Which parts of the music from Tanzania did you

		belong?.			care for all living things?	enjoy?
<p><u>Key objectives (Pupils must know and remember these facts / Improve, hone & apply these skills)</u></p> <ul style="list-style-type: none"> ★ Can they understand the importance of a warm up? ★ Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse? ★ Can they use simple structures (e.g. repetition and order) in a piece of music? ★ Do they know that phrases are where we breathe in a song? ★ Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect? 						

Year group	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Environment The children explore songs and poems about places. They create accompaniments and sound pictures to reflect sounds in their local environment.</p> <p>Building The sights and</p>	<p>Sounds How are sounds produced and classified? The children explore timbre and structure through musical conversations in music from around the world.</p> <p>Poetry Three contrasting</p>	<p>China The children explore the pentatonic scale and ways of notating pitch. They listen to traditional Chinese music, sing, read and compose music, ending in a musical celebration of Chinese New</p>	<p>In the past The origins of pitch notations are introduced as the children make hand signals and compose three-note melodies. They learn basic dance steps and prepare a performance.</p>	<p>Human Body Skeleton dances and songs teach the children about the human body. Percussion instruments are used to improvise, create word rhythms, and build a final skeleton dance.</p> <p>Singing French Un, deux, trois</p>	<p>Ancient worlds Explore ancient Greece with music inspired by Orpheus, Echo and Theseus. The children perform a song cycle and a round, and compose their own ostinati.</p> <p>Food and Drink A feast of chants,</p>

	<p>sounds of a building site provide the inspiration for exploring and creating rhythms. The children play games, sing and compose music to build into a performance.</p>	<p>poems are explored and developed. The children use voices, body percussion, instruments and movement to create their own expressive performances.</p>	<p>Year. Time The children develop their understanding of beat, metre and rhythm. They combine melodic and rhythmic patterns, and use staff notation as part of a final performance.</p>	<p>Communication The children learn to make music inspired by technology and computing. They explore and compose sounds for earcons, emoticons, mobile phone ringtones, computer games and apps.</p>	<p>and away we go to enhance language learning through songs. Children are introduced to French greetings, vocabulary and numbers as they play lively singing games.</p>	<p>songs and performances. Composing word rhythms, singing a round, and creating musical recipes will develop the children's skills from breakfast through to dinner time!</p>
	<div data-bbox="501 657 689 943" data-label="Image"> </div> <p>Caring for God's gifts Stewardship</p> <p><u>Environment</u> Stewardship Which sounds can we thank God for in our local environment?</p>	<div data-bbox="770 647 922 949" data-label="Image"> </div> <p>Everyone is special Human Dignity</p> <p><u>Sounds</u> Human Dignity What can we learn from people's music in different parts of the world?</p>	<div data-bbox="1021 660 1234 962" data-label="Image"> </div> <p>Showing we care Solidarity</p> <p><u>China</u> Solidarity When do families come together to celebrate?</p>	<div data-bbox="1283 660 1485 962" data-label="Image"> </div> <p>Taking part Participation</p> <p><u>In the past</u> Participation How are you using your God-given talents?</p>	<div data-bbox="1561 647 1715 949" data-label="Image"> </div> <p>Everyone is special Human Dignity</p> <p><u>Human Body</u> Human Dignity How can we stay healthy?</p>	<div data-bbox="1821 657 2016 943" data-label="Image"> </div> <p>Caring for God's gifts Stewardship</p> <p><u>Ancient worlds</u> Stewardship How does music and art link with God's creation?</p>



Taking part
Participation

Building
**Participation /
The Dignity of
Work**

Why is it
important that
people do
different jobs?



Thinking of everyone
The Common Good

Poetry
**The Common
Good**

How does your
part of the
performance add
to the overall
sound?



Taking part
Participation

Time
Participation

Why is it
important that
everyone does
what is expected
of them?



Showing we care
Solidarity

Communication
Solidarity

How can we
make sure
everyone can
access different
technologies?



Being peacemakers
Promoting peace

Singing French
**Promoting
Peace**

Who does God
want us to love?
Who is our
neighbour?





Putting people most in need first
**Preferential Option
for the Poor**

Food and Drink
**Preferential
Option for the
Poor**

How can we
make sure
everyone around
the world has
enough to eat
and drink?

Key objectives (Pupils must know and remember these facts / Improve, hone & apply these skills)

- ★ Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?
- ★ Can they compose a simple piece of music that they can recall to use again?
- ★ Can they recognise changes in sounds that move incrementally and more dramatically?
- ★ Can they compare repetition, contrast and variation within a piece of music?
- ★ Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?

Year group	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 4</p>  <p>Taking part Participation</p>  <p>Thinking of everyone The Common Good</p>	<p>Poetry The children develop performances of continuing poems. They use their voices to speak expressively and rhythmically, and discover ways to create ostinato accompaniments to enhance their performances.</p> <p>Environment Seasons and the environment provide the stimuli for compositions. The children make descriptive accompaniments and discover how the environment has inspired composers throughout history.</p>	<p>Sounds After exploring how sounds are produced and classified, the children use their voices to make beatbox sounds, sing four-part songs, and perform a jazzy round.</p> <p>Recycling The children make their own instruments from junk and use them to improvise, compose and play junk jazz music in a variety of different musical styles.</p>	<p>Building Building-themed songs allow the children to explore how music can be structured to provide different textures. They use layers and rondo structure to combine ostinati played on body percussion and tuned instruments.</p> <p>Around the World The children explore pentatonic melodies and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world.</p>	<p>Ancient Worlds The children celebrate achievements of the 'Amazing Egyptians' and explore 20th century minimalist music inspired by the age of Akhenaten. They arrange and perform a layered pyramid structure.</p> <p>Speaking Spanish A sample of the sights and sounds of the Spanish-speaking world, including greetings, counting to twelve and playing a singing game. The children explore part-singing and accompaniments in four</p>	<p>Communication Children create a news programme, complete with theme music and school news headlines. Using songs and raps, this musical news bulletin will alert the school to the burning issues of the day!</p> <p>Time Music featuring bells and clocks helps the children to understand rhythm and syncopation. They learn to sing and play bell patterns, listen to an orchestral clock piece, and create their own descriptive music.</p>	<p>In the Past The children use a variety of notations to build performances from different periods and styles. They learn a Renaissance dance, walk down the aisle to Wagner's Bridal march and dance the mashed potato!</p> <p>Food and Drink The children cook up a musical feast. They enjoy a varied diet of healthy beans, exotic Tudor banquets and DIY pizzas before celebrating in a song performance.</p>



Showing we care
Solidarity



Everyone is special
Human Dignity

				contrasting songs.		
Poetry	Sounds	Building	Ancient Worlds	Communication	In the Past	
Environment	Recycling	Around the World	Speaking Spanish	Time	Food and Drink	

NB Whole Class Guitar lessons

Participation - Why is it important for me to take part and give my all in these guitar lessons?

The Common Good - How does my part in these performances add to the whole, overall sound of the piece?

Solidarity - How can I make sure people are comfortable in guitar lessons?

Human Dignity - What can we learn from listening to music from other cultures?

Key objectives (Pupils must know and remember these facts / Improve, hone & apply these skills)

- ★ Can they use selected pitches simultaneously to produce simple harmony?
- ★ Can they show how they can use dynamics to provide contrast?
- ★ Can they identify how a change in timbre can change the effect of a piece of music?
- ★ Can they use notations to record compositions in a small group or on their own?
- ★ Can they describe what they hear using a wider range of musical vocabulary?

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>Our Community The song Jerusalem provides the basis for looking at changes through time. The children are given opportunities to compose and perform music inspired by their local community, both past and present</p>	<p>Solar System Embark on a musical journey through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Holst and George Crumb. The children learn a song, and compose pieces linked to space.</p>	<p>Life Cycles Explore the human life cycle with music by Johannes Brahms, Luciano Berio, Franz Liszt and Claudio Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures.</p>	<p>Keeping Healthy From body-popping and gospel-singing to swimming and cycling, the children are taken through their paces, and they put together an invigorating performance using new musical techniques.</p>	<p>At the Movies Explore music from 1920s animated films to present day movies. The children learn techniques for creating soundtracks and film scores, and they compose their own movie music.</p>	<p>Celebration A lively celebration in song for the children to perform at a class assembly, a school concert or fete. The celebratory, upbeat mood will soon have the audience joining in.</p>



Everyone should have a say
Subsidiarity

Our Community
Subsidiarity

How can we make sure everyone in our local community has a voice and has a say in matters?



Caring for God's gifts
Stewardship

Solar System
Stewardship

What sort of responsibility do we have as humans in looking after the rest of the universe (not just the Earth)?



Everyone is special
Human Dignity

Life Cycles
Human Dignity

How can we make sure the elderly and the very young (or unborn children) are treated with respect?



Everyone is special
Human Dignity

Keeping Healthy
Human Dignity

Why is it important for us to take care of our bodies?



Being peacemakers
Promoting peace

At the Movies
Promoting Peace

How do you think music had an effect during times of war and hostility?









Taking part
Participation

Celebration
Participation

How does it feel to be part of a successful team? Why?

Key objectives (Pupils must know and remember these facts / Improve, hone & apply these skills)

- ★ Can they use pitches simultaneously to produce harmony by building up simple chords?
- ★ Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?
- ★ Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?
- ★ Can they explain how tempo changes the character of music?
- ★ Can they identify where a gradual change in dynamics has helped to shape a phrase of music?

Year group	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p>World Unite Get into the groove by exploring rhythm and melody in singing, movement and dance. The children learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music.</p>	<p>Journeys The theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song cycle performance.</p>	<p>Growth 'The street' is the setting for this unit of buskers and flash mobs. The children explore Ravel's Bolero through rhythmical mine, learn songs with instrumental accompaniments , and create a dance to build into a thrilling street performance.</p>	<p>Roots A complete musical performance about the effects of the slave trade on a West African village. The integrated music features traditional Ghanaian songs and percussion rhythms, and the infamous spiderman Anansi, who saves the day.</p>	<p>Class Awards An ideal opportunity to celebrate the children's achievements at the end of primary school with a musical awards show customised for your class. Individual awards are presented along with fanfare, rap, song and famous music in a final grand ceremony.</p>	<p>Moving On Two songs, one looking back, one looking forward, and a musical device for linking them provide a moving celebration of the children's happy memories and their hopes for the future.</p>
	 <p>Showing we care Solidarity <u>World Unite</u> Solidarity</p>	 <p>Showing we care Solidarity <u>Journeys</u> Solidarity</p>	 <p>Thinking of everyone The Common Good <u>Growth</u> The Common Good What happens</p>	 <p>Everyone is special Human Dignity <u>Roots</u> Human Dignity How can we</p>	 <p>Taking part Participation <u>Class Awards</u> Participation There's no I in</p>	 <p>Everyone should have a say Subsidiarity <u>Moving On</u> Subsidiarity How have you used your voice</p>

	In what way are we citizens of the world?	What did God say about your neighbour? Who is your neighbour?	when everyone uses their gifts and talents for others?	make sure the atrocities carried out in the past never happen again?	team. What does this statement mean to you?	in St Nicholas School to make a stand of justice and righteousness?
<p><u>Key objectives (Pupils must know and remember theses facts / Improve, hone & apply these skills)</u></p> <ul style="list-style-type: none"> ★ Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together? ★ Can they show how a small change of tempo can make a piece of music more effective? ★ Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines? ★ Can they appraise the introductions, interludes and endings for songs and compositions they have created? ★ Can they compare and contrast the impact that different composers from different times will have had on the people of the time? 						