

Leigh Academy Molehill - Music Curriculum Map

	Who we are	How we express ourselves	How the world works	How the world works	Sharing the planet	Sharing the planet
Nursery CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I know that I can join in with familiar songs or dances.	I know that songs can show you have you fee	I know a bank of rhymes and songs	I can play a musical instrument	I know that songs can be sung with makaton signs. I know that you can change the pitch of your voice. I know you can create your own songs using instruments.	I know that you can change the pitch you sing in. I know that you can change the meoldic shape of your voice when singing. I know you can create your own songs and dances using music.
Nursery skills	Ongoing					
	Being Imaginative and Expressive					
	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.					
	Who we are	How we express ourselves	Where we are in place and time	Where we are in place and time	Sharing the planet	Sharing the planet
Reception CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I can join in with familiar songs or dances performing songs in front of an audience expressing our feelings through song		I know that you can change the pitch of your voice. I know you can create your own songs using instruments. I know how to sing a range of songs from around the world		I can change the meoldic shape of your voice when singing. create own songs and dances using music. I can play a musical instrument to beat of a song	
Reception skills	Ongoing					
	Being Imaginative and Expressive					
	Singing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.					

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KS1 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (SingUp!)	Menu Song	The King is in his castle	Musical Conversations and Composing Music Inspired by Bird Song	Minibeasts	Trains and Orawa	Tarczyny Labada
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>Listen to recorded performances.</p>	<p>Sing with growing accuracy.</p> <p>Sing a slightly wider range of notes.</p> <p>Perform word-pattern chants.</p> <p>Explore percussion sounds to explore storytelling.</p> <p>Identify simple song structure.</p>	<p>Create musical sound effects and short sequences of sounds.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others.</p> <p>Improvise simple call and response phrases.</p> <p>Recognise how graphic notation can represent created sounds.</p> <p>Follow pictures and symbols to guide singing and playing.</p>	<p>Sing a range of songs with a wider range.</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound.</p>	<p>Perform short repeating patterns while keeping in time with a steady beat.</p> <p>Retain and perform their own rhythm patterns.</p> <p>Perform short copycat rhythm patterns.</p> <p>Understand the different between creating rhythm pattern and a pitch pattern.</p>	<p>Develop understandings of traditions and origins of music they are singing.</p> <p>Respond to the pulse of music through movement.</p>
Year 2 Skills	Ongoing					
	<p>MArk the beat of a piece of music by tapping or clapping.</p> <p>Sing with growing accuracy.</p> <p>Identify different groups of instruments; identify and name classroom instruments.</p> <p>Listen to recorded performances.</p>	<p>Sing songs expressively.</p> <p>Sing with a sense of awareness of pulse and rhythm.</p> <p>Know the meaning of dynamics.</p> <p>Know the meaning of tempo and that the speed of the beat can change.</p>	<p>Create music in response to a non-musical stimulus.</p> <p>Work with a partner to improvise simple question-and-answer phrases.</p> <p>Use graphic symbols to record compositions.</p> <p>Play a range of singing games.</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history and social context of music.</p>	<p>Recognise tempo and tempo changes.</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Sing songs with increasing vocal control.</p>	<p>Know the meaning of dynamics and tempo and demonstrate these when singing.</p> <p>Create music in response to more stimuli.</p> <p>Read and respond to chanted rhythm patterns.</p> <p>Improvise simple call and response phrases on percussion,</p> <p>Create rhythms using word phrases.</p>	<p>Develop understandings of traditions and origins of music they are singing.</p> <p>Walk in time to the beat of a piece of music.</p> <p>Identify the beat groupings in familiar music.</p>

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LKS2 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (SingUp!)	Sound Symmetry	March' from the Nutcracker	Composing with colour	Fanfare for the common man	Global Pentatonics	The Horse in Motion
Genre Focus		Orchestral	Orchestral	Fanfare	Traditional Songs	Film Music
Yr 3 - Recorders		Recorder basics, Note: B	Reading rhythms, Notes: B&A	Notes: B, A, G	Notes: B, A, G	Notes: B, A, G
Yr 4 - Recorders	Notes: B, A, G, E	Notes: C, B, A, G, E	Notes: C, B, A, G, E, D	Recorder Festival	Notes: C, B, A, G, E, D	Notes: C, B, A, G, E, D
Year 3 Skills	Ongoing					
	<p>Clap, tap or play back a simple rhythm.</p> <p>To begin to talk about and respond to pieces of music.</p> <p>Sing a widening range of songs in unison.</p> <p>Sing by improvising simple melodies and rhythms.</p> <p>Become more skilled in improvising.</p> <p>Structure musical ideas to create an ABA structure.</p>	<p>Begin to read stave notation, recognising crotchets, minims and rests.</p> <p>Identify similarities and differences between music.</p> <p>Listen to recorded performances.</p> <p>Develop an understanding of the history of music.</p> <p>Recognise rondo form.</p>	<p>Play the notes BA on the recorder.</p> <p>Begin to notice dynamics in stave notation.</p> <p>Perform with increasing accuracy, paying attention to dynamics.</p> <p>Read and perform simple rhythms and melodies using standard staff notation.</p> <p>Understand that instruments can be used individually and in combination to create different effects of timbre and texture.</p> <p>Structure their musical ideas into a composition.</p> <p>Create and read graphic scores.</p>	<p>Become more skilled in improvising and inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Structure musical ideas to create a beginning, middle and end.</p> <p>Continue to widen their recorder playing repertoire, to include BAG.</p> <p>To recognise notes BAG on the stave and to play from notation.</p>	<p>Play the notes GAB on the recorder and to read these independently from a score.</p> <p>To recognise a pentatonic scale.</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases.</p> <p>Copy and play short melodic phrases using the pentatonic scale.</p> <p>Create accompaniment patterns to a pentatonic song.</p> <p>Use notation to represent musical ideas.</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>Begin to make compositional decisions about the structure of improvisations.</p> <p>Continue to read dot notation, including notes E, B, A, G.</p> <p>To sing a broad range of unison songs with the range of an octave.</p>	<p>Listen to recorded performances.</p> <p>Develop an understanding of the history of music.</p> <p>Recognise rondo form.</p> <p>Continue to widen note repertoire on the recorder.</p> <p>Play the recorder with increasing accuracy and control.</p>	<p>Explore developing knowledge of musical components by composing music for effect.</p> <p>Understand that instruments can be used individually and in combination to create different effects of timbre and texture.</p> <p>Structure their musical ideas into a composition.</p> <p>Create and read graphic scores.</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>Improvise on a limited range of pitches.</p>	<p>Develop knowledge and understanding of the traditions of the music they listen to.</p> <p>Sing rounds and partner songs in different time signatures.</p> <p>To recognise a pentatonic scale.</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases.</p> <p>Copy and play short melodic phrases using the pentatonic scale.</p>	<p>Perform in two or more parts.</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>

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UKS2 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (SingUp!)	Exploring Identity through Song	Introduction to songwriting	Balinese Gamelan	Composing in Ternary Form	Dona Nobis Parcem	Twinkle Variations
Genre Focus	Pop, RnB, Hiphop	Modern Pop	Gamelan	20th-Century Orchestral	Sacred Music	Lullaby/Mozart
Yr 5 - Ukulele	Ukulele Magic Units 1 & 2	Chord C & strumming patterns	Chords Am, Fmajor	Chords: C7, G7	Ukulele Festival	Ukulele Magic: Unit 6/ Gmajor - Stand by me
Yr 6 - Ukulele		Ukulele Magic: Unit 6	D maj			
Year 5 Skills	Ongoing					
	<p>To demonstrate good singing and playing posture.</p> <p>Perform songs, accompanying own singing.</p> <p>Listen with detail to music and identify instruments by ear.</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to and singing.</p> <p>Listen to recorded performances.</p>	<p>Understand how triads are formed and play them on a variety of instruments.</p> <p>Copy a simple strumming pattern.</p> <p>Create simple strumming patterns.</p> <p>Improvise over a simple groove.</p> <p>Compose melodies made from pairs of phrases.</p> <p>Identify the structure of a song.</p>	<p>Listen and match vocal and instrumental sounds to each other, and to notation.</p> <p>Perform a range of pieces in ensembles.</p> <p>Develop understanding of music from different global traditions.</p> <p>Extend knowledge of chords.</p> <p>Listen for chord changes and pick out a bass line.</p>	<p>Understand and recognise ternary form.</p> <p>Compose a short ternary piece.</p> <p>Capture creative ideas using graphic symbols or rhythm notation.</p> <p>Play melodies following staff notation on a range of instruments.</p>	<p>Perform with confidence in front of an audience.</p> <p>Sing songs in parts.</p> <p>Identify and describe differences in textures.</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>Develop knowledge of musical notation.</p>
Year 6 Skills	Ongoing					
	<p>Sing a wide range of songs observing rhythm, phrasing, pitch and appropriate style.</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to and singing.</p> <p>Listen to recorded performances.</p>	<p>Compose melodies made from pairs of phrases.</p> <p>Identify the structure of a song.</p>	<p>Listen and match vocal and instrumental sounds to each other, and to notation.</p> <p>Perform a range of pieces in ensembles.</p> <p>Continue to develop knowledge of chords.</p> <p>Develop knowledge of rhythm notation.</p>	<p>Understand and recognise ternary form.</p> <p>Compose a short ternary piece.</p> <p>Listen, appraise, and respond to music, noting contrasts in ternary form.</p> <p>Record compositions using music software.</p>	<p>Be aware of the importance of clear diction when singing and sing expressively.</p> <p>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>Sing songs in parts with growing independence.</p> <p>Compose a melodic phrase using notes from two chords.</p> <p>Identify differences in texture and use correct terminology.</p>	<p>Create music with multiple sections that include repetition and contrast.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove.</p> <p>Enhance compositions with rhythmic or chordal accompaniment.</p> <p>Read and play confidently from rhythm notation.</p>