**St Mary’s Music Curriculum 2025/2026**

**Performing - developing singing and instrumental skills**

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| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Sing songs in unison, primarily using so mi, so mi la, and mi re do.Focus on pitch matching (solo singing) using so mi tone set, initially teacher matching pupil.Identify speaking/whispering/singing voices.Show high and low sounds using body contours.Perform body percussion with a steady beat to unaccompanied songs and rhymes.Move and dance to a variety of songs and recorded music.Explore and play a variety of untuned percussion instruments.Perform as a class to an audience. | Sing in unison and solo using so mi, and so mi la.Continue to focus on pitch matching, with the emphasis now on pupil matching teacher.Start to know and demonstrate the difference between pulse, rhythm and pitch.Find and keep a steady beat together.Copy back simple long and short rhythms.Perform body movements to fast and slow songs, rhymes and recorded music.Move and dance to a variety of songs and recorded music.Explore and play a variety of untuned and tuned percussion instruments.Perform as a class to an audience.Identify loud and quiet with those terms. | Sing in unison and solo using so mi, so mi la and mi re do. Pitch match simple high and low singing patterns.Continue to perform body movements to fast and slow songs, rhymes and recorded music.Clap, tap and speak the pulse and rhythm using ta and titi, and recognise ta and titi written pictorially.Move and dance to a variety of songs and recorded music.Explore and play a variety of untuned and tuned percussion instruments.Perform as a class to an audience.Identify loud and quiet using forte/piano.Show the difference between pulse and rhythm by clapping or tapping.Begin to play a C major chord on the ukulele to accompany simple songs. | Sing songs in unison and solo using the range of an octave.Introduce two part rounds.Ta and titi develop from picture representation to stick notation, including crotchet rest.Move and dance to a variety of songs and recorded music.Explore and play a variety of untuned and tuned percussion instruments.Perform as a class and in small groups to an audience.Identify the difference between pulse, rhythm and pitch.Internalise and move in time to a steady pulse.Perform rhythms using stick notation.Use solfa handsigns to show so and mi.Identify loud and quiet using forte/piano and largo/presto for slow/fast.Secure the C major chord on the ukulele. Play simple melodies using open strings. | Sing songs in unison and solo. Secure two part rounds.Use and recognise ta, titi and two in stick notation, with accompanying rests and on the stave in simple melodies.Read B, A and G on the stave.Explore and play a variety of untuned and tuned percussion instruments.Perform as a class and in small groups to an audience.Securely identify pulse, rhythm and pitch, and develop an understanding of texture and form.Use solfa handsigns to show la so mi.Play C and F major chords on the ukulele. Play simple melodies using open strings. | Sing songs in unison and solo. Introduce two part songs.Use and recognise ta, titi, two and four on the stave with accompanying rests.Read B, A, G and C on the stave.Explore and play a variety of tuned percussion instruments.Continue to develop an understanding of texture and form.Use solfa handsigns to show la so mi and mi re do.Play C and F major and A minor chords on the ukulele.  | Sing songs in unison and solo with increasing range. Sing two part songs and rounds in up to four parts.Use and recognise Ta, titi, two and four on the stave, including all rests.Explore and play a variety of tuned percussion instruments.Perform as a class, in small groups and solo to an audience.Securely discuss pulse, rhythm and pitch, texture, form and instrumentation.To perform more rhythms and melodies using standard notation.Use solfa handsigns up to an octave.Play C, F and G7 major, and A minor chords on the ukulele. |

**Composing - creating and developing musical ideas**

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| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Improvise small elements of songs using vocal sounds.Explore and experiment with a range of untuned percussion instruments.Explore music technology during explore and learn. | Improvise small elements of songs including vocal sounds and words.Explore and experiment with a range of untuned and tuned percussion instruments.Create and play from a musical story map.Create and play a class soundscape.Compose a short rhythm using pictorial rhythms in groups and individually. | Improvise small elements of songs including vocal sounds and words.Explore and experiment with a range of untuned and tuned percussion instruments.Create and play from a musical story map.Create and play a class soundscape.Compose a short rhythm using pictorial rhythms in groups and individually.Compose a class piece. | Improvise larger elements of songs.Compose a short rhythm using stick notation individually. Join these together tocompose a class piece.Create and play from a musical story map.Compose in small groups responding to different stimuli (art/environment/images without sound).Compose an accompaniment for a short known song in small groups using tuned percussion.Use an ostinato to create a group piece. | Improvise short sections of music.Compose a short rhythm using stick notation individually. Join these together tocompose a large group piece.Compose in small groups responding to different stimuli (art/environment/images without sound).Compose an accompaniment for a known song in small groups using tuned percussion and chords on the ukulele.Write alternative lyrics for a known song as part of a group.Compose a short piece using music technology.Create a melody using the pentatonic scale.Use simple dynamics.Start to understand structures, eg AB formMusic notepad:Compose a standalone piece that includes:* A time signature
* A treble clef
* Four bars
* Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests
* Expression/dynamics
* A melody that starts and ends on the same note
* A description of how their melodies were created.
 | Improvise short sections of music.Compose a short rhythm using standard notation in small groups. Join these together tocompose a large group piece.Compose in small groups responding to different stimuli (art/environment/images without sound) using own instrument or tuned percussion/recorder.Compose an accompaniment for a known song in small groups using tuned percussion and/or chords on the ukulele.Write alternative lyrics for a known song as part of a group.Compose a beat accompaniment for a rap using music technology.Use a variety of dynamics.Start to understand structures, eg AB, ABA formMusic notepad:Compose a standalone piece that includes:* A time signature
* A treble clef
* Four or six bars
* Rhythmic combinations of semibreves, minims, crotchets and paired quavers, with their corresponding rests
* Expression/dynamics
* A melody that starts and ends on the same note
* A description of how their melodies were created.

Use YuStudio to create and individual composition. | Improvise short sections of music.Compose a short rhythm using standard notation individually. Join these together tocompose a large group piece.Compose individually responding to different stimuli (art/environment/images without sound) using own instrument or tuned percussion/recorder.Compose an accompaniment for a known song in small groups using tuned percussion and/or ukuleles.Write lyrics as part of a small group.Compose a beat accompaniment for a rap using music technology.Start to use and understand structures within compositions (eg AB, ABA or rondo form).Use a wider range of dynamics.Music notepad:Compose a standalone piece that includes:* A time signature
* A treble clef
* Four, six or eight bars
* Rhythmic combinations of semibreves, minims, crotchets and paired quavers, with their corresponding rests
* Expression/dynamics
* Structured musical ideas
* A melody that starts and ends on the same note
* A description of how their melodies were created.

Use YuStudio to create and individual composition. |

**Listening - using key terms to express understanding of music**

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| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Listen and move creatively to music.Use non-musical terms to discuss music, eg, it was loud/quiet, fast/slow.Describe what they see in their individual imaginations when listening to a piece of music.  | Find and recognise the pulse in simple songs and rhymes.Describe what they see in their individual imaginations when listening to a piece of music. Talk about any instruments they hear and perhaps identify them.Identify a fast or slow speed.Identify loud or quiet sounds. | Find and recognise the pulse in simple songs and rhymes.Describe their thoughts and feelings when listening to the music, including why they like it, or not.Talk about any instruments they hear and begin to identify them.Identify a fast or slow tempo, using that vocabulary.Identify loud or quiet sounds. | Identify and move to the pulse.Use appropriate musical language to describe and discuss the music* Allegro/adagio
* forte/piano
* Unison, layered, solo

Begin to identify specific instruments.Talk about where in the world this music originates from.Think about why the song or piece of music was written, and what it might mean. | Find and demonstrate steady beat.Talk about the lyrics of a song.Think about why the song or piece of music was written, and what it might mean.Use appropriate musical language to describe and discuss the music* Accelerando/rallentando
* Crescendo/diminuendo
* Legato/staccato

Begin to identify metre (4/4 and 3/4)Identify instruments by ear.Recognise a main theme and identify when it is repeated.Talk about where in the world this music originates from. | Talk about feelings created by the music.Justify a personal opinion, with reference to musical elements.Use appropriate musical language to describe and discuss the music.Identify an increasing range of instruments.Recognise a main theme and identify when it is repeated.Understand what an introduction is and its purpose.Identify rapping.Talk about where in the world this music originates from. | Talk about feelings created by the music.Justify a personal opinion, with reference to musical elements.Use appropriate musical language to describe and discuss the music.Identify an increasing range of instruments.Recognise a main theme and identify when it is repeated.Understand what an intro and outro are and know their purpose.Identify rapping.Talk about where in the world this music originates from. |

**Activity – Playing instruments**

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| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Children explore untuned and tuned percussion, focus on:Maraca, Egg Shaker, Guiro, DrumExplore music technology – chrome music lab Musical play during explore and learn. | Explore untuned percussion, to include:Cabasa, Woodblock, TambourinePitched instruments:BoomwhackersUkulele C chordExplore music technology – chrome music lab | Explore untuned percussion, to include:Cabasa, Woodblock, TambourinePitched instruments:Boomwhackers, chime barsUkulele C chordExplore music technology – chrome music lab | Explore wide range of untuned percussion.Pitched instruments:Boomwhackers, chime barsUkulele C and F chordsExplore music technology – chrome music lab | Explore wide range of untuned percussion.Pitched instruments:Ukulele C and F chordRecorderFlute (jFlute or Toot)Ukulele C and F chordsExplore music technology – chrome music lab and Notepad | Explore wide range of untuned percussion.Pitched instruments:Ukulele C, F and A minor chordsRecorder orFlute (jFlute or Toot)Explore music technology – chrome music lab, Notepad and YuStudio | Explore wide range of untuned percussion.Pitched instruments:Ukulele C, F and A minor chordsRecorder orFlute (jFlute or Toot)Explore music technology – chrome music lab, Notepad and YuStudio |