



St Anne's CE Primary – Music Curriculum Map 2024-25



In Partnership with



Nursery

Conker 2-3yr old		Communication and Language	<ul style="list-style-type: none"> Enjoy singing, music and toys that make sounds.
		Literacy	<ul style="list-style-type: none"> Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing.
		Expressive Art and Design	<ul style="list-style-type: none"> Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways.
Acorn 3-4yr old		Communication and Language	<ul style="list-style-type: none"> Sing a large repertoire of songs.
		Physical Development	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers [to music] Paint and make marks [to respond to music and represent sounds]
		Expressive Arts and Design	<ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. 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.



St Anne's CE Primary – Music Curriculum Map 2024-25



In Partnership with



Reception

Reception	Communication and Language	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	Physical Development	<ul style="list-style-type: none"> • Combine different movements with ease and fluency [to music].
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.
ELG	Expressive Art and Design: Being Imaginative and Expressive	<ul style="list-style-type: none"> • 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.



St Anne's CE Primary – Music Curriculum Map 2024-25



In Partnership with



EYFS

Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
Charanga Unit	Christmas Performance	Charanga Unit	Charanga Unit	Charanga Unit	Charanga Unit
Me!	Christmas Songs	My Stories	Everyone!	Our World	Big Bear Funk
Wide variety of musical styles	Variety of musical styles	Wide variety of musical styles	Wide variety of musical styles	Wide variety of musical styles	Funk
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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>Relevant/contextual rationale (how do these topics address our pupils' needs?) St Anne's has a White British ethnic majority so the children learn about different styles of music from a range of countries, cultures and heritages.</p> <p>High Quality Texts to support reading across the curriculum: Children will listen to and recite a range of traditional and modern nursery rhymes, poems and fairy tales.</p>					

Reflect, Rewind and Replay Unit – Listening for pleasure and history of music

William Tell Overture by Rossini
 Dance Of The Sugar Plum Fairy by Tchaikovsky
 Flight Of The Bumblebee by Rimsky-Korsakov

Jupiter, The Bringer Of Jollity by Gustav Holst
 Fantasia On A Theme by Thomas Tallis by Ralph Vaughan Williams
 E.T. Flying Theme by John Williams



St Anne's CE Primary – Music Curriculum Map 2024-25



In Partnership with



Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga Unit Plus Christmas Performance	Charanga Unit Plus Easter Performance	Charanga Unit Plus Easter Performance	Charanga Unit Plus Easter Performance	Charanga Unit Plus Class Assembly	Charanga Unit
Hey You!	In The Groove	In The Groove	In The Groove	Your imagination	Round & Round
Old School Hip-Hop	Blues, Baroque, Latin, Bangra, Folk, Funk	Blues, Baroque, Latin, Bangra, Folk, Funk	Blues, Baroque, Latin, Bangra, Folk, Funk	Pop	Bossa Nova
<ul style="list-style-type: none"> • Listen with concentration. • Use their voices expressively and creatively by singing songs. • Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Listen with concentration. • Use their voices expressively and creatively by singing songs. • Play tuned and untuned instruments musically. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Listen with concentration. • Use their voices expressively and creatively by singing songs. • Play tuned and untuned instruments musically. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Listen with concentration. • Use their voices expressively and creatively by singing songs. • Play tuned and untuned instruments musically. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Listen with concentration. • Use their voices expressively and creatively by singing songs. • Play tuned and untuned instruments musically. 	<ul style="list-style-type: none"> • Listen with concentration. • Use their voices expressively and creatively by singing songs. • Play tuned and untuned instruments musically.

Relevant/contextual rationale (how do these topics address our pupils' needs?) St Anne's has a White British ethnic majority so the children learn about different styles of music from a range of countries, cultures and heritages.

High Quality Texts to support reading across the curriculum: Throughout their educational journey, children are exposed to a range of texts. in both writing and reading sessions, from different cultures, historical periods and religious backgrounds which support their knowledge of music styles and the history of music.

Reflect, Rewind and Replay Unit – Listening for pleasure and history of music

A Song Before Sunrise by Frederick Delius – 20th Century
 The Firebird by Igor Stravinsky – 20th Century
 The Bird by Sergei Prokofiev – 20th Century

Grand March from Aida by Giuseppe Verdi – Classical
 Bolero by Maurice Ravel – 20th Century
 The Lamb by John Tavener – Contemporary



St Anne's CE Primary – Music Curriculum Map 2024-25



In Partnership with



Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga Unit Plus Christmas Performance		Charanga Unit Plus Easter Performance		Charanga Unit Plus Class Assembly	
Hands, Feet & Heart		I Wanna Play in A Band		Friendship Song	
Afropop/South African		Rock		Pop	
<ul style="list-style-type: none"> • Listen with concentration. • Use their voices expressively and creatively by singing songs. • Play tuned and untuned instruments musically. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. 		<ul style="list-style-type: none"> • Listen with concentration. • Use their voices expressively and creatively by singing songs. • Play tuned and untuned instruments musically. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. 		<ul style="list-style-type: none"> • Listen with concentration. • Use their voices expressively and creatively by singing songs. • Play tuned and untuned instruments musically. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	

Relevant/contextual rationale (how do these topics address our pupils' needs?) St Anne's has a White British ethnic majority so the children learn about different styles of music from a range of countries, cultures and heritages.

High Quality Texts to support reading across the curriculum: Throughout their educational journey, children are exposed to a range of texts. in both writing and reading sessions, from different cultures, historical periods and religious backgrounds which support their knowledge of music styles and the history of music.

Reflect, Rewind and Replay Unit – Listening for pleasure and history of music

Peer Gynt Suite: Anitras Dance by Edvard Grieg – Romantic
 Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque
 From The Diary Of A Fly by Béla Bartók – 20th Century Fantasia

On Greensleeves by Ralph Vaughn Williams – 20th century
 Dance of The Sugar Plum Fairy by Pytor Tchaikovsky – Romantic
 The Robots (Die Roboter) by Kraftwerk – Contemporary



St Anne's CE Primary – Music Curriculum Map 2024-25



In Partnership with



Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga Unit Plus Christmas Performances		Charanga Unit Plus Easter performance and Class Assembly		Charanga Unit	Charanga Unit & Far
Let Your Spirit Fly		Recorder 1 and 2		The Dragon Song (Anti Bullying)	Bringing Us Together
R n B		Mixed Styles		Music from Around the World	Disco
<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. 		<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. 		<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. Explore and develop playing skills using the glockenspiel and recorder. Use and understand staff and other musical notation. 	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.

Relevant/contextual rationale (how do these topics address our pupils' needs?) St Anne's has a White British ethnic majority so the children learn about different styles of music from a range of countries, cultures and heritages.

High Quality Texts to support reading across the curriculum: Throughout their educational journey, children are exposed to a range of texts. in both writing and reading sessions, from different cultures, historical periods and religious backgrounds which support their knowledge of music styles and the history of music.

Reflect, Rewind and Replay Unit – Listening for pleasure and history of music

L'Homme Arme by Robert Morton – Early Music
 Les Tricoteuses (The Knitters) – Baroque
 The Clock: II Andante by Franz Joseph Haydn – Classical

Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt – Romantic
 Prelude A L'Apres-Midi d'un Faune by Claude Debussy – 20th century Music for Large and Small Ensembles (opening) by Kenny Wheeler – Contemporary



St Anne's CE Primary – Music Curriculum Map 2024-25



In Partnership with



Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga Unit Plus Christmas Performance and Class Assembly		Charanga Unit		Charanga Unit	Charanga Unit
Blackbird		Glockenspiel Stage 1	Glockenspiel Stage 2	Lean on Me	Stop!
The Beatles - Pop		Mixed Styles		Gospel	Grime
<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. 		<ul style="list-style-type: none"> Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. Explore and develop playing skills using the glockenspiel and recorder 		<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. 	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression

Relevant/contextual rationale (how do these topics address our pupils' needs?) St Anne's has a White British ethnic majority so the children learn about different styles of music from a range of countries, cultures and heritages.

High Quality Texts to support reading across the curriculum: Throughout their educational journey, children are exposed to a range of texts. in both writing and reading sessions, from different cultures, historical periods and religious backgrounds which support their knowledge of music styles and the history of music.

Reflect, Rewind and Replay Unit – Listening for pleasure and history of music

La Quinta Estampie Real anon 13th century (Early Music)
The Arrival Of The Queen Of Sheba by Handel (Baroque)
Moonlight Sonata by Beethoven (Romantic)

Bridal Chorus (Wedding March) by Wagner (Romantic)
Rhapsody In Blue by Gershwin (20th Century)
Einstein On The Beach by Philip Glass (Contemporary)



St Anne's CE Primary – Music Curriculum Map 2024-25



In Partnership with



Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga Unit plus Christmas Performance		Charanga Unit		Charanga Unit	Charanga Unit
Living On A Prayer		Classroom Jazz 1		Fresh Prince of Bel-Air	Make You Feel My Love
Rock		Bossa Nova/Swing/Jazz		Old School Hip-Hop	Pop Ballads
<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. 		<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. 		<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. 	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.

Relevant/contextual rationale (how do these topics address our pupils' needs?) St Anne's has a White British ethnic majority so the children learn about different styles of music from a range of countries, cultures and heritages.

High Quality Texts to support reading across the curriculum: Throughout their educational journey, children are exposed to a range of texts. in both writing and reading sessions, from different cultures, historical periods and religious backgrounds which support their knowledge of music styles and the history of music.

Reflect, Rewind and Replay Unit – Listening for pleasure and history of music

Music from Compline – Traditional – Early Music
 Dido and Aeneas: Overture by Henry Purcell – Baroque
 Symphony No. 5 in C minor (allegro con brio) by Ludwig Van Beethoven – Classical

Minute Waltz in D-flat by Chopin – Romantic
 Central Park in the Dark by Charles Edward Ives – 20th Century
 Clapping Music by Steve Reich – Contemporary



St Anne's CE Primary – Music Curriculum Map 2024-25



In Partnership with



Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga Unit Plus Christmas Performance and Class Assembly		Charanga Unit		Charanga Unit Plus Easter Performance	
Happy		You've Got A Friend		Classroom Jazz 2	
Neo Soul		70s Ballad/Pop		Bacharach and Blues	
<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. 		<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. 		<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations 	
<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices <u>and playing musical instruments</u> with increasing accuracy, fluency, control and expression. 					

Relevant/contextual rationale (how do these topics address our pupils' needs?) St Anne's has a White British ethnic majority so the children learn about different styles of music from a range of countries, cultures and heritages.

High Quality Texts to support reading across the curriculum: Throughout their educational journey, children are exposed to a range of texts. in both writing and reading sessions, from different cultures, historical periods and religious backgrounds which support their knowledge of music styles and the history of music.

Reflect, Rewind and Replay Unit – Listening for pleasure and history of music

L'autrier Pastoure Seoit (The Other Day a Shepherdess Was Sitting) – Traditional
– Early Music
Armide Overture by Jean-Baptiste Lully – Baroque
The Marriage of Figaro: Overture by Mozart – Classical

Erlkönig, D.328 Op. 1 Wer reitet so spät by Franz Schubert – Romantic
Sonata for Horn in F by Paul Hindemith – 20th century
Homelands by Nitin Sawhney – Contemporary



St Anne's CE Primary – Music Curriculum Map 2024-25



In Partnership with

