

Music curriculum map

Music lessons are lively and interactive and aim to foster a passion for music. Through playing, singing, listening, composing and performing, children will develop confidence, communication, thinking and creative skills and improve their emotional well-being. Bespoke planning is linked to year groups topic planning, incorporates Kodaly pedagogy and aspects of the Charanga Music resource. This experimentation continues through the years with Reception learning to play Djembe Drums, Year 1 Boomwhackers and Year 2 Chime bars.

	Autumn	Spring	Summer	Key pieces	Key Vocabulary
Nursery	<p>Sing well chosen* nursery songs which use the notes: So and Me songs. then progress to So - me - la songs</p> <p>Learn well chosen chants and rhymes. (Chop chop introduces compound times).</p> <p>Use rhythmic speaking.</p> <p>Sing topic related songs eg. Christmas Songs- popular cultural songs.</p> <p>Join in with certain words in song/chants</p> <p>Teacher introduces by demonstrating the use of the internal voice*</p> <p>Introduce/teacher to show dynamics*.</p> <p>Introduce tempo (I'm driving in my car)</p> <p>Teacher introduces children to pulse. Children match movements to music..</p> <p>Introduce sound/silence, pitch and canon singing with TA. (singing in canon improves tuning)</p> <p><i>*Teach the element unconsciously first, and only bring to conscious when the element is firmly established.</i></p> <p><i>(Kodaly - teach the element unconsciously first Use multisensory learning.</i> <i>*Start with good foundation - keep songs very simple (2 and 3 note songs): Rain Rain go away.</i> <i>Hot cross buns (a whole octave - too hard.</i></p>	<p>Instruments: body percussion(easiest and the first to do) , tuned and untuned instruments.</p> <p>Experiment using tuned and untuned percussion instruments, e.g. volume, speed, character of sounds such as tapping a tambourine/shaking a tambourine.</p> <p>Teacher demonstrates ta and ti-ti rhythm.</p> <p>Introduce rhythm by walking - eg, Mummy bear crotchet, baby bear - quavers)</p> <p>Play with teacher who is keeping pulse and rhythm.</p> <p>Begin to join in and stop following the teacher.</p>	<p>Children explore moving to music with bodies and props, e.g. scarves.</p> <p>Describe the music (I like/I don't like)</p> <p>Predict changes in familiar music e.g when music is going to get louder, quieter or stop.</p> <p>Match music to picture/visual resources</p> <p>Create visual representation of sounds, instruments and pieces of music e.g. mark making to specific sounds or pieces of music.</p> <p>Improvisation - Chicken-me, add in what you saw. Star light star bright. Add in what you want to wish.</p> <p>Rhythm - cat dog tiger elephant. Children make up their own rhythms with animal names.</p>	<p>Dance of the Sugar Plum fairy Tchaikovsky Wiegnelied- Franz Schubert Parade of the Tin Soldiers - Leon Jessel Russian Dance Tchikovsky Can-Can Jacques Offenbach Pizzicato Polka Johann Strauss II In the hall of the Mountain King Edvard Grieg</p> <p>Use Charanga Music Resource - Bhangra, African, Latin</p>	<p>song sing voice Beat</p>

	<p><i>Hickory Dickory Dock me fa so notes too close together for children to sing correctly in pitch) Well chosen songs will help children develop good pitch matching.)</i></p> <p>Perform songs at Christmas Concert and Summer concert.</p>				
Reception	<p>Sing and RECALL movement songs, Nursery Songs So and Mi songs So - mi - la songs Do - re- mi- so - la songs</p> <p>Rhymes, chants,</p> <p>Topic related songs, e.g. Christmas, pattern related songs (Spring 2).</p> <p>use hands on head, or shoulders and hips to show body positioning of pitch with So-mi songs and So-mi - la songs.</p> <p>Build their own repertoire of these songs from previous year songs.</p> <p>Begin to use dynamics in singing and chants (<i>use stronger for louder</i>)</p> <p>Begin to develop the internal voice. (<i>Use Magic Mike</i>)</p> <p>Introduce canon singing with TA.</p> <p>Choose songs to sing.</p> <p>Create sounds in vocal sound games - and Show different voices, e.g. shout, whisper, talking, thinking and singing voice.</p> <p>Be introduced to matching pitch vocally to another sung pitch.</p> <p>Perform Grandparents tea party and Christmas Concert.</p>	<p>Instruments :body percussion, untuned instruments DJEMBE DRUMS taught.</p> <p>Experiment using tuned and untuned percussion instruments, e.g. dynamics, tempo,, character of sounds such as tapping a tambourine/shaking a tambourine, to nursery rhymes and simple songs.</p> <p>Children follow rhythm patterns- ta and ti-ti tikka, sh (Kodaly rhythms) Children have fun finding the pulse using untuned instruments.</p> <p>Children can speak rhythms and repeat rhythms in spoken voice whilst using their instrument.</p> <p>Start and stop correctly with in the music led by teacher.</p>	<p>Children match their movements to music with their bodies and props.</p> <p>Predict changes in familiar music e.g when music is going to get louder, quieter or stop.</p> <p>Match music to picture/visual resources</p> <p>Create visual representation of sounds, instruments and pieces of music, e.g. mark making to specific sounds or pieces of music</p> <p>Combine singing and playing instruments.</p> <p>Explore how sounds can be changed with voice.</p> <p>Explore the different sounds of instruments - and use this to create sound effects following teacher's guidance.</p>	<p>Autumn 1 and 2: Exploration of percussion instruments and musical props (scarves, scrunchy, stretchy fabric) Syncopated Clock by Leroy Anderson</p> <p>Djembe Drumming: various pieces played with djembe drumming. African music. Malealea Band - Lesotho Siyahamba - African Christian Marching Song Uyamemza - traditional African Song</p> <p>Spring 1 Fantasy Song: Dance of the sugar plum Plink, plank, plunk - Leroy Anderson Tin Soldiers.</p> <p>Use Charanga Music Resource - Bhangra, African, Latin</p>	<p>long sound short sound rhythm short sound long sound instrument volume rhythm loud quiet pulse / beat</p>
Year 1	<p>Sing simple songs and speak chants e.g. topic related songs - animal (Paws, claws, whiskers and Wings) and sea songs (Pirates). Folk based songs Christmas Songs</p>	<p>Instruments: body percussion, untuned instruments.</p> <p>BOOMWHACKERS taught.</p>	<p>Explore and follow finding the pulse by moving their bodies.</p>	<p>Autumn 1 Paws, Claws, Wings and Whiskers: The Lark Ascending by Ralph Vaughn Williams.</p>	<p>melody pitch pulse / beat dynamics pulse</p>

	<p>Develop ability to internalise a steady pulse - e.g sing short extracts in your head'.</p> <p>Begin to develop the internal voice.</p> <p>Sing accurately, following the melody.</p> <p>Use dynamics in singing and chants (<i>use stronger for louder</i>)</p> <p>Follow instructions on how and when to sing.</p> <p>Be introduced to make and control long and short sounds, using voice.</p> <p>Begin to show understanding of different voices, e.g. shout, whisper, talking and singing voice.</p> <p>Imitate changes in pitch led by teacher. Changing pitch of So- Mi. (still use So and Mi songs to get pitch matching correctly).</p> <p>Change words to well known nursery rhymes and songs led by teacher.</p>	<p>Play instruments with control e.g. loud/quiet (dynamics), fast/slow (tempo)</p> <p>Demonstrate correct holding of boomwhackers</p> <p>Tap the pulse to a song whilst singing a song.</p> <p>Copy rhythms. Read rhythm cards, ta, ti-ti, sh.</p> <p>Children can copy rhythms with instruments only, using their internal voice.</p> <p>Improvise rhythms.</p> <p>Create a mixture of different sounds.</p> <p>Copy making and controlling long and short sounds, using instruments.</p> <p>Begin to use symbols to represent a composition and use them to help with a performance</p> <p>Start and stop correctly with in the music led by pupil and teacher,</p> <p>Play as a group or class in a percussion instrumental ensemble</p> <p>Perform playing djembe drums to peers and other classes.</p>	<p>Begin to recognise changes in timbre, dynamics and pitch of music</p> <p>Describe changes in timbre, dynamics and pitch</p> <p>Predict using previous knowledge what might happen next in a piece of music,</p> <p>Create visual representation of sounds, instruments and pieces of music, e.g. using symbols.</p> <p>Combine singing and playing instruments beginning to create effect.</p> <p>Experiment different ways of making sound, with voice, body percussion and tuned and untuned percussion instruments, e.g. a bird story.</p> <p>Experiment combining sounds, e.g. voice and a tambourine.</p> <p>Begin to create short musical patterns,</p> <p>Clap short basic rhythms</p> <p>Create short rhythmic phrases</p>	<p>Saint-Saens - The carnival of Animals.</p> <p>Blackbird - The Beatles</p> <p>The waltzing cat</p> <p>Leroy Anderson</p> <p>Autumn 2 Christmas: Tchaikovsky's Nutcracker.</p> <p>Leroy Anderson - Sleigh Ride.</p> <p>Christmas Pop music.</p> <p>Spring 1,2: Pulse and rhythm and body percussion -</p> <p>The Viennese Musical</p> <p>Clock Zoltan Kodaly</p> <p>In the hall of the Mountain King</p> <p>Edvard Grieg</p> <p>Summer:</p> <p>Boomwhackers -</p> <p>Pop played on boomwhackers.</p> <p>Use Charanga Music Resource -</p> <p>Bhangra,</p> <p>African, Latin</p>	<p>tempo</p> <p>dynamics</p> <p>fast</p> <p>slow</p> <p>speed</p> <p>tempo</p> <p>genre</p> <p>orchestra</p> <p>woodwind</p> <p>brass</p> <p>strings</p> <p>symbol</p>
Year 2	<p>Sing a simple songs - can these songs be sung backwards., speak chants. Songs related to topic e.g. internet safety songs, Christmas songs. Folked base songs.</p> <p>Develop understanding of pulse and rhythm. Children to use lollipop stick to conduct class with pulse and rhythm. Children to know the difference between pulse and rhythm. Children keep the pulse using a tambourine.</p>	<p>Instruments: body percussion, tuned and untuned instruments.</p> <p>CHIME BARS taught.</p> <p>Understand and explain how to play instruments e.g. loud/quiet (dynamics), fast/slow (tempo).</p> <p>Demonstrate correct holding of the chime bars and beaters</p>	<p>Identify and tap to the pulse. Identify the pulse and join in getting faster or slower.</p> <p>Begin to recognise changes in timbre, dynamics and pitch of music</p> <p>Describe changes in timbre, dynamics and pitch using terminology correctly to describe music.</p>	<p>Autumn 1 Habitats:</p> <p>No place like by Kerry Andrews.</p> <p>Musical STOMP</p> <p>The typewriter by Leroy Anderson</p> <p>Autumn 2: Christmas Pop.</p> <p>Spring 1,2: Pulse and rhythm and body percussion -</p>	<p>canon</p> <p>rondo</p> <p>staccato</p> <p>legato</p> <p>conductor</p> <p>canon</p> <p>rondo</p> <p>staccato</p> <p>legato</p> <p>notation</p>

	<p>Solo singing</p> <p>Begin to develop the internal voice.</p> <p>Sing accurately, following the melody</p> <p>Sing in canon.</p> <p>Follow instructions from teacher and pupil on how and when to sing.</p> <p>Use dynamics in singing and chants (<i>use stronger for louder</i>) - Child to lead the rest of class changing dynamics of the song.</p> <p>Make and control long and short sounds, using voice.</p> <p>Use different voices; speaking, singing, whisper.</p> <p>Imitate changes in pitch led by teacher and pupil.</p> <p>Change words to well known nursery rhymes and songs led by teacher and pupils.</p> <p>Begin to know about the structure of the song - ABC, or AB, AB - use the songs from Nursery and Reception.</p> <p>Choir to sing in harmony.</p>	<p>Follow and create rhythms. and keep a steady beat whilst playing simple songs.</p> <p>Copy rhythms. Read rhythm cards, ta, ti-ti, sh, to-o.</p> <p>Perform a rhythm to a given pulse.</p> <p>Accompany a chant or song by playing or clapping the pulse or rhythm.</p> <p>Play simple songs (So -mi songs that were learnt in Nursery and Reception (in the same order - So and Me songs So - mi - la songs Do - re- mi- so - la songs Use the pentatonic scale - CDGAE - children will already know the rhythm pattern and can sing the song ta ta ti-ti so the only thing they have to add in is the notes on the chime bar. Children already know if the notes are high or low as previously sung it year before with touching head, shoulders, hip.) on chime bars by following simple notation / note names. Add in simple chords (2 notes playing together)</p> <p>Children copy notes played on chime bar from just listening to the notes played (e.g. child standing back to back) - Well trained ear.</p> <p>Follow my leader - play a bar of music and children repeat back.</p> <p>Create short, rhythmic phrases and musical patterns to a given pulse.</p> <p>Make and control long and short sounds, using instruments.</p> <p>Use symbols to represent a composition and use them to help with a performance</p> <p>Start and stop correctly within the music led by teacher and pupil.</p> <p>Play as a group or class in a percussion instrumental ensemble</p>	<p>Predict using previous knowledge what might happen next in a piece of music.</p> <p>Make statements and observations about the music and other creative responses.</p> <p>Explain the mood of the piece.</p> <p>Listen to Junior Orchestra and name instruments.</p> <p>Decide on an instrument you would like to play in Junior school.</p> <p>Create visual representation of sounds, instruments and pieces of music, e.g. using symbols and note names and use to help with a performance.</p> <p>Combine singing and playing instruments to create effect with purpose.</p> <p>Create and organise short musical patterns e.g. using body percussion to represent sounds within the 'Home', using voice and instruments.</p> <p>Clap rhythms and follow rhythm notation</p> <p>Show forbidden rhythm card Improvise with blank flash card.</p> <p>Create short rhythmic phrases with lollipop sticks and use rhythmic notation (Hats on game)</p>	<p>The Viennese Musical Clock Zoltan Kodaly Russian Dance Tchikovsky In the hall of the Mountain King Edvard Grieg Summer: Chime Bars: Played on xylophone - Flight of the Bumble Bee, Rimsky-Korsakov. The Grasshopper Dance- Ernest Bucalossi Summer 2: British Isles, Haul Away Joe - traditional sea shanty Fantasia on British Sea Songs: Sailor's Hornpipe - Henry Wood</p> <p>Use Charanga Music Resource - Bhangra, African, Latin</p>	
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