

### 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 to Listen to.	Key Vocabulary
Nursery	<p><b>Music Beginnings</b> Introduce simple songs and familiar nursery songs and chants.</p> <p>Let's be friends Song</p> <p>Percussion Playing - experimenting and copying.</p> <p>Listening and moving to music Can children's movements match the music? Use a variety props. Copy moving to the pulse</p> <p><b>Christmas Celebration</b> Learn songs and actions to perform to Parents for Christmas Show.</p>	<p><b>All Creatures Great and Small</b> LEarn animal songs and rhymes and build up a repertoire of animal songs.</p> <p>Sing Come to my Animal Tea Party</p> <p>Percussion Playing - introduce pulse and rhythm.</p> <p>Listening and moving to Music with props. Introduce tempo. (Animals fast and slow) Move to the pulse</p> <p><b>EggTastic</b> Learn Songs related to Ducks, chickens, hot cross buns.</p> <p><b>Perform to Parents Rhyme Time.</b></p>	<p><b>Growing</b> Growing songs and rhymes</p> <p>Introduce pitch</p> <p>Percussion Playing - introduce tempo and dynamics..</p> <p>Listening and moving to Music with props. Introduce dynamics Move to the pulse. Describe what the music is like.</p> <p><b>Changes</b> Sing Good to be me.</p>	<p>Dance of the Sugar Plum fairy Tchaikovsky Wienlied- 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 pulse rhythm tempo dynamics</p> <p>words describing music - scary, soft, calming.</p>
Reception	<p><b>Percussion Playing</b> <b>Sing</b> and move to songs and rhymes. Build repertoire of songs.</p> <p>Experiment with percussion instruments using dynamics, tempo,</p> <p>Explore the different sounds of instruments - and use this to create sound effects.</p>	<p><b>Amazing Animals</b> Create animal sound effects using voices and percussion instruments.</p> <p>Explore how sounds with the voice can be changed with voice.</p> <p><b>Come Outside</b> Songs related to weather.</p> <p>Predict changes in familiar music e.g</p>	<p><b>Djembe Drums</b> Children can speak rhythms and repeat rhythms in spoken voice whilst using their instrument.</p> <p><b>Combine</b> singing and playing djembe drums.</p>	<p>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>Dance of the sugar plum Plink, plank, plunk - Leroy Anderson</p>	<p>long sound short sound rhythm short sound long sound instrument volume rhythm loud quiet pulse / beat</p>

	<p>Children match their movements to music with their bodies and props.</p> <p><b><u>Christmas Songs and Performance</u></b></p>	<p>when music is going to get louder or quieter.</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><b><u>Perform Rhyme Time</u></b></p>		<p>Tin Soldiers.</p> <p>Use Charanga Music Resource - Bhangra, African, Latin</p>	
<b>Year 1</b>	<p><b><u>Paws, claws, whiskers and Wings</u></b> Sing simple songs and speak chants e.g. topic related songs - animal</p> <p><b>Develop</b> ability to internalise a steady pulse</p> <p>Begin to <b>develop</b> the internal voice.</p> <p><b>Change</b> words to well known nursery rhymes and songs led by teacher.</p> <p>Be introduced to <b>make</b> and <b>control</b> long and short sounds, using voice.</p> <p>Recognise changes in pitch. <b>Imitate</b> changes in pitch</p> <p><b>Create</b> visual representation of sounds using symbols.</p> <p><b><u>Christmas Performance</u></b> <b>Sing</b> accurately, following the melody. <b>Use</b> dynamics in singing and chants (<i>use stronger for louder</i>)</p> <p><b>Follow</b> instructions on how and when to sing. <b>Begin to show understanding</b> of different voices, e.g. shout, whisper, talking and singing voice.</p> <p>Children can speak rhythms and match drumming rhythm on djembe drums.</p>	<p><b><u>Boomwhackers and Space</u></b> <b>Play</b> instruments with control e.g. loud/quiet (dynamics), fast/slow (tempo). Follow conductor Play as a class ensemble.</p> <p><b>Demonstrate</b> correct holding of boomwhackers</p> <p><b>Explore</b> and <b>follow</b> finding the pulse by moving their bodies. Tap the pulse with boomwhackers.</p> <p><b>Copy</b> rhythms. Read rhythm cards, ta, ti-ti, sh.</p> <p><b>Improvise</b> rhythms.</p> <p>Copy changes in dynamics and tempo.</p> <p><b>Create</b> short rhythmic phrases</p> <p><b>Sing songs related to space.</b></p> <p><b>Create</b> a mixture of different sounds related to Space.</p> <p>Begin to <b>use</b> symbols to represent a composition.</p> <p><b><u>Boomwhackers and Pirates</u></b> Sing pirate themed songs. Continue Boomwhacker skills (as above)</p>	<p><b><u>Burlington's Got Talent Performance</u></b> <b>Use</b> dynamics in singing and chants (<i>use stronger for louder</i>)</p> <p>Perform class ensemble of boomwhackers Perform class composition using boomwhackers.</p> <p><b><u>Body Percussion and Green Fingers</u></b> Sings songs related to gardening.</p> <p><b>Predict</b> using previous knowledge what might happen next in a piece of music.</p> <p><b>Experiment</b> different ways of making sound body percussion .</p> <p><b>Experiment</b> combining sounds, e.g. voice and a tambourine.</p> <p><b>Begin to create</b> short musical patterns.</p>	<p>Autumn 1 Paws, Claws, Wings and Whiskers: The Lark Ascending by Ralph Vaughn Williams. Saint-Saens - The carnival of Animals. Blackbird - The Beatles The waltzing cat Leroy Anderson</p> <p>Autumn 2 Christmas: Tchaikovsky's Nutcracker. Leroy Anderson - Sleigh Ride. Christmas Pop music.</p> <p>Spring: Music played using Boomwhackers.</p> <p>Summer: The Viennese Musical Clock Zoltan Kodaly In the hall of the Mountain King Edvard Grieg</p>	<p>melody pitch pulse / beat dynamics pulse tempo dynamics fast slow speed tempo genre orchestra woodwind brass strings symbol</p>
<b>Year 2</b>	<p><b><u>Happy Homes Composition</u></b> <b>Sing</b> accurately songs about the home., following the melody.</p>	<p><b><u>Chime Bars</u></b> <b>Understand</b> and <b>explain</b> how to play instruments e.g. loud/quiet (dynamics), fast/slow (tempo).</p>	<p><b><u>The Great Outdoors</u></b> Sing Traditional UK songs. Continue with Chime bar playing.</p>	<p>Autumn 1 Habitats: No place like by Kerry Andrews. Musical STOMP The typewriter by Leroy Anderson</p>	<p>melody pitch pulse / beat dynamics</p>

<p><b>Use</b> different voices; speaking, singing, whisper. Begin to <b>develop</b> the internal voice.</p> <p><b>Develop</b> understanding of pulse and rhythm.</p> <p>Create a composition using voice sounds - <b>Sequence</b> sounds to create an overall effect <b>Make</b> and <b>control</b> long and short sounds, using voice. <b>Create</b> short rhythmic phrases</p> <p><b>Explain</b> the mood of the piece.</p> <p><b>Christmas Performance</b> <b>Follow</b> instructions from teacher and pupil on how and when to sing.</p> <p><b>Use</b> dynamics in singing</p> <p>Play Boomwhackers as a class ensemble.</p> <p>Move to music.</p>	<p><b>Demonstrate</b> correct holding of the chime bars and beaters</p> <p><b>Play</b> as a class in a percussion instrumental ensemble.</p> <p><b>Follow</b> and <b>create</b> rhythms, and keep a steady beat whilst playing simple songs.</p> <p><b>Make</b> and <b>control</b> long and short sounds, using instruments.</p> <p><b>Use</b> symbols to represent a composition and use them to help with a performance</p> <p><b>Sing songs</b> related to Healthy Me and Chocolate.</p>	<p>Begin to <b>recognise</b> changes in timbre, dynamics and pitch of music</p> <p><b>Describe</b> changes in timbre, dynamics and pitch using terminology correctly to describe music.</p> <p><b>Predict</b> using previous knowledge what might happen next in a piece of music.</p> <p><b>Make</b> statements and observations about the music and other creative responses.</p> <p>Compose music to a landscape - <b>Create</b> visual representation of sounds. <b>Combine</b> sounds and to create effect with purpose.</p> <p><b>Burlington's Got Talent</b> Perform as a class a piece on the chime bar.</p> <p>Solo singing</p> <p>Perform composition of the Great Outdoors.</p> <p>Perform songs to parents.</p>	<p>Autumn 2: Christmas Pop. Spring:: Russian Dance Tchikovsky Chime Bars: Played on xylophone - Flight of the Bumble Bee, Rimsky-Korsakov. The Grasshopper Dance- Ernest Bucalossi</p> <p>Summer : 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>	<p>pulse tempo dynamics fast slow speed tempo genre orchestra woodwind brass strings symbol staccato legato conductor canon notation</p>
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**COMPOSERS OF THE HALF- TERM**

**KS1**

**Spring 1 2021:** Arthur Mofokate - Hlokoloza. South African Kwaito musician.

**Spring 2:** Aretha Franklin - African American

**Summer 1:** A.R.Rahman - Jai Ho. Indian Composer

**Summer 2:** Pharrell Williams - Happy Black American

**Autumn 1 2022:** Kerry Andrews- British.

**Autumn 2:** Ella Fitzgerald .

**Spring 1:** Elton John -British.

**Spring 2:** Koji Kondo Japenese Composer - Super Mario

**Summer 1:** Anoushka Shankar - Born in London, Music is Classical Indian with Spanish.

**Summer 2:**Farmer Nappy et al - Caribbean

**Autumn 1 2023:** Yoko Kanno - Female Japanese

Eveyln Glennie - Deaf percussionist and composer.

Millo Castra Zaldarriaga a Chinese - African-Cuban girl - For black history month.