



Music map - EYFS and KS1

VISION: 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. Weekly singing assemblies take place, we have a school choir with opportunities to perform at events across the year and Sunrise Singing sessions for EYFS children to develop confidence, language and literacy skills.

NC objectives	Nursery In general teaching all in the unconscious	Reception	Year 1	Year 2	KEY VOCABULARY
use their voices expressively and creatively by singing songs and speaking chants and rhymes	<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>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>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>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>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>Solo singing</p> <p>Begin to develop the internal voice.</p> <p>Sing accurately, following the melody</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>song sing voice long sound short sound rhythm melody pitch pulse / beat dynamics pulse tempo canon rondo staccato legato conductor</p>

	<p>Introduce sound/silence</p> <p>Introduce pitch.</p> <p>Introduce canon singing with T.A. (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. *Start with good foundation - keep songs very simple (2 and 3 note songs): Rain Rain go away. Hot cross buns (a whole octave - too hard. 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>	<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 Christmas Concert.</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>Perform Christmas Concert, class assembly.</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>Perform Christmas Concert, class assembly and leavers farewell.</p>	
play tuned and untuned instruments musically	<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</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</p>	<p>Instruments: body percussion, untuned instruments.</p> <p>BOOMWHACKERS taught.</p> <p>Play instruments with control e.g. loud/quiet (dynamics), fast/slow (tempo)</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>pulse / beat short sound long sound instrument volume rhythm loud quiet dynamics fast slow</p>

	<p>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>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>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>Demonstrate correct holding of the chime bars and beaters</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, shoulers, 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>speed tempo canon rondo staccato legato</p>
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listen with concentration and understanding to a range of high-quality live and recorded music	<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>Music is available inside and outside, enriching cultural capital deficient, playing a variety of music in the nursery.</p> <p>Music listened to: Dance of the Sugar Plum fairy Tchaikovsky Wiegnelied- Franz Schubert Parade of the Tin Soldiers - Leon Jessel Russian Dance Tchikovsky Can-Can Jacques Offenbach</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>Music listened to: Autumn 1 and 2: Exploration of percussion instruments and musical props (scarves, scrunchy, stretchy fabric) Syncopated Clock by Leroy Anderson Djembe Drumming: various pieces played with djembe drumming. African music. Malealea Band - Lesotho</p>	<p>Explore and follow finding the pulse by moving their bodies.</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>Music listened to:</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>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>Music listened to: Autumn 1 Habitats: No place like by Kerry Andrews.</p>	<p>pulse / beat mood timbre dynamics pitch beat rhythm orchestra woodwind brass strings structure vocal tempo genre rondo staccato legato</p>

	<p>Pizzicato Polka Johann Strauss II</p> <p>In the hall of the Mountain King Edvard Grieg</p> <p>Use Charanga Music Resource - Bhangra, African, Latin</p> <p>DJ Jazzy Jeff and The Fresh Prince - Prince of Bel Air. (charanga)</p> <p>RUN-DMC - It's like that (charanga)</p> <p>Pharrell Williams - Happy (charanga)</p> <p>A.R.Rahman - Jai Ho (Indian) (charanga)</p> <p>Baisheli - Gwyneth Herbert - Arrangement of Kenyan Nursery rhyme. (Charanga)</p> <p>Banana Rap - Jane Sebba - A fun children song with animals.</p>	<p>Siyahamba - African Christian Marching Song</p> <p>Uyamemza - traditional African Song</p> <p>Spring 1 Fantasy Song: Dance of the sugar plum</p> <p>Plink, plank, plunk - Leroy Anderson</p> <p>Tin Soldiers.</p> <p>Use Charanga Music Resource - Bhangra, African, Latin</p> <p>MC Hammer - You can't touch this. (Charanga)</p> <p>Clancy Eccles (Jamaican/UK) - Kingston Town (charanga)</p> <p>Isang Yun - Korean</p>	<p>Autumn 1 Paws, Claws, Wings and Whiskers:</p> <p>The Lark Ascending by Ralph Vaughn Williams.</p> <p>Saint-Saens - The carnival of Animals.</p> <p>Bela Bartok - (Hungary) From the diary of a Fly</p> <p>Blackbird - The Beatles</p> <p>The waltzing cat Leroy Anderson</p> <p>Autumn 2 Christmas: Tchaikovsky's Nutcracker.</p> <p>Leroy Anderson - Sleigh Ride.</p> <p>Christmas Pop music.</p> <p>Spring: Pulse and rhythm and body percussion -</p> <p>The Viennese Musical Clock Zoltan Kodaly</p> <p>In the hall of the Mountain King Edvard Grieg</p> <p>Summer: Boomwhackers - Pop played on boomwhackers.</p> <p>Use Charanga Music Resource - Bhangra, African, Latin</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>The Viennese Musical Clock Zoltan Kodaly</p> <p>Russian Dance Tchaikovsky</p> <p>In the hall of the Mountain King Edvard Grieg</p> <p>Summer: Chime Bars: Played on xylophone - Flight of the Bumble Bee, Rimsky-Korsakov.</p> <p>The Grasshopper Dance- Ernest Bucalossi</p> <p>Summer 2: British Isles, Haul Away Joe - traditional sea shanty</p> <p>Fantasia on British Sea Songs: Sailor's Hornpipe - Henry Wood</p> <p>Use Charanga Music Resource - Bhangra, African, Latin</p>	
Music Composer of the Half-term. Display in hall.			<p>KS1</p> <p>Autumn 1: Ralph Williams - The Lark Ascending.</p> <p>Autumn 2: Leroy Anderson - Syncopated Clock, Plink, plank plunk, Sleigh Ride.</p> <p>Spring 1: Arthur Mofokate - Hlokoloza. South African Kwaito musician.</p> <p>Spring 2: Aretha Franklin - African American</p> <p>Summer 1: A.R.Rahman - Jai Ho. Indian Composer</p> <p>Summer 2: Pharrell Williams - Happy Black American2 year cycle. Eveyln Glennie - Deaf percussionist and composer.</p> <p>Autumn 1: Kerry Andrews- No place like home.</p> <p>Autumn 2: Ella Fitzgerald - God rest you Merry gentlemen.</p> <p>Spring 1: Miriam Makeba. - The Click Song South African Female.</p> <p>Spring 2: Kikuko Kanai. Female Japenese Composer</p>		

			Summer 1: MC Yogi - Ganesh is Fresh. American Rapper promotes Hindi themes.		
			Summer 2: Tan Dun - Crouching Tiger. Chinese.		
experiment with, create, select and combine sounds using the inter-related dimensions of music	<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>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>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>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>	pulse / beat rhythm pitch notation symbol timbre dynamics structure
Sticky Knowledge	<p>By end of Nursery</p> <ol style="list-style-type: none">1) Listen and respond to music, eg. physically show when the music goes fast/slow/. Able to stop and start when the music stops/starts.2) Sing 3 simple songs from memory.3) Recognise loud and soft sounds.4) Join in with a class improvisation for a well known song - eg. Row row your boat, what other animal might we see?5) Handle non tuned percussion	<p>By End of reception</p> <ol style="list-style-type: none">1) Listen and respond to music by physically matching their body movement.2) Learn a simple song about pitch (High Low Chikka Low), rhythm (Engine Engine) and pulse (Steady beat).3) Name and explore untuned percussion instruments: drum, tambourine, claves and shakers.4) Express ideas, improvise with voice and instruments to represent pictures or story sounds.5) Follow instructions on how to play	<ol style="list-style-type: none">1) Listen and respond physically to music and can appraise the music.2) Sing a melody accurately at their own pitch showing, being aware of pulse and rhythm.3) Read rhythm notation: crotchet, quaver and rest.4) Create a class composition using body percussion or untuned percussion instruments to a given phrase or stimuli.5) Follow instructions on how to play Boomwhackers and show an understanding of pitch.	<ol style="list-style-type: none">1) Listen to music and identify the pulse and well defined musical features - tempo, dynamics, texture.2) Sing songs expressively controlling pitch and aware of other performers.3) Accompany a chant or song by clapping/playing the pulse or rhythm. Read rhythm notation: crotchet, quaver, rest and minim.4) Choose sounds and instruments carefully to compose to a given stimuli, using their own symbols and rhythm notation.5) Handle and play Chime bars in a class ensemble.	

	instruments by following instruction to play and stop.	djembe drums, focussing on following a rhythm.			
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