

Music Curriculum Map

EYFS

Unit and Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Mastery Opportunities	Vocabulary
Autumn Term Composer focus: Chopin	<p>Pitch: I can understand what high and low means</p> <p>Improvising and composing: I can choose sounds and make a melody I can begin to invent symbols to represent pitch and dynamics</p> <p>Instrumental: I can begin to copy simple copy patterns</p> <p>Vocal: I can sing familiar song by memory</p> <p>Aural: I can listen and respond to sounds</p>	<p>To know that pitch means high and low</p> <p>To know how to use pitch in a composition</p> <p>To be able to identify high and low sounds in a piece of music</p>	<p>-Use knowledge of pitch in play and relate it to new vocab: 'opposites'. Can you find any other opposites in music? Loud/quiet, fast/slow.</p> <p>-Can you think of any more opposites in your play? Happy/sad, hot/cold, big/small.</p> <p>-What is in the middle of high and low? What is in the middle of your list of opposites?</p>	<p>high/highest, low/lowest, pitch, glockenspiel, sequence, pattern, note, composer,</p>
Spring Term Giacomo Puccini	<p>I can understand what fast and slow means</p> <p>Instrumental: I can begin to copy simple copy patterns</p> <p>Vocal: I can sing familiar song by memory</p> <p>Aural: I can listen and respond to sounds</p>	<p>To know that tempo means fast and slow</p> <p>To know how to use tempo in a composition</p> <p>To be able to identify fast and slow sounds in a piece of music</p> <p>MISCONCEPTION- To know that music can be loud but slow and quiet but fast. (Some chn think if it is fast, it has to be loud!)</p>	<p>Use Tempo in different ways: When else might you use different tempos in every day life? Explore different activities- running, pouring, singing, writing, counting.</p> <p>-What are the best activities to do with a fast tempo? What about a slow tempo? What about a medium tempo?</p> <p>-What can you do fast? What can you do slowly? How does it change what you are doing? What was harder to do? What was easier? Eg. Capacity and pouring water- what happened when you poured fast? What happened when you poured slowly? For pouring water, what is the best tempo to use?</p> <p>-Can you think of other adjectives to describe 'slow' and 'fast'. Eg. Steady, calmly, crazy, speedy</p>	<p>Tempo, percussion, conductor, fast, slow, rhythm, syllable, long, short, note.</p>

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<p>Summer Term: Franz Liszt</p>	<p>Dynamics: I can understand what loud and soft means</p> <p>Improvising and composing: I can choose sounds and make a melody I can begin to invent symbols to represent dynamics</p> <p>Instrumental: I can begin to copy simple copy patterns</p> <p>Vocal: I can sing familiar song by memory</p> <p>Aural: I can listen and respond to sounds</p>	<p>To know that dynamics means loud and soft</p> <p>To know how to use dynamics in a composition</p> <p>To be able to identify loud and soft sounds in a piece of music</p> <p>To know that you play an instrument harder to get a louder note/softer to get quieter</p> <p>I know that there are different instruments and they are made of different material</p>	<p>-Instruments made of different materials. -Which makes the softest sound? Wood or metal? Why? -Do you have to play an instrument differently to make loud or soft? -Can you make your own instrument? How do you play it loudly? How do you play it softly?</p>	<p>Dynamic, loud, soft, sequence, pattern, percussion</p>
<p>Continuous provision and teaching ideas for 4 different strands of Music- development matters EYFS</p>				
<p><u>Hearing and Listening:</u> Focus composers- Saint Saens- Carnival of the Animals- listen to the different pieces of music- which animal do you think this sounds like? Why? What are the instruments doing to make it sound like the animal?</p> <p>CD 'listening area' to a range of different composers. - Play music which has emphasised pitch/tempo/ dynamics- Model 'drawing what you hear' (loud music might be drawn as large spikes, quiet may be little lines) Can you draw what you hear? Why did you draw spikey patterns? Why did you draw swirly patterns? Why did you draw little dots, large circles? Discuss with children their ideas.</p> <p>Listen to Peter and the wolf- all instruments represent different characters- Why do you think they used this instrument for the wolf? Can you make up your own noises to represent an animal?</p> <p>Rumble in the jungle- read the story and then play instruments attempting to represent animals- what instrument could you choose for a lion? Triangle or a drum?</p>				
<p><u>Vocalising and singing:</u> Sing the register in different pitches and get children to respond and match the pitch</p> <p>Stage area-have CD player outside for them to sing along to</p> <p>https://apps.apple.com/gb/app/spire-music-recorder/id1013021109 download music recorder on Ipad for children to have a go and record and play back their voices.</p>				

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Have backing tracks of familiar songs so children can sing along to.

Hide a bear- someone needs to find it- when they get closer to the bear, they sing loud or high and when they are further away from it, the other children sing quietly or low (pitch and dynamics)

Moving and dancing:

Saint Saens- carnival of the animals- get children to represent the different animals through moving and dancing to the music

Peter and the wolf- dance/act like the animals when they hear the different music that represent the characters.

Where the wild things are- go on your own wild rumpus with drums!

Create dance routines for familiar pop songs- can you listen to the words of the music and think of dance moves to represent the music?

Fireworks night/Diwali- can you be a firework? How would you use your bodies to represent the fireworks? What instruments could you use?

Exploring and playing:

Make up music based on a theme eg. Space- Can you make up a piece of music to represent space? What might you use to make the sounds?

Using the <https://apps.apple.com/gb/app/spire-music-recorder/id1013021109> (music recorder) children to record sounds around the environment- not instruments- maybe a door closing, noises of the outdoor area, children giggling, even a toilet flushing!

Making rhythms using the syllables of your names and familiar words.

Mr-s green-a-cre. Can you clap the name? sing the name? play the name using an instrument? Can you put a few names together to make up a piece of music?

Explore different types of percussion instruments- do you shake all instruments? Do you tap all instruments? Can you sort them into 'shake' and 'tap' Can you play them in both ways?

Show children stringed instruments/wind instruments. How would you play these?

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Year 1

Unit and Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Mastery Opportunities	Vocabulary
Autumn Term Composer focus: Debussy	Pitch: I can recognise and respond to high and low sounds Composing and Improvising: I can create and order sounds to make a melody I can invent symbols to represent sound	To know that pitch means high and low To know that notes on a glockenspiel/piano go up and down in order of pitch	-Investigation- linking notes and pitch to the alphabet. Show children a glockenspiel. Do the letters repeat? How many times? What letters do the notes stop at? Is there an H note? How many notes are there before the letters repeat? What happens when you go backwards? -Ideas 'A is first in the alphabet, so it is the highest/lowest note. True or false?'	high/highest, low/lowest, pitch, glockenspiel, sequence, pattern, note, composer, compose, keyboard
Spring Term Antonio Vivaldi	Tempo: I can understand fast and slow Rhythm: I can begin to copy simple rhythm patterns. Duration: I can understand that there are long notes and short notes Composing and Improvising: I can create and order sounds to make a melody I can invent symbols to represent sounds	To know that tempo means fast and slow To know the difference between fast and slow To know how to copy a rhythm To know how to play note values crotchet/quaver (insect names)	Implicitly introduce time signatures $\frac{3}{4}$ and $\frac{4}{4}$ through waltzes and marches. 3 crotchets in a bar are often used for classical waltz's (Composer-Strauss Blue Danube Waltz) 123,123,123,123. Show children youtube videos of waltzes. 4 crotchets in a bar are used for marches. 1234, 1234, 1234, 1234. Show children youtube videos of marches. (Elgar- pomp and circumstance Can you clap along to the different pieces of music? What do you notice? Can you describe how you might clap differently? (eg. Marches are all emphasised claps, whereas a waltz/dance, the 1 st clap is emphasised. The children might say that the claps are louder, whereas in the waltz, the 1 st clap is hard and the next 2 are softer.	Tempo, percussion, conductor, fast, slow, rhythm, syllable, long, short, note.
Summer Term Edward Elgar	Dynamics: I can understand loud and soft I can sing songs building rhythmic and melodic memory. Composing and Improvising: I can create and order sounds to make a melody I can invent symbols to represent sounds	-To know that dynamics means loud and soft -To know the difference between loud and soft -To know that you play an instrument harder to get a louder note/softer to get quieter -To begin to understand that dynamics can get louder and softer -To know how to play handbells using dynamics -To know how to sing using dynamics	How do you play an instrument differently to make loud and soft sounds? Give children a range of instruments to experiment with. Ext- usually, what is a louder instrument? An instrument made out of wood or metal?	Dynamic, loud, soft, sequence, pattern, percussion

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Year 2

Unit and Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Mastery Opportunities	Vocabulary
Year 2				
<p>Autumn 2 focus on pulse & rhythm</p> <p><u>Instrument:</u> percussion: sound shapes, triangle, tambourine</p> <p><u>Notation:</u> Compose, read & write rhythms</p> <p><u>Singing & Performance:</u> Christmas Concert</p> <p><u>Composer & performer focus:</u> Scott Joplin & Louis Armstrong</p>	<p><u>Tempo:</u> I can keep a pulse and can vary its tempo - faster and slower</p> <p><u>Instrumental:</u> I can choose and sustain patterns (rhythms) with increasing confidence and perform within an ensemble, maintaining my own part and with varying dynamics, following the conductor's lead.</p> <p><u>Composing and Improvising:</u> I can begin to compose my own simple phrases of music by choosing, creating and ordering sounds with simple contrasts (e.g. with 2 simple rhythms).</p> <p><u>Musical notation:</u> I can begin to invent symbols to represent simple rhythms. I can begin read musical notation that represents different rhythms (crotchet, quaver notes and rests)</p> <p><u>Performance:</u> I can maintain a melody to an accompaniment (or whilst other children sing a different melody). I can confidently perform in an ensemble to an audience.</p>	<p><u>Instruments:</u> To know that sound shapes, tambourines & triangles belong to the percussion family - sounds by banging.</p> <p><u>Pulse & rhythm:</u> To know the difference between pulse and rhythms. To know that the pulse can be at different tempos: faster or slower (metronome).</p> <p><u>Dynamics:</u> to know that music can be played with different dynamics (louder or softer)</p> <p><u>Composition:</u> To begin understand that music is created by arranging sounds to make simple contrasts, with varying pitch, rhythm and repeated notes.</p> <p><u>Musical notation and rhythm:</u> To begin to understand that written notes have different values (durations) (crotchet, quaver). To know that rhythms are represented by notes.</p> <p><u>Musical Appreciation:</u> To learn about & appreciate composers and musicians, modern and ancient and their different genres of music.</p>	<p><u>Leading:</u> Opportunity to lead in our music making e.g. conducting the dynamics / rhythms.</p> <p>Take the lead in reading/playing musical notation: semibreves, minims, crotchets, quavers and semiquavers.</p> <p><u>Composing:</u> Opportunity for composing / improvising.</p> <p><u>Musical Sums! Making rhythms that add up to different values:</u> Fly= 1, spider- 2 halves that make a 1, snail= 2. Children work out what the total value of each rhythm:</p> <div data-bbox="1400 1069 1792 1436"> <p style="text-align: center;">Musical Sums (1)</p> <p style="text-align: center;">Can you work out how many beats there are in each of these note patterns?</p> <p>The diagram shows six rhythmic patterns arranged in three rows. Each pattern consists of a star followed by musical notes. Below each pattern is an equation: star + ... = ... beats. The first row shows a star followed by two crotchets (1 + 1 = 2 beats) and a star followed by a crotchet and a half note (1 + 1 = 2 beats). The second row shows a star followed by a crotchet and a quaver (1 + 0.5 = 1.5 beats) and a star followed by a half note and a quaver (1 + 0.5 = 1.5 beats). The third row shows a star followed by a half note and a quaver (1 + 0.5 = 1.5 beats) and a star followed by a crotchet, a quaver, and a quaver (1 + 0.5 + 0.5 = 2 beats).</p> </div>	<p>orchestra, instruments (percussion, brass, strings, wind); sound shapes, tambourine, triangle;</p> <p>pulse, beat, rhythm (syllable); tempo (slow, fast), metronome; dynamics (loud, soft);</p> <p>composition; compose sequence, pattern;</p> <p>notation, stave, bar, treble clef, notes, note values, syllable, rests; crotchet, quaver, minim, semiquaver;</p> <p>composer, compose, musician, conductor</p>

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			<p><u>Musical appreciation:</u> composers and musicians.</p>	
<p>Spring 1 focus on pitch & musical notation</p> <p><u>Instrument:</u> recorders</p> <p><u>Notation:</u> read / play notes (focus on pitch) on treble clef staff</p> <p><u>Singing & Performance:</u> Class Assembly</p> <p><u>Composer focus:</u> Ludvig Beethoven, <u>Performer:</u> Sheku Kanneh-Mason</p>	<p><u>Instrumental:</u> I can hold a recorder correctly</p> <p>I can tunefully blow notes using 'tonguing' and slurring</p> <p>I can play B, A, G on a recorder in various rhythms and melodies.</p> <p>I can copy and match simple patterns in 4 metre (beats/time signature).</p> <p><u>Musical notation:</u> I can read and play notes on the staff (B A G C) in 4 metre (beats / time signature) - semibreves, minims, crotchets, quavers, semiquavers and rests).</p> <p><u>Performance:</u> I can sing, maintaining my own part. I can perform in an ensemble for an audience.</p>	<p><u>Instruments:</u> To know that a recorder is a wind instrument that makes sounds through blowing.</p> <p><u>Musical notation:</u> to recognise the treble clef denotes high pitched instruments, to know that the positioning of notes on the staff represents pitch, to know note form represents rhythm (semibreve, minim, crotchet, quaver, semi quaver - notes & rests).</p> <p><u>Musical Appreciation:</u> To learn about and appreciate composers and musicians, modern and ancient and their different genres of music.</p>	<p><u>Composing:</u> Opportunity to explore familiar melodies by ear and compose own melodies.</p> <p><u>Musical appreciation:</u> composers and musicians.</p>	<p>slur, tonguing legato, staccato;</p> <p>staff, bar, treble clef, time signature, note, note value, note structure (head, stem, flag)</p> <p>Semibreve semibreve rest; minim, minim rest; Crotchet Crotchet rest; quaver, quaver rest, semiquaver, semiquaver rest.</p>

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<p>Summer 1 focus on pitch, harmony & composition</p> <p><u>Instrument:</u> handbells & glockenspiels</p> <p><u>Composer focus:</u> J.S. Bach, <u>Performer</u> <u>Focus:</u> Vanessa May, & tudor music</p> <p>Summer 2 <u>Singing & performance:</u> Summer Concert</p>	<p><u>Pitch:</u> I can recognise general shapes of melodies and begin to recognise steps and repeated notes. I can organise handbells in pitch order. To know how to copy a simple pattern using pitch on the glockenspiel.</p> <p><u>Composing and Improvising:</u> I can compose my own simple piece of music by choosing, creating and ordering sounds with simple contrasts (e.g. with beginning, middle and end).</p> <p><u>Musical notation:</u> I can invent symbols to represent simple changes in pitch. I can begin to read and play notes that represent pitch (C scale).</p> <p><u>Performance:</u> I can sing / play in an ensemble to an audience - class assemblies</p>	<p><u>Instruments:</u> To know handbells belong to the percussion family-sounds by banging.</p> <p><u>Pitch:</u> To know that pitch can get higher and lower. To know that notes on a set of handbells/glockenspiel go up and down in order of pitch.</p> <p><u>Composition:</u> To understand that music is created by arranging sounds to make simple contrasts, with varying pitch, rhythm and repeated notes.</p> <p><u>Musical notation:</u> To understand that the treble clef means the music is written for high pitch instruments. To begin to understand notes and their names, how they are arranged on the staff and what sound they represent (C scale).</p> <p><u>Musical Appreciation:</u> To learn about and appreciate composers and musicians, modern and ancient and their different genres of music.</p>	<p><u>Composing:</u> Opportunity to explore familiar melodies by ear and compose own melodies using the octave.</p> <p><u>Performing:</u> Opportunity to play the music on a glockenspiel alongside the class playing handbells.</p> <p><u>Musical appreciation:</u> composers and musicians.</p>	<p>orchestra, instruments (percussion, brass, strings, wind) handbells, glockenspiel, piano</p> <p>pitch: high, low, melody, octave; pulse, beat, rhythm; dynamics: loud soft; tempo;</p> <p>musical notation, staff, treble clef, time signature, bar, note, note value, rest, sequence, pattern, repeated;</p> <p>composer, compose, musician, conductor</p>
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