

Music Curriculum Map



	Week 1	Week 2	Week 3	Week 4	Week 5
Aut 1	Songs for routines				
Aut 2 <i>Percussion</i>	Listen and join in with a familiar rhythm using voices		Listen and join in with a familiar rhythm using shakers		Listen and join in with a familiar rhythm using drums
Spr 1 <i>Movement</i>	Observe songs with actions and begin to understand that actions have meanings		Begin to join in with actions to music		Look at how actions vary with tempo
Spr 2 <i>Dynamics</i>	Listening to sounds with varying volume		Join in/ repeat songs with different volumes		How actions may vary depending on volume
Sum 1 <i>Musical stories</i>	Listen to musical storytelling (The Singing Mermaid)		Join in with musical storytelling (The Singing Mermaid)		Perform musical story (The Singing Mermaid)
Sum 2	Summer show				
Reception					
Aut 1 <i>Sound</i>	To explore using voices to make a variety of sounds.	To explore how to use our bodies to make sounds.	To explore the sounds of different instruments.	To identify sounds in the environment and differentiate between them.	To use voices to imitate nature sounds.
Aut 2 <i>Celebration Music</i>	To learn about music from another culture, particularly when related to the festival of Diwali To respond to music with movement	To learn about music from another culture, particularly when related to Hanukkah. To learn the names of some traditional Jewish musical instruments. Play and move to traditional Hanukkah music.	To learn about music from another culture, particularly when related to the festival of Kwanzaa To take part in a traditional call and response song To find classroom objects to use as drums and play in response to African music	To learn about traditional Christmas music To take part in a group song involving singing, voice sounds and playing instruments To sing and move to a Christmas song	To suggest appropriate actions to match song lyrics To sing and move to Christmas songs
Spr 1 <i>Music and Movement</i>	To understand why songs have actions To learn some simple Makaton signs to accompany a song	To explore beat through body movement To express feelings and emotions through movement to music	To explore beat through body movement To express feelings and emotions through movement to music	To explore pitch and tempo through scarf dancing and body movement Express feelings emotions through movement to music	To perform action songs to a small audience.
Spr 2 <i>Musical Stories</i>	To listen to the lyrics and melody: "Teddy Bear's Picnic" and recall part of the story. To move to music with instruction, changing movements to match the tempo, pitch or dynamic To talk about how a piece of music makes you feel.	To use actions to retell a story to music To sing and perform a group song	To learn how instruments can represent a certain mood, character or action To experiment with the sounds of different instruments	To create a musical story based upon a familiar routine To use instruments to represent moods or actions To play an instrument as part of a group story	To create a musical story based upon a familiar routine To use movement to express moods or actions within a musical story To play an instrument as part of a musical story and perform as a group
Sum 1	To explore creating sound effects.	To explore making sounds at different speeds.	To explore moving to different tempos.	To interpret symbols to show a change in speed.	Interpret a simple score to show tempo changes.
Sum 2 <i>Big band</i>	To discuss what makes a musical instrument To use recyclable materials to create a simple representation of a musical instrument	To learn what an orchestra is To learn about the four different groups of musical instruments	To copy and follow a beat To follow a beat using an untuned instrument	To experiment with playing tuned and untuned instruments To play in time to familiar songs	To choose appropriate instruments to represent different parts of a song. To perform a practised song to a small audience.
Year 1					
Aut 1 <i>Pulse</i>	To demonstrate an understanding of pulse using parts of the body.	To keep a pulse and show a sound pattern using bodies and voices.	To explore using a thinking voice to show the pulse.	To play short rhythms in time with the pulse.	To demonstrate an understanding of pulse through performance.
Aut 2 <i>Tempo</i>	To use voices and bodies expressively, while exploring tempo.	To practice a rhyme using fast and slow beats on instruments.	To use voices to perform a song with a fast and slow beat.	To use singing voices and an instrument to perform a song with a fast and slow beat.	To demonstrate fast and slow beats within the context of a story.
Spr 1 <i>Dynamics</i>	To understand how music can be used to represent an environment.	To understand how music can represent changes in an environment.	To explore using instruments, body and voice to create a seaside soundscape.	To identify how dynamics can reflect environments.	To create and represent sounds using symbols.
Spr 2 <i>Sound Patterns</i>	To explore and change dynamics using the voice.	To experiment with creating different sounds using a single instrument.	To read simple rhythmic patterns comprising of one beat sounds and one beat rests.	To play sound patterns in time with the pulse using a visual stimulus.	To show awareness of different roles when performing in a group performance.
Sum 1 <i>Pitch</i>	To identify high- and low-pitched sounds.	To explore pitch by creating two-pitch patterns.	To demonstrate tempo changes.	To create a superhero theme tune with a variety in tempo and pitch.	To perform a piece of superhero music showing a change of pitch and tempo.
Sum 2 <i>Musical symbols</i>	To explore tempo changes through movement.	To explore how dynamics can be represented by different symbols.	To clap simple rhythmic patterns while keeping the pulse.	To interpret symbols to demonstrate a pitch pattern.	To perform as part of a group to demonstrate dynamics, pitch and rhythm.
Year 2					
Aut 1 <i>Call - Response</i>	To create short sounds with varied dynamics that represent an animal.	To copy a short sound pattern.	To explore call and response using instruments.	To create sound patterns based on call and response.	To perform different sound patterns with contrasting dynamics.
Aut 2 <i>Instruments</i>	To explore listening and analysing a piece of music in relation to a story.	To explore how music and sound effects can tell a story.	To select appropriate sounds to match events, characters and feelings in a story.	To suggest appropriate sounds to represent parts of a story.	To perform a composition showing changes in tempo and dynamics.
Spr 1 <i>Singing</i>	To learn to sing a British folk song.	To practise and perform a song relating to the countryside.	To practise and perform a song relating to the city.	To create symbols to represent sounds.	To develop and perform a musical composition.
Spr 2 <i>Dynamics</i>	To create a simple soundscape using dynamic changes.	To listen to music and respond creatively, considering how dynamics can be represented.	To compare two pieces of music.	To create a short pitch pattern to represent a planet.	To perform a pitch pattern representing a planet, using vocal&instrumental sounds and changes in dynamics.
Sum 1 <i>Structure</i>	To read and clap a rhythm based on a phrase from a story.	To hear, write and clap rhythms based on a phrase from a story.	To use a rhythm in different ways to demonstrate structure.	To create a structure using rhythmic patterns.	To perform a group composition.
Sum 2 <i>Pitch</i>	To understand and practice reading different symbols to show pitch.	To sing and draw pitch patterns.	To read and understand the notation for the song 'Once a Man Fell in a Well.'	To use a tuned percussion instrument to play a song.	To complete the notation for a short song using a three-line stave.