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| **Village Infants School- Music Curriculum Map** |
| **Village** | **Nursery** | **Reception** |
|  | **‘Experience the Music’**The programme incorporates exciting musical activities that engage children in:* Vocalising and singing – exploring their voices.
* Focused listening – identifying sounds, learning new songs.
* Movement – with and without scarves. Listening to instructions and adding positional language. Responding to sounds in the music.
* Playing of rhythm instruments **–** experiencing and marking the steady beat, accompanying songs.
* Expressing what they hear through mark making.
* **Play with a sense of purpose and enjoyment.**
* **Sing a variety of songs accompanied and unaccompanied with actions.**

‘Weekly lesson plans allow for daily repetition along with sequential progression.’ (ETM Curriculum for the UK by Caroline Morris) | **Autumn 1 – Exploring and Perform*** Learning routines
* Exploring instruments and how sounds are made.
* Exploring opposites in music (fast/slow, loud/quiet, high/low)
* Following hand signals and symbols.
* Developing the sense of a steady beat.
* **Playing with a sense of purpose and enjoyment.**

**Autumn 2 - Christmas Preparation** – Learning songs, developing vocal technique, rehearsing and performing.* **Performing to parents in the Christmas Concert**.

Spring and Summer are linked into Reception Topics.**Spring 1** Twinkle, Twinkle – Metal Sounds* Coordinate actions to go with a song.
* Make changes to the voice to express different feelings.
* Explore metal sounds.
* **Play metal instruments to accompany a song.**

Space* Learn space songs.
* Add movement to a space song.
* Explore a variety of sound makers.
* Listen, move and mark make to Holst’s Planet Suite (Mars and Venus)
* **Play from a space themed graphic score**

**Spring 2****Space Sharing Assembly – incorporates space songs/ movement.**Three Little Pigs* Learn Three Pigs Song.
* Explore instruments by shaking and tapping.
* **Sing and accompany the song with appropriate instruments.**

**Summer 1**Farms * Sing a variety of action songs, circle songs.
* Create own verses to a song and add actions.
* Choose appropriate instruments for these actions.
* **Perform and play, ‘When we’re on a farm.’**

Hungry caterpillar* **Learn a song to go with the story, add instruments, create a class performance.**

**Summer 2**Journeys - (Links in with trip to Thorndon woods to the Gruffalo Trail)* Compose a song using ideas from the pupils, that describes the trip.
* Modify the words once they have been on the trip.
* **Perform the song as a class**
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| **Vocal Progression****Threaded throughout the day****Developed in music lessons.** | **EYFS*** Start and stop together.
* Respond appropriately to a range of classroom songs, e.g. tidy-up songs, circle time songs, line-up songs.
* Speak and chant short phrases together.
* Find their singing voice and begin to develop a sense of pitch over a small range of notes.
* Sing a variety of songs both accompanied and unaccompanied.
* Co-ordinate actions to go with a song.
* Make changes in their voices to express different moods /feelings
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| **Performances** | Christmas | Christmas Class Assembly – Spring Term |
| **Trip** |  | Christmas service at Church  |
|  | **Year 1** | **Year 2** |
| **Topics – Key skills and Knowledge** | **Autumn 1** **Prep for Harvest Tea – 3 Songs****Sounds Interesting** – identify sounds and change and use sounds expressively in response to a stimulus.* Identify sound sources
* Listen with concentration
* Play instruments in different ways with control.
* **Select sounds and sound sources carefully to describe the words in a song**.

**Autumn 2****Christmas Preparation** – Learning songs, developing vocal technique, rehearsing and performing.**Christmas Performance to Parents****Spring 1****The long and short of it** – Discriminate between long and short sounds and create interesting sequences of sound.* Recognise and make long and short sounds.
* Explore long and short sounds on classroom instruments in response to symbols.
* Identify long and short sounds in music.
* Create a sequence of long and short sounds.
* **Accompany a song with untuned instruments using long and short sounds.**

**Spring 1/2****Feel the Pulse** – develop the ability to recognise the difference between pulse and rhythm and to perform with a sense of pulse.* Identify the beat in pieces of music and join in at faster and slower tempi (speed)
* Identify the rhythm of the words.
* **Accompany a song by playing the beat or rhythm using an ostinato**

**Spring 2****What’s the score** – Exploring instruments and symbols * Identify instruments and the way their sounds can be changed.
* Identify different groups of instruments.
* Identifying sounds and matching movements to given sounds.
* Perform together using symbols as a support.
* **Choose sounds and instruments carefully as part of a class composition**

**Summer 1** **Rain, Rain Go Away** – Exploring Tempo (Fast and slow), timbre (tone quality of the sound, graphic notation) and dynamics (Loud and quiet)* Sing songs expressively
* Describe different images created by music.
* Select appropriate instruments and choose and combine sounds carefully.
* **Contribute ideas and control sounds as part of a class composition and performance.**

**Summer 2****Taking Off** – Exploring pitch - Discriminate between higher and lower sounds and create simple melodic patterns* Follow pitch movement with their hands and use high middle and low voices.
* Sing a melody accurately at their own pitch.
* Play and sing phrases from dot notation.
* **Create and choose sounds in response to a given stimulus.**
 | **Autumn 1****Prep for Harvest Tea – 3 songs****The long and short of it** – Discriminate between long and short sounds and create interesting sequences of sound.* Recognise long and short sounds and make longer and shorter sound with their voices.
* Perform long and short sounds in response to symbols.
* Explore long and short sounds on classroom instruments in response to symbols.
* Recognise long and short sounds in music.
* **Create a sequence of long and short sounds using graphic notation.**

**Autumn 2****Christmas Preparation** – Learning songs, developing vocal technique, rehearsing and performing.**Christmas Performance to Parents****Spring 1****Listen and Appraise*** Listening with concentration to high quality recorded music
* **Discuss the music introducing correct musical terminology - exploring the interrelated musical dimensions**

Recorders* Playing a musical instrument.
* Developing breath control
* Fostering a love of music.
* Playing repeated rhythmical pattern.
* Following Notation
* **Play a piece of music as a class, controlling the breath using correcting fingering for the note B**

**Spring 1/ 2****Feel the Pulse** – Exploring pulse and rhythm – ostinato, rhythmic patterns. develop the ability to recognise the difference between pulse and rhythm and to perform with a sense of pulse.* Identify the beat in different pieces of music and join in at faster and slower speeds.
* Identify the rhythm of the words.
* Recall and perform rhythmic patterns to a steady beat.
* **Accompany a chant/song by playing the beat or rhythm.**

**Spring 2****Taking Off** – Exploring Pitch- Discriminate between higher and lower sounds and create simple melodic patterns* Sing a melody accurately at pitch.
* Recognise that symbols can represent sound.
* Play and sing different pitches from notation.
* Perform different pitches on tuned percussion instruments
* **Compose a pitch pattern and play it accurately.**

**Summer 1****Rain, Rain Go Away** – Exploring Tempo (Fast and slow), timbre (tone quality of the sound, graphic notation) and dynamics (Loud and quiet)* Sing songs expressively
* Describe different images created by music.
* Select appropriate instruments and choose and combine sounds carefully.
* **Contribute ideas and control sounds as part of a class composition and performance.**

**Summer 2****Music in the round preparation –** * Learning songs, performing with live musicians,
* Learning about orchestral instruments.
* Listening to live music - fostering a love of music
* Visiting a theatre
* **Developing musical ideas into a Leavers’ Assembly performance.**
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| **Vocal Progression****(Class singing,****Singing assembly,****Choir)** | **YEAR 1*** speak and chant together
* sing in time to a steady beat
* co-ordinate actions to go with a song
* follow simple signals: stop/start
* sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment
* perform an action or a sound (clapping, stamping, etc.) on the steady beat whilst singing
* sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)
 | **YEAR 2*** sing a variety of songs with more accuracy of pitch
* echo short sung melodic phrases
* identify if pitch is getting higher/lower/staying the same
* sing words clearly and breathing at the end of phrases
* convey the mood or meaning of the song
* follow a leader (teacher)starting and stopping together
* sing with a sense of control of **dynamics** [volume] and **tempo** [speed]
* demonstrate some confidence in performing as a group and as an individual
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| **Trips** | Christmas service in the Church  | Christmas service in the Church Broadway Theatre – Barking – Music In The Round |
| **Performances** | Class Assembly – Summer Term | Leavers Assembly- Summer Term |
| **Performances** | Harvest Tea Christmas Easter Bonnet ParadeGrowth Mindset Assembly |
| **Performances:****Choir** | Christmas – School performance Dunchurch HouseBorough Music Festival Easter Bonnet Parade Open House |