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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** |
| **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 | |
| **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.** |
| **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 |
| **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 Parade  Growth Mindset Assembly | |
| **Performances:**  **Choir** | Christmas – School performance Dunchurch House  Borough Music Festival Easter Bonnet Parade Open House | |