

# Music Curriculum Map

Autumn Term	Spring Term	Summer Term
<p>Reception: Music is very cross curricular throughout the Reception year and children will be given opportunities to:</p> <ul style="list-style-type: none"> <li>• Sing a variety of number, phonic and action rhymes</li> <li>• Explore different sounds of instruments</li> <li>• Explore how sounds can be changed</li> <li>• Recognise repeated sounds and sound patterns</li> <li>• Respond in a variety of ways to what they see, hear and feel within music</li> </ul>		
<p>Year 1: Throughout the year children will regularly take part in singing activities.</p> <p>In the ‘Who Am I?’ topic children will be taught to:</p> <ul style="list-style-type: none"> <li>• understand the elements of singing</li> <li>• take part in listening exercises to identify voices and instruments</li> <li>• create a rhythmic piece of music, with body percussion</li> <li>• evaluate the finished piece of music</li> </ul> <p>In the ‘Big Build’ topic children will be taught to:</p> <ul style="list-style-type: none"> <li>• recognise and name the instruments used to represent the characters in Tchaikovsky’s ‘Peter and the Wolf’</li> <li>• learn to sing a new song about The Three Little Pigs</li> </ul> <p>In the ‘Let’s Celebrate’ topic children will be taught to:</p> <ul style="list-style-type: none"> <li>• learn new songs</li> <li>• sing clearly and confidently</li> <li>• sing a selection of songs in readiness for performance</li> <li>• draw on past experience to make progress</li> <li>• lead and take part in warm-ups</li> </ul>	<p>Year 1:</p> <p>In the ‘Posting &amp; Places’ topic children will be taught to:</p> <ul style="list-style-type: none"> <li>• comment on what they hear using loud / quiet / long / short</li> <li>• perform a chant in time with a pulse</li> <li>• choose and create appropriate sounds</li> <li>• choose sounds and match them to symbols</li> <li>• use appropriate words to describe the music they hear</li> <li>• contribute to the composition process</li> <li>• choose and play appropriate sounds and instruments</li> </ul> <p>In the ‘To the Rescue’ topic children will be taught to:</p> <ul style="list-style-type: none"> <li>• sing a song with the rest of the class</li> <li>• create sounds of the sea with their voices and bodies</li> <li>• suggest ways to improve</li> <li>• identify some of the musical elements in the music they hear</li> </ul> <p>In the ‘The Potting Shed’ topic children will be taught to:</p> <ul style="list-style-type: none"> <li>• clap/ play the beat and rhythmic patterns</li> <li>• learn the song ‘Two little legs’</li> <li>• create sound effects for the making of the Gingerbread Man</li> <li>• sing Two Little Legs and You Can’t Catch Me, clap the offbeat</li> <li>• revise songs learnt so far</li> <li>• identify and continue the beat or rhythm</li> </ul>	<p>Year 1:</p> <p>In the ‘Brilliant Bodies’ topic children will be taught to:</p> <ul style="list-style-type: none"> <li>• compose their own rap</li> <li>• create phrases that fit alongside a steady pulse</li> <li>• play percussion instruments with control</li> <li>• compare rap and songs</li> </ul> <p>In the ‘Animal Allsorts’ topic children will be taught to:</p> <ul style="list-style-type: none"> <li>• classify musical instruments</li> <li>• play a musical instrument in a group</li> <li>• identify musical instruments</li> <li>• create and perform a short rhythm/tune</li> </ul> <p>In the ‘Where Shall We Go’ topic children will be taught to:</p> <ul style="list-style-type: none"> <li>• learn the song and sing as part of a group</li> <li>• comment on the sounds and instruments they hear in the music they listen to</li> <li>• suggest ideas for music about precipitation, exploring pitch</li> <li>• comment on and choose appropriate sounds/instruments</li> <li>• choose appropriate sounds and instruments for composition</li> <li>• use musical elements effectively to compose weather and ‘taking off’ music</li> </ul>

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<p>Year 2: Throughout the year children will be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>In the ‘What do I need to be me?’ topic children will be taught to:</p> <ul style="list-style-type: none"> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p>In the ‘Through the keyhole’ topic children will be taught to:</p> <ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high quality live and recorded music.</li> </ul> <p>In the “Flying High” topic children will be taught to:</p> <ul style="list-style-type: none"> <li>• Play tuned and un-tuned instruments musically.</li> </ul>	<p>Year 2: In the ‘Blown Away’ topic children will be taught to:</p> <ul style="list-style-type: none"> <li>• Play tuned and un-tuned instruments musically.</li> </ul> <p>In the ‘Town Mouse, Country Mouse’ topic children will be taught to:</p> <ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high quality live and recorded music.</li> </ul> <p>In the topic “Sowing and Growing” children will be taught to:</p> <ul style="list-style-type: none"> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>Year 2: In the ‘National Celebration, Two Queens’ topic children will be taught to:</p> <ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high quality live and recorded music.</li> </ul> <p>In the topic “Trading Places, Britain or Brazil?” children will be taught to:</p> <ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using their inter-related dimensions of music.</li> </ul> <p>In the topic “Home &amp; Away” children will be taught to:</p> <ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high quality live and recorded music.</li> </ul>