



Village Infants School- Music Curriculum Map - 2023/24

	Nursery	Reception - Topic Based 'Creative Curriculum'
Experience the Music Project	<p>Experience the Music Project (ETM 2012) is used as a guide/inspiration for musical activities and is supported by additional suitable musical material for Nursery-aged children</p> <p>The programme incorporates activities that engage children in:</p> <ul style="list-style-type: none"> • 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. <p>(ETM Curriculum for the UK by Caroline Morris allows for daily repetition along with sequential progression)</p>	<p><u>Autumn 1</u> <u>Musical Me</u> Exploring and Perform</p> <ul style="list-style-type: none"> • 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. <p><u>Autumn 2</u> <u>Festivals and Seasons - Christmas Preparation</u></p> <ul style="list-style-type: none"> • Exploring simple body percussion • Becoming aware of a new metre • Learning songs, developing vocal technique, rehearsing and performing. • Performing to parents in the Christmas Concert. <p><u>Spring 1</u> <u>Space</u></p> <ul style="list-style-type: none"> • Learn space songs. • Add movement to a space song. • Explore a variety of sound makers. • Listen & identify contrasting sounds eg long/short <p><u>Spring 2</u> <u>Three Little Pigs</u></p> <ul style="list-style-type: none"> • Learn Three Pigs Songs • Explore repeated patterns • Sing and accompany the song with appropriate instruments.
Vocal Progression Threaded throughout the day Developed in music lessons.	<ul style="list-style-type: none"> • 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. 	

	<ul style="list-style-type: none"> • Co-ordinate actions to go with a song. • Make changes in their voices to express different moods /feelings 	<p><u>Summer 1</u> <u>Growing</u></p> <ul style="list-style-type: none"> • Exploring timbre • Follow a simple graphic score • Create a simple sound story <p><u>Summer 2</u> <u>EOY and Seaside</u></p> <ul style="list-style-type: none"> • Recognise contrasts eg high/low • Explore tempo changes • Creating music for a purpose
Cultural Capital - Performances	<u>Examples of activities</u> Christmas Easter Bonnet Parade/ Spring Event	<u>Examples of activities</u> Christmas Class Assembly - Spring Term
Cultural Capital - Trips		Christmas service at Church
	Year 1 - Music Express (with Additional Content)	Year 2 - Music Express (with Additional Content)
Topics: Key skills and Knowledge	<p><u>Autumn 1</u> <u>Sounds Interesting Unit 1</u> - through the activities of: Musicianship, listen and respond, singing, playing, improvising and composing</p> <ul style="list-style-type: none"> • Begin to focus listening • Recognise sound sources • Create expressive music to fit a topic • Respond to simple conductor signs <p><u>Autumn</u> <u>Festivals and Seasons Unit 2</u> - through the activities of: Musicianship, listen and respond, singing and playing.</p>	<p><u>Autumn 1</u> <u>Sounds Interesting Unit 6</u> - through the activities of: Musicianship, listen and respond, singing, playing, improvising, and composing.</p> <ul style="list-style-type: none"> • Explore and experience sounds and instruments • Identify sounds in the environment • Listen, recognise and order sounds • Count, notate and play 4 beats <p><u>Autumn 2</u> <u>Festivals and Seasons</u> - through the activities of: Musicianship, listen and respond, singing, playing, improvising and composing.</p>

	<ul style="list-style-type: none"> • Understand short & long sounds • Creating eg firework effects • Creating soundscapes <p>Christmas Preparation - Learning songs, developing vocal technique, rehearsing and performing. Christmas Performance to Parents</p>	<ul style="list-style-type: none"> • Using a rhythm pattern • Using word rhythms • Reading, performing and arranging rhythm patterns <p>Christmas Preparation - Learning songs, developing vocal technique, rehearsing and performing. Christmas Performance to Parents</p>
	<p><u>Spring 1</u> <u>Feel the Pulse Unit 3</u> - Through the activities of:</p> <p>Musicianship, listen and respond singing, playing, improvising and composing.</p> <ul style="list-style-type: none"> • Responding to pulse and rhythm • Recognising a change in Tempo • Read, write and perform a rhythm score <p><u>Spring 2</u> <u>Taking Off: Exploring Pitch Unit 4</u> - through the activities of:</p> <p>Musicianship, listen and respond, singing, playing, improvising and composing.</p> <ul style="list-style-type: none"> • Introduce and explore stepwise movements • Introduce ascending & descending scale patterns • Compose a new melody 	<p><u>Spring 1</u> <u>Feel the Pulse: Music from Africa Unit 3</u> - through the activities of:</p> <p>Musicianship, listen and respond, singing, playing, improvising and composing.</p> <ul style="list-style-type: none"> • Revising the difference between pulse & rhythm • Creating echo patterns • Creating an ostinato pattern <p><u>Spring 2</u> <u>Taking Off: Exploring Pitch Unit 4</u> - through the activities of:</p> <p>Musicianship, listen and respond, singing, playing, improvising and composing.</p> <ul style="list-style-type: none"> • Identify pitch movements • Listen and identify melodies moving by step and by skip • Practise and perform pitch movements
	<p><u>Summer 1</u> <u>Rain, Rain: Exploring Timbre, Tempo, Dynamics Unit 6</u> - through the activities of:</p> <p>Musicianship, listen and respond, singing, playing, improvising and composing.</p> <ul style="list-style-type: none"> • Responding to dynamics using a graphic score • Structure sounds • Follow, use and create using notation symbols 	<p><u>Summer 1</u> <u>Rain, Rain: Exploring Timbre, Tempo, Dynamics Unit 5</u> - through the activities of:</p> <p>Musicianship, listen and respond, singing, playing, improvising and composing.</p> <ul style="list-style-type: none"> • Explore dynamics to create expression • Create and perform an accompaniment to a poem • Practise and perform as part of a class ensemble • Show contours of the tune

	<p><u>Summer 2</u> <u>What's the Score: Exploring Instruments & Symbols Unit 5</u> - through the activities of: Musicianship, listen and respond, singing, playing, improvising and composing.</p> <ul style="list-style-type: none"> • Revise instrument handling and names • Understand how beats are grouped • Create sounds from notation and picture stimuli 	<p><u>Summer 2</u> <u>The Long & the Short of It: Music from the Caribbean Unit 1</u> - through the activities of: Musicianship, listen and respond, singing, playing, improvising and composing. Using material to develop into a Leavers' Assembly performance</p> <ul style="list-style-type: none"> • Identify and use long and short sounds • Identify and notate a syncopated rhythm
	Vocal Progression - Y1	Vocal Progression - Y2
(Class singing, Singing assembly, Vocal Group)	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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 &/or confident child) 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
Cultural Capital - Trips	<p><u>Examples of activities</u> Christmas service in the Church</p>	<p><u>Examples of activities:</u> Christmas service in the Church Broadway Theatre - Barking - Music In The Round</p>
Cultural Capital - Performances	Class Assembly - Summer Term	Leavers Assembly- Summer Term
Cultural Capital - Performances	Harvest Tea Christmas Easter Bonnet Parade Growth Mindset Assembly	Christmas - School performance & Dunchurch House Borough Music Festival Easter Bonnet Parade Open House