



Kindness -Determination – Resilience – Teamwork – Communication – Respect

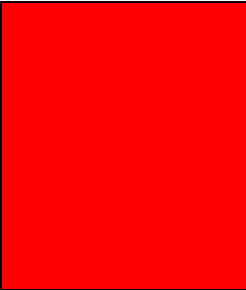
‘Together we learn – United we achieve’

TOWNVILLE INFANTS’ SCHOOL

Music: Curriculum Map

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------------------|--|---|--|---|---|-------------------------------------|
| Foundation Stage ELGs | <p><i>Communication and Language</i></p> <ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs <p><i>Physical Development</i></p> <ul style="list-style-type: none"> • Combine different movements with ease and fluency. <p><i>Expressive Arts and Design</i></p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | | | | | |
| KS1 NC Objectives | <p><i>Pupils should be taught to;</i></p> <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically - Listen with concentration and understanding to high quality live and recorded music - Experiment with, create, select and combine sounds using the interrelated dimensions of music. | | | | | |
| Year 1 | Hey You! | Rhythm In The Way We Walk and The Banana Rap | In the Groove | Round and Round | Your Imagination | Reflect, Rewind & Replay |
| Key Vocabulary | Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform | Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform | Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove | Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience | Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination | See all previous units |

| Year 2 | Hands, Feet, Heart | Ho, Ho, Ho | I Wanna Play in a Band | Zootime | Friendship Song | Reflect, Rewind & Replay |
|-----------------------|---|--|--|--|---|-------------------------------------|
| Key Vocabulary | Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo | Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo | Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo | Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo | Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo | See all previous units |
| British Values | <p>Democracy</p> <ul style="list-style-type: none"> - Create music together - Take turns and share equipment - Evaluate and share opinions <p>Rule of law</p> <ul style="list-style-type: none"> - Following school rules and keeping self-safe whilst using instruments <p>Individual liberty</p> <ul style="list-style-type: none"> - Express preferences about a song, piece of music or performance - Express themselves in musical performance - Build on individual talents and interests - Freedom to make choices within their music movements <p>Tolerance and Respect</p> <ul style="list-style-type: none"> - Listen to other people's views on music and performance - Respond to the work of others with respect - Discuss and compare their own and others' music movements. - Respect different musical genres and the opinions of their peers. - Explore and respect the social, cultural or religious ideas that have influenced the development of music | | | | | |
| SMSC | <p>Spirituality</p> <ul style="list-style-type: none"> - Explore how different genres and pieces of music make them feel - Use imagination and creativity to compose music - Sing and play with feeling, giving meaning to lyrics and musical phrases <p>Moral</p> <ul style="list-style-type: none"> - Understand and follow rules and symbols in music - Follow the leadership of others <p>Social</p> | | | | | |

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- *Participate in performances*
 - *Learn how to play a musical instrument*
 - *Work together to create group performances*
 - *Understand the importance of cooperation*

Cultural

- *Explore and perform music from different historical periods*
- *Listen to music from a range of cultures*
- *Learn about music from a range of genres*