



Music Curriculum Map

Our curriculum aims to develop the children's confidence and enjoyment of singing and music making. The emotional experience of singing serves as the heart of performance and expression. In this we aim to teach them the necessary listening, performance and singing skills to build a strong musical foundation. By using the scheme of work from 'The Voices Foundation', children are given the opportunity to develop their 'singing voice', in groups and solo performances, alongside body action and movement and the playing of instruments. By the end of their time at The Minster Nursery and Infant School, we hope that children will have fostered a long lasting love for singing and opened the door to a musical future.

	Autumn	Spring	Summer
Nursery	<p>They listen with increased attention to sounds. They respond to what they have heard, expressing their thoughts and feelings. They remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <ul style="list-style-type: none"> Learn to sing familiar songs and nursery rhymes. Matching the pitch when copying someone else's song. 	<p>The children listen with increased attention to sounds. They respond to what they have heard, expressing their thoughts and feelings. They remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Play instruments with increasing control to express their feelings and ideas.</p> <ul style="list-style-type: none"> Listening and recognising different instruments Exploring how to change sounds using instruments. Keeping simple pulse beat. Playing an instrument to a simple pulse beat. 	<p>The children are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. They listen with increased attention to sounds. They respond to what they have heard, expressing their thoughts and feelings. They remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p> <ul style="list-style-type: none"> Singing and performing to others. Playing an instrument while performing to others. Using vocals alongside instruments to make their own songs. Talk about how music makes them feel.
Key Vocabulary	music, high, low, sounds, song, singing, action, listen, shout, singing voice, voice.	join in, play, bang, hit, pulse beat, beat, instrument, loud, quiet, fast, slow	perform, singer, feelings, sad, happy, angry, worried, joyful, scared.
Reception	<p>The children listen attentively, move to and talk about music, expressing their feelings and responses. They learn to sing in a group or on their own, increasingly matching the pitch and following the melody. They explore and engage in music making, performing solo or in groups.</p> <ul style="list-style-type: none"> Match the pitch of a song or phrase. Keep a pulse beat using body percussion How to warm up their voices by exploring vocal sounds. Copy a given rhythm using body percussion or an instrument. Understand emotions through music and describe music in simple terms, i.e. sad, scary, etc. 	<p>The children listen attentively, move to and talk about music, expressing their feelings and responses. They watch and talk about dance and performance art, expressing their feelings and responses. They learn to sing in a group or on their own, increasingly matching the pitch and following the melody. They explore and engage in music making, performing solo or in groups.</p> <ul style="list-style-type: none"> Share their likes and dislikes about music and songs. Sing solo or as a part of a smaller group. Changing the tempo or a song when singing or playing. Use a tuned instrument to create their own tune or phrase. Use their thinking voice alongside their singing voice. 	<p>The children listen attentively, move to and talk about music, expressing their feelings and responses. They watch and talk about dance and performance art, expressing their feelings and responses. They learn to sing in a group or on their own, increasingly matching the pitch and following the melody. They explore and engage in music making, performing solo or in groups.</p> <ul style="list-style-type: none"> Performing in front of a larger audience. Changing the dynamics or a song, rhyme or tune. Playing a pulse beat with a percussion instrument. Changing the tempo or a song when singing or playing. Use a tuned instrument to create their own tune or phrase. Use their thinking voice alongside their singing voice.
Key Vocabulary	pitch, pulse beat, phrase, song, rhyme, sound, percussion, feelings, scary, sad, happy, joyful, worried, angry, warm up, instrument, singing voice, voice.	solo, group, melody, tempo, faster, slower, tune, thinking voice.	perform, dynamics, louder, quieter, tuned.
Year 1	<p><u>Units 1 - 3</u> The children learn to listen and to imitate song phrases. They learn about using a singing voice to perform their singing. The children sing collectively as a group at the same pitch and also singing solo as individuals. As part of this they record their singing and listen attentively to the recorded sound to recognise individual voices.</p> <p><u>Units 4 - 6</u> The children learn how to take on the role of the leader and with</p>	<p><u>Unit 7 - 8</u> The children revisit the use of their 'thinking voice' and learn how to use their memory and thinking to 'hear' the inner-singing voice. They explore this by singing songs with a mixture of their 'singing voice' or 'thinking voice'. They revisit looking at percussion instruments, how to hold them and play them with care and respect.</p> <p><u>Unit 9 - 10</u></p>	<p><u>Unit 11 - 13</u> The children develop their aural memory for known song melodies by listening to known songs and melodic phrases (no words). They also use their thinking voice to recall known song melodies. They perform song rhythms and actions to feel the pulse beat alongside playing rhythms on the percussion instruments. They begin to recognise the start and finish of phrases and identify the length of a phrase by singing</p>



	<p>this continue to develop their awareness of pitch. They work on being able to recognise a known song or melody through listening to songs hummed instead of sung. They start to repeat songs at different pitches by establishing a routine for starting a song by saying, 'off we go', at the relevant pitch. The children begin to explore changing the dynamics of the songs.</p>		<p>The children are introduced to the concept of 'timbre' and to recognise their different singing voices and instruments by the sound quality alone. They start to look at their breathing, to sing with one breath per song phrase to help them develop a greater quality of singing sound.</p>		<p>alternate groups. <u>Unit 14 - 15</u> The children learn that dynamic levels can be compared as louder or quieter, that pitch can be compared as being higher or lower and that tempo speeds can be compared as being faster or slower. They do this by performing songs and listening to music where the tempo, pitch and dynamics are changeable. The children look at how to 'perform' internally [internalise] phrases from known songs and chants. They do this using their thinking voice to highlight a particular feature in the melody.</p>	
Key Vocabulary	perform, imitate, pitch, singing voice, high, low.	individual, solo, leader, humming, melody, song start, dynamics, volume.	memory, thinking-voice, hear, hand held, percussion, instruments, drum, tambourine, guiro, claves, shaker, maraca.	timbre, sound quality, breathe, breathing, phrase.	aural memory, melodic phrase, recall, rhythm, pulse beat, length.	tempo, compare, louder, quieter, higher, lower, faster, slower, internalise.
Year 2	<p><u>Unit 16 - 18</u> The children learn about the basic principles of <i>simple time</i> rhythm and how to use spoken rhythm names for <i>simple time</i>. They look at the pattern of two notes within one pulse and perform the rhythm names of ta and teh-teh. They listen to the pitch changes in song phrases and start to use hand movements and chime bars to show this. They hear and 'feel' song phrases with a 4-beat rhythm 'drive' looking at repetitive 4 beat sequences. They perform songs with visual support and instrumental support.</p> <p><u>Unit 19 - 20</u> The children listen to a specific interval [pitch distance] between two levels of pitch in song melodies. They start to identify them with singing names, soh for the higher pitch, me for the lower pitch and also connect them to the hand movements learnt previously. The children distinguish between rhythm and pulse and look at how to feel the pulse beat as a consequence of the rhythm.</p> <p>Creative Learning - CMA Sessions</p> <p>The children made connections to their unit of learning about Storytelling. Specifically the stories that we can also find in the world of Ballet, such as, Swan Lake and Sleeping Beauty. Stories from lessons were re-told and heard again through Tchaikovsky's music. Students learnt about Tchaikovsky and were able to identify where different characters enter from the musical changes. Students were able to re-create their own whole class openings to Swan Lake using their Dance and Drama Talents. Students studied the Puss in Boots Pas de Deux and learnt specific ballet vocabulary and steps from the choreography to the amazing score.</p>		<p><u>Unit 21 - 23</u> The children listen to record vocal music, to identify changes of tempo, how many are singing, where the soloist comes in and how the music ends. They listen to a known song's rhythm tapped out on an instrument and then answer with the next part of the song, identifying the song just its tapped rhythm. They start to develop an early stage of improvising by looking at rhythm phrases from known songs and then using them to create their own verse and refrain sequence. They also compare melodic or rhythm phrases in songs, looking at whether they are the same or different in length by counting the beats.</p> <p><u>Unit 24 - 26</u> The children revisit dynamics but this time look at selecting an appropriate loudness for a given song or music. They also develop control in changing the dynamics as they sing. They revisit tempo and compare the speed of the pulse in different songs to help them decide the most suitable speed for a song. They explore changing the pitch when starting songs themselves by performing the same song several times and compare the performances to say whether they are higher or lower in pitch</p> <p>Creative Learning - CMA Sessions</p> <p>The children made connections to their unit of work about Toys. Specifically how Toys are shown on Film. Children think about the concept of their Toys having a real life outside of their short life with their owner. Students sing "when she loved me" revisiting the idea of pitch and tempo. They looked at the concept of Toys and children in the film Chitty Chitty Bang Bang and used the idea of a music box doll to move in time to the music. They also used their drama skills focusing on character to create a scene about Toys that come to life.</p>		<p><u>Unit 27 -28</u> The children begin to understand simple time stick notation using ta and teh-teh. They read and write stick notation for simple 4-beat phrases, singing and tapping the rhythms out. They learn the singing-names for lah alongside soh, and me already introduced. They practice using them in familiar songs and phrases and learn the new hand movement.</p> <p><u>Unit 29 - 30</u> The children add the ta rest [silence] to <i>simple time</i> rhythm. They learn where it is found in songs and phrases and the symbol used to represent it. The children reinforce performing, playing and listening skills by revisiting dynamics, phrases, pitch, pulse, rhythm, tempo and timbre.</p> <p>Creative Learning - CMA Sessions</p> <p>The children have the chance to explore the Arts and culture from different countries around the world. Using the BBC Bitesize Music from around the world unit. They learn the history of Afrobeats developed by Fela Kuti and are able to move to the music in the appropriate style. They study Bangra and the rich place music and Dance has in family traditions in India. They also study Samba and learn about the Carnival in Rio de Janiro, ending the year with their own class Carnival.</p>	



**THE MINSTER
NURSERY AND INFANT SCHOOL**

SCHOOL OF INSPIRATION

DETERMINATION HONOUR BELIEVE

PREPARING FOR A BRIGHT FUTURE WITH INNOVATIVE AND EXCITING LEARNING

Key Vocabulary	simple time, note, pulse, chime bar, ascending, descending, sequence, metre.	interval, soh, me, mouth level, chest level, pattern	soloist , answer, improvising, create, compare	appropriate, control, suitable	stick notation,	rest, silence, symbol,
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