



Forever Learning: Limitless potential for every child

Music Curriculum Map (Reception - Year 2 use KAPOW)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery | <p>Joins in singing songs.</p> <p>Listen with increased attention to sounds.</p> <p>Creates sounds by rubbing, shaking, tapping, striking or blowing</p> <p>Shows an interest in the way sound makers and instruments</p> | <p>Sings to self and makes up simple songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Moves in response to music or rhythms.</p> | <p>Remember and sing entire songs that are familiar.</p> <p>Responding to what they have heard, expressing their thoughts and feelings.</p> | <p>Explores and learns how sounds and movements can be changed.</p> <p>Enjoys joining in with moving, dancing and ring games.</p> | <p>Creates rhythmic sounds and movements.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> | <p>Begins to build a collection of songs and dances.</p> <p>Taps out simple repeated rhythms.</p> <p>Sing the melodic shapes (moving melody) of familiar songs.</p> <p>Sing the pitch of a tone sung by another person (pitch match).</p> |
| Reception | <p>Exploring Sound <i>Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and</i></p> | <p>Celebration Music <i>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and</i></p> | <p>.Transport <i>Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple</i></p> | <p>Musical Stories <i>A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or</i></p> | <p>Music and Movement <i>Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to</i></p> | <p>Big Band <i>Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to</i></p> |

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| | <i>identifying sounds in the environment.</i> | <i>Christmas.</i> | <i>score.</i> | <i>represent characters.</i> | <i>music</i> | <i>a small audience.</i> |
| Year 1 | <p>Keeping the pulse (Theme: My favourite things) <i>In this new unit, children explore keeping the pulse together through music and movement, by exploring their favourite things.</i></p> | <p>Tempo (Theme: Snail and mouse) <i>Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.</i></p> | <p>Dynamics (Theme: Seaside) <i>In this updated unit, children use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.</i></p> | <p>Sound patterns (Theme: Fairytales) <i>This new unit uses fairytales to introduce children to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.</i></p> | <p>Pitch (Theme: Superheroes) <i>This new unit helps the children learn how to identify high and low notes and to compose a simple tune to represent a superhero.</i></p> | <p>Musical symbols (Theme: Under the sea) <i>In this new unit, the children combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.</i></p> |
| Year 2 | <p>Call and response (Theme: Animals) <i>In this unit, the children use instruments to represent animals, copying rhythms and creating call and response rhythms.</i></p> | <p>Instruments (Theme: Musical storytelling) <i>This new unit helps the children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.</i></p> | <p>Singing (Theme: On this island) <i>In this new unit, the children learn folk songs and create sounds to represent three contrasting landscapes: seaside, countryside and city.</i></p> | <p>Contrasting dynamics (Theme: Space) <i>This new unit helps children with developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.</i></p> | <p>Structure (Theme: Myths and legends) <i>This new lesson helps the children develop an understanding of structure by exploring and ordering rhythms.</i></p> | <p>Pitch (Theme: Musical Me) <i>In this new unit, children are exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch.</i></p> |