

Paulton Infant School MUSIC MAP

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<p>Expressive Arts and Design: Being Imaginative</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and song • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music <p>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. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Begin to explore percussion instruments and rhythm.</p> <p>Key Vocabulary: percussion, rhythm, tune, clapping, timing, fast, slow, loud, soft, quiet, perform, high, low, tap</p>					

Cycle A 2020-2021	Across the Drawbridge	Sweets Galore	Pole to Pole	Heroes and Villains	A Bug's Life	Oh We Do Like To Be Beside The Seaside
Musical Element(s)	PITCH High/low Tuned percussion - chime bars/hand chimes	SINGING AND VOCALS Use voice in different ways Sing and chant familiar chants and rhymes in unison	DURATION AND COMPOSITION Composition, writing simple scores	TIMBRE/TEXTURE Composing simple fanfares	MIXED ELEMENTS Compose Music to go with Miniscule film/Secret life of plants/Weather scenes	Mini Ensembles Accompany songs for seaside topics
Key pieces of Music/composers	Mussorgsky - Pictures at an exhibition - Great Gate of Kiev Grieg - Peer Gynt _ Hall of the Mountain King		Inspector Morse Theme Songs from Frozen	Superhero Music - John Williams - Super man Stephen Chadwick - Sounds Menu	Rimsky Korsakov - Flight of the Bumble Bee Buccalossi - The Grasshopper's Dance	Music of the sea Debussy - La Mer
Music Curriculum Coverage KS1 Four areas: Singing Playing and performing Composing Listening and responding	<p>Singing: Use voices expressively and creatively by singing songs and speaking chants and rhymes. Playing and Performing: Follow and offer some simple musical instructions and actions Composing: Understand symbols can be used to represent specific sounds Listening and responding: Begin to recognise and discuss the different elements of music e.g. dynamics, tempo Recognise differences between high and low pitch</p>	<p>Singing: Sing in tune within a limited pitch range and a good sense of pulse and rhythm Playing and Performing: Play tuned and untuned instruments musically. Begin to maintain a simple part as part of a group within a group. Composing: Recognise and explore how sounds can be organised. Understand symbols can be used to represent specific sounds. Listening and responding: Recognise differences between high and low pitch.</p>	<p>Singing: Sing in tune within a limited pitch range and a good sense of pulse and rhythm Playing and Performing: Play tuned and untuned instruments musically. Begin to maintain a simple part as part of a group within a group. Composing: Recognise and explore how sounds can be organised. Understand symbols can be used to represent specific sounds. Listening and responding: Recognise differences short and long sounds.</p>	<p>Singing: Participate in singing games. Sing and chant familiar rhymes and songs in unison. Playing and Performing: recognise how sounds can be made and changed. Recognise repeated sounds and patterns and match movement to music. Composing: Choose and order sounds in a simple structure. Suggest symbols to represent sounds. Listening and responding: Understand that different instruments produce different sounds. Recognise changes in sounds.</p>	<p>Singing: Participate in singing games. Sing and chant familiar rhymes and songs in unison. Playing and Performing: recognise how sounds can be made and changed. Recognise repeated sounds and patterns and match movement to music. Composing: Choose and order sounds in a simple structure. Suggest symbols to represent sounds. Listening and responding: Understand that different instruments produce different sounds. Recognise changes in sounds.</p>	<p>Singing: Sing in tune within a limited pitch range and a good sense of pulse and rhythm Playing and Performing: recognise how sounds can be made and changed. Maintain a simple part as part of a group within a group. Composing: Choose and order sounds in a simple structure. Suggest symbols to represent sounds. Listening and responding: Understand that different instruments produce different sounds. Recognise changes in sounds.</p>

Cycle B 2021-2022	In The Deep Dark Woods	The Great Fire of London	Dinosaur Stomp	Rumble In The Jungle	What Can I Invent?	My Place In The World
Musical Element(s)	DURATION/PITCH Tuned Percussion - Boom whackers/bells Harvest Festival	PITCH Tuned percussion playing - London's Burning,	DYNAMICS/TEXTURE Building up sounds Creating graphic scores	TIMBRE/TEMPO	STRUCTURE Composition focus	Mini Ensembles/world music Samba
Key pieces of Music/composers	Prokofiev - Peter and the Wolf	Songs about London - London Bridge, Oranges and Lemons soundtrack Christmas performance	Saint - Saens Fossils Key songs: 'Walk the dinosaur' (dinosaur rap clips)	The Jungle Book Song: Down in the Jungle Saint- Saens: Carnival of the animals	Musical Inventions OA Song 'I wish I had a Robot'	World Music samples Samba Music
Music Curriculum Coverage KS1 Four areas: Singing Playing and performing Composing Listening and responding	<i>Playing and Performing:</i> Play tuned and untuned instruments musically. Follow and offer some simple musical instructions and actions. <i>Composing:</i> Recognise and explore how sounds can be organised. Explore making sounds with voice, body sounds, instruments, IT and objects in play environment. <i>Listening and responding:</i> Recognise differences between loud and quiet, high and low pitch.	<i>Singing:</i> Sing in tune within a limited pitch range and a good sense of pulse and rhythm <i>Playing and Performing:</i> Play tuned and untuned instruments musically. Follow and offer some simple musical instructions and actions. <i>Composing:</i> Recognise and explore how sounds can be organised. Explore making sounds with voice, body sounds, instruments, IT and objects in play environment. <i>Listening and responding:</i> Recognise differences between high and low pitch.	<i>Singing:</i> Use voice in different ways expressively and creatively <i>Playing and Performing:</i> recognise how sounds can be made and changed. Follow and offer some simple musical instructions and actions. <i>Composing:</i> Choose and order sounds in a simple structure. Suggest symbols to represent sounds. <i>Listening and responding:</i> Begin to recognise and discuss the different elements of music - dynamics and texture	<i>Singing:</i> Sing in tune within a limited pitch range and a good sense of pulse and rhythm. <i>Playing and Performing:</i> Play tuned and untuned instruments musically. Begin to maintain a simple part as part of a group within a group. Demonstrate an understanding of the differences between pulse and rhythm. <i>Composing:</i> Recognise and explore how sounds can be organised. Suggest symbols to represent sounds. Compose and play simple rhythmic patterns in groups. <i>Listening and responding:</i> Recognise how different elements of music can create different moods/effects Identify the pulse	<i>Singing:</i> Sing broadly in tune within a limited pitch range. Use voice in different ways expressively and creatively <i>Playing and Performing:</i> Play tuned and untuned instruments musically. Begin to maintain a simple part as part of a group within a group. Demonstrate an understanding of the differences between pulse and rhythm. <i>Composing:</i> Understand symbols can be used to represent specific sounds. Compose and play simple rhythmic patterns in groups. <i>Listening and responding:</i> Recognise how different elements of music can create different moods/effects Identify the pulse	<i>Singing:</i> Participate in singing games. Sing and chant familiar rhymes and songs in unison. <i>Playing and Performing:</i> recognise how sounds can be made and changed. Recognise repeated sounds and patterns and match movement to music. Show an awareness of audience when performing. <i>Composing:</i> Choose and order sounds in a simple structure. Suggest symbols to represent sounds. <i>Listening and responding:</i> Understand that different instruments produce different sounds. Recognise changes in sounds.