

# Mundeford Community Infants School



## SUBJECT MAPPING - MUSIC

### Aims of a Musician leaving our school

#### Entitlement (all learners):

- Understand that there are different styles of music by experiencing the work of different composers and musicians
- Recognise and apply the inter-related dimensions: pitch, beat, rhythm, dynamics, tempo
- Recognise, name and play with musicality a variety of tuned and untuned instruments
- Improvise, compose and perform musical pieces that consist of singing and percussion
- Listen with concentration and describe the mood and emotions through personal response including art and dance
- Read, follow and copy basic musical notation

#### Enhancement (deeper knowledge):

- Compose their own musical piece and record using basic musical notation so that it can be performed by others

### The National Curriculum says:

#### EYFS:

Children will sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others – when appropriate – try to move in time to music

#### Key Stage One:

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

#### In order to achieve this by the end of Key Stage One at Mundeford Infant School:

Pupils will perform, listen to, review and evaluate music across historical periods, genres, styles and traditions, including the works of the great composers and musicians. They will learn to sing and to use their voices, begin to create and compose music. Children will understand and explore how music is created, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, and basic musical notations.

### How music is taught:

- There are discrete weekly music lessons taught by the teacher in all year groups that incorporate singing and musical accompaniment
- Sequence of lessons build towards a half-termly performance in an extended whole school assembly
- Additional singing & performance opportunities are woven into lessons and the school year (eg: Religious festivals, project outcomes, Year 2 performance)

- Opportunities for children to learn to play instruments and sing through Rock Steady
- Children experience different styles of music through live performances from Soundstorm as well as recordings from a range of musicians.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hip Hop / RnB	Jazz / Blues	Classical	Musicals	World (Samba, Calypso, Tango, Reggae, Bhangra)	Pop, Disco, Funk

### Sequence of Learning – When and how do we facilitate this learning for Musicians in our school?

It is assumed that all children will have acquired the essential knowledge stated for each year group before progressing to the next phase of learning in year groups and term by term.

Themes	Reception Key learning	Year 1 Key learning Prior learning	Year 2 Key learning Prior learning
<b>Musical Literacy</b>  Move = walk, jump, step, dance	Copy (MTYT) and accompany (all together) a steady <b>beat</b>  Move and draw in time to the music in their own way  Clap a short sound rhythm  Recognise and create <b>loud</b> and <b>quiet sounds</b> (dynamics)  Identify different sounds in the environment - indoors and outdoors, comparing <b>high and low sounds</b>	Watch, follow, feel and move to a steady <b>beat</b> with others  Move and paint to music according to the mood of the piece Recognise and clap out a short sound <b>rhythm</b>  Follow a repeated <b>rhythm</b> with <b>short and long sounds</b> to a steady beat  Create, retain and perform word <b>rhythm patterns</b> to a steady <b>beat</b>  Recognise and describe the difference between the <b>speed</b> of a <b>fast beat</b> and <b>slow</b> beat  Give examples of <b>loud and quiet sounds</b> through singing and musical instruments (dynamics)  Identify and respond to the <b>pitch (high and low)</b> of sounds of the <b>instruments</b> played in school	Watch, move and follow a <b>steady beat</b>  Find a <b>steady beat</b>  Change the <b>speed</b> of the <b>beat (tempo)</b> Move, use art, and appropriate vocabulary to describe the mood and emotions  Use percussion instruments to create and follow a <b>repeated rhythm</b> with <b>short and long sounds</b> to a steady beat  Create, retain and perform word <b>rhythm patterns</b> to a <b>steady beat</b>  Identify <b>loud and quiet</b> sections (bars and riffs) of music and discuss what makes the music loud and quiet ( <b>dynamics</b> )  Identify and respond to the <b>pitch (high and low)</b> of sounds of <b>instruments</b> in a piece of music and begin to describe their quality (timbre)

<p><b>Singing</b></p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Sing songs from memory</p> <p>Sing in unison</p>	<p>Sing a range of songs, raps and chants from memory in unison and at the same pitch</p> <p>Respond to simple visual direction (eg: start, stop, <b>loud, quiet</b>) and counting in</p> <p>Sing a wide range of call and response songs for accuracy of <b>pitch</b></p> <p>Demonstrate dynamic (<b>loud &amp; quiet</b>) voices when singing a song</p>	<p>Add actions to a song</p> <p>Take turns to sing sections of a song (eg: round / chorus)</p> <p>Demonstrate <b>dynamic (loud &amp; quiet)</b> voices when singing different sections of a song for effect</p> <p>Sing with increasing accuracy of vocal control (<b>dynamic, tempo and pitch</b>)</p>
<p><b>Percussion</b></p>	<p>Name the percussion <b>instruments drum, triangle, bells, shakers, tambourine</b></p> <p>Play untuned <b>instruments</b> in time to a beat</p> <p>Use your hands and feet to make sounds for <b>beats</b> and rhythms</p> <p>Follow and compose using pictorial notation for body percussion</p>	<p>Name the <b>percussion instruments claves, boomwhackers, glockenspiel, chime bars</b></p> <p>Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation</p>	<p><b>Improvise, compose</b> and record (using pictorial notation) musical pieces using <b>tuned and untuned</b> instruments</p> <p>Name percussion instruments found in a musical piece</p>
<p><b>Performance</b></p>	<p>Perform songs and rhymes, with others</p> <p>Perform a simple rhythm using body percussion</p> <p>Perform simple rhythms using untuned instruments</p>	<p>Sing songs to an audience in a whole class or year group</p> <p>Play some simple instruments as an accompaniment to a song</p> <p>Create and <b>perform</b> musical sound effects and short sequences of sound in response to stimuli eg: a rainstorm or train journey</p>	<p>Sing songs to an <b>audience</b> as part of a smaller group</p> <p>Perform a piece of music using <b>tuned and untuned</b> instruments</p> <p>Create and perform musical sound effects and short sequences of sound in response to stimuli to create a story</p>

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My Community (Charanga – Me!)	Celebrations (Nativity performance)	Medieval Mayhem (Charanga – Everyone)	Around the World (Charanga- Our World)	Animal Adventures	Tell me a story (Charanga – Big Bear Funk)
<b>Musical Literacy</b>	Clap a short <b>sound</b> rhythm		Copy (MTYT) and accompany (all together) a steady <b>beat</b>  Move in time to the music in their own way	Recognise and create <b>loud</b> and <b>quiet sounds</b> (dynamics)  Identify different sounds in the environment - indoors and outdoors, comparing <b>high and low sounds</b>	Identify different sounds in the environment - indoors and outdoors, comparing <b>high and low sounds</b>  Recognise and create <b>loud</b> and <b>quiet sounds</b> (dynamics)  Move and draw in time to the music in their own way (Rimsky Korsakof 'The Flight of the Bumble Bee')	Copy (MTYT) and accompany (all together) a steady <b>beat</b>  Move in time to the music in their own way  Clap a short <b>sound</b> rhythm
<b>Singing</b>	Sing a range of well-known nursery rhymes and songs.  Sing songs from memory  Sing in unison	Sing songs from memory  Sing in unison		Sing a range of well known nursery rhymes and songs.  Sing songs from memory  Sing in unison (hello to all the children of the world <a href="https://www.youtube.com/watch?v=2nYjGy_ZUG8">https://www.youtube.com/watch?v=2nYjGy_ZUG8</a> )		Sing songs from memory  Sing in unison
<b>Percussion</b>	Use your hands and feet to make <b>sounds</b> for rhythms	Name the percussion <b>instruments drum, triangle, bells, shakers, tambourine</b>	Use your hands and feet to make sounds for <b>beats</b> and rhythms		Name the percussion <b>instruments drum, triangle, bells, shakers, tambourine</b>	Follow and compose using pictorial notation

			Follow and compose using pictorial notation for body percussion			(select percussion instruments for elements of a story)
<b>Performance</b>		Perform songs with others  Perform simple rhythms using untuned instruments	Perform a simple rhythm using body percussion (including everyday objects as percussion inspired by Stomp!)	Perform songs with others	Perform simple rhythms using untuned instruments	

Year One	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Troll Autumn and Harvest (Charanga - My Musical Heartbeat)	Shake, Rattle and Roll Winter Wonderland (Christmas song performance)	Dinosaur Rumpus (Charanga – Exploring Sounds)	Destination Unknown Easter (Charanga - Learning to Listen)	Operation Planet Protectors (Charanga – Having Fun with Improvisation)	The Mudford Bake Off Judaism (Let’s perform together)
<b>Musical Literacy</b>	Watch, follow, feel and move to a steady <b>beat</b> with others  Recognise and describe the difference between the <b>speed</b> of a <b>fast beat</b> and <b>slow</b> beat (use tempo function)	Give examples of <b>loud and quiet sounds</b> through singing	Identify and respond to the <b>pitch (high and low)</b> of sounds of the <b>instruments</b> played in school  Give examples of <b>loud and quiet sounds</b> through musical instruments (dynamics)	Recognise and clap out a short sound <b>rhythm</b>  Follow a repeated <b>rhythm</b> with <b>short and long sounds</b> to a steady beat  Create, retain and perform word <b>rhythm patterns</b> to a steady <b>beat</b> (short phrases not Charanga)	Move and paint to music according to the mood of the piece (Up & Down song & star song)  Identify and respond to the <b>pitch (high and low)</b> of sounds of the <b>instruments</b> played in school  Give examples of <b>loud and quiet sounds</b> through musical instruments (dynamics)  Follow a repeated <b>rhythm</b> with <b>short</b>	Watch, follow, feel and move to a steady <b>beat</b> with others (Pink Panther)  Move to music according to the mood of the piece  Follow a repeated <b>rhythm</b> with <b>short and long sounds</b> to a steady beat  Recognise and describe the difference between the <b>speed</b> of a <b>fast beat</b> and <b>slow</b> beat (use tempo function)

					and long sounds to a steady beat	
<b>Singing</b>		<p>Sing a range of songs, raps and chants from memory in unison and at the same pitch</p> <p>Respond to simple visual direction (eg: start, stop, <b>loud, quiet</b>) and counting in</p> <p>Sing a wide range of call and response songs for accuracy of <b>pitch</b></p> <p>Demonstrate dynamic (<b>loud &amp; quiet</b>) voices when singing a song</p>		<p>Sing a range of songs, raps and chants from memory in unison and at the same pitch</p> <p>Respond to simple visual direction (eg: start, stop, <b>loud, quiet</b>) and counting in</p>		<p>Sing a wide range of call and response songs for accuracy of <b>pitch</b></p> <p>Sing a range of songs, raps and chants from memory in unison and at the same pitch</p>
<b>Percussion</b>	Name the <b>percussion instruments</b> <b>claves, boomwhackers,</b>		<p>Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation</p> <p>Name the <b>percussion instruments</b> <b>glockenspiel, chime bars</b></p>		Name the <b>percussion instruments</b> <b>glockenspiel, chime bars</b>	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation</p>
<b>Performance</b>	Play some simple instruments as an accompaniment to a song	Sing songs to an audience in a whole class or year group	Play some simple instruments as an accompaniment to a song	Create and <b>perform</b> musical sound effects and short sequences of sound in response to stimuli eg: a		

				rainstorm or train journey  Sing songs to an audience in a whole class or year group (with a focus on pitch & rhythm - Dinosaur Stomp)		
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Two	Creepy Christchurch (Charanga - Pulse, Rhythm & Pitch)	Pirate Island Christmas (Sea Shanty & Carol Concert)	Food Glorious Food (Charanga – Inventing a musical story / Scott Joplin 19 <sup>th</sup> Century)	Brilliant Britain Easter (Charanga - Recognising different sounds)	Art Beat World (Samba, Calypso, Tango, Reggae, Bhangra)	Islam Caring for Our Coast (End of Year 2 performance)
Musical Literacy	<p>Watch, move and follow a <b>steady beat</b></p> <p>Find a <b>steady beat</b></p> <p>Change the <b>speed</b> of the <b>beat (tempo)</b></p> <p>Create, retain and perform word <b>rhythm patterns</b> to a <b>steady beat</b></p>		<p>Identify <b>loud and quiet</b> sections (bars and riffs) of music and discuss what makes the music loud and quiet (<b>dynamics</b>) (<b>Scott Joplin – eg: the entertainer</b>)</p> <p>Move, use art, and appropriate vocabulary to describe the mood and emotions</p> <p>Identify and respond to the <b>pitch (high and</b></p>	<p>Use percussion instruments to create and follow a <b>repeated rhythm</b> with <b>short</b> and <b>long sounds</b> to a steady beat</p>	<p>Watch, move and follow a <b>steady beat</b></p> <p>Find a <b>steady beat</b></p> <p>Change the <b>speed</b> of the <b>beat (tempo)</b></p> <p>Move, use art, and appropriate vocabulary to describe the mood and emotions</p> <p>Create, retain and perform word <b>rhythm</b></p>	<p>Move, use art, and appropriate vocabulary to describe the mood and emotions</p>

			<i>low</i> ) of sounds of <b>instruments</b> in a piece of music and begin to describe their quality (timbre)		<b>patterns</b> to a <b>steady beat</b>  Identify and respond to the <b>pitch (high and low)</b> of sounds of <b>instruments</b> in a piece of music and begin to describe their quality (timbre)	
<b>Singing</b>		<p>Add actions to a song</p> <p>Take turns to sing sections of a song (eg: round / chorus)</p> <p>Demonstrate <b>dynamic (loud &amp; quiet)</b> voices when singing different sections of a song for effect</p> <p>Sing with increasing accuracy of vocal control (<b>dynamic, tempo and pitch</b>)</p>	<p>Take turns to sing sections of a song (eg: round / chorus) (All around the world)</p>			<p>Add actions to a song</p> <p>Take turns to sing sections of a song (eg: round / chorus)</p> <p>Demonstrate <b>dynamic (loud &amp; quiet)</b> voices when singing different sections of a song for effect</p> <p>Sing with increasing accuracy of vocal control (<b>dynamic, tempo and pitch</b>)</p>
<b>Percussion</b>	Name percussion instruments found in a musical piece			<b>Improvise, compose</b> and record (using pictorial notation) musical pieces using <b>tuned and untuned</b> instruments	<b>Improvise, compose</b> and record (using pictorial notation) musical pieces using <b>tuned and untuned</b> instruments (Charanga, Our Big Concert – 4 white horses)	



					Name (all taught to date) percussion instruments found in a musical piece	
<b>Performance</b>	Create and perform musical sound effects and short sequences of sound in response to stimuli to create a story (Funny Bones)	Sing songs to an <b>audience</b> as part of a smaller group		Perform a piece of music using <b>tuned and untuned</b> instruments	Perform a piece of music using <b>tuned and untuned</b> instruments	Sing songs to an <b>audience</b> as part of a smaller group  <i>Sing songs to an audience in a whole class or year group</i>

Identify Musicians