



Witchampton CofE First School Music Curriculum Map

| | | EYFS (through Themes, continuous provision and children's interests) | | Years 1 & 2 | | Years 3 & 4 | |
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| | | 1 | 2 | 1 | 2 | 1 | 2 |
| 2016 - 2017 | Autumn | <u>Exploring & Using Media & Materials</u> 30-50 Taps out simple repeated rhythms. Sings a few familiar songs (collective worship songs) | <u>Exploring & Using Media & Materials</u> 30-50 explores and learns how sounds can be changed. (musical instruments continuous provision) 40-60 Begins to build a repertoire of songs (christmas play) | <u>Festivals:</u> To be able to play tuned and un-tuned instruments. Experiment with, create, select and combine sounds using the inter-related dimensions | | <u>Whole class samba with Dorset Music Service:</u> Play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression. Listen to attention to detail and recall sounds with increasing aural memory. | <u>Whole class samba with Dorset Music Service:</u> Play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression. Listen to attention to detail and recall sounds with increasing aural memory. <u>Christmas Performance:</u> Play and perform solo and ensemble contexts using their voices. |
| | Spring | <u>Exploring & Using Media & Materials:</u> | <u>Exploring & Using Media &</u> | <u>Liz Radford Music:</u> | | <u>Songs from around the</u> | <u>Wartime music and songs (and</u> |

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| | | Exploring the different sounds of instruments (looking at music from different countries) | Materials: ELG Children sing songs, make music and dance and experiment with ways of changing them (putting music to stories) | To use voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high quality live and recorded music | | World/ Rainforests: Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform solo and ensemble contexts using their voices | tea party performance): Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Play and perform solo and ensemble contexts using their voices. Listen to attention to detail and recall sounds with increasing aural memory. |
| | Summer | Exploring & Using Media & Materials: 40-60 Explores the different sounds of instruments (making under the sea music with musical instruments) | Exploring & Using Media & Materials: ELG make music and experiment with ways of changing it (looking at changing pitch, pace, rhythm volume) (summer concert) | | Seascapes: Listen with concentration and understanding to a range of high quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. | Hinduism/ Indian music: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions. | Ancient Egyptian music: Develop an understanding of the history of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions. |
| 2017 - 2018 | Autumn | Exploring & Using Media & Materials: | Exploring & Using Media & | | The Nutcracker: Listen to, review | Whole class brass lessons: | Whole class brass lessons: |

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| | | 30-50 Taps out simple repeated rhythms. Sings a few familiar songs (collective worship songs) | <p>Materials: 30-50 explores and learns how sounds can be changed (musical instruments continuous provision)</p> <p>40-60 Begins to build a repertoire of songs (christmas play)</p> | | and evaluate music across a range of historical periods. genres, styles and traditions, including the works of the great composers and musicians. | Led by Mr Randall from the Dorset Music Service: To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. | Led by Mr Randall from the Dorset Music Service: To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. |
| | Spring | <u>Exploring & Using Media & Materials:</u> Exploring the different sounds of instruments (looking at music from different countries) | <u>Exploring & Using Media & Materials:</u> ELG Children sing songs, make music and dance and experiment with ways of changing them (putting music to stories) | <u>Winter music:</u> Understand and explore how music is created, produced and communicated, included, including through the inter-related dimensions: pitch, duration,, dynamics, tempo, timbre, texture, | | <u>Scottish music:</u> To listen to the Scottish bagpipes on the Super Scottish Activity Day and dance to Scottish music in Scottish country dancing. To appreciate and understand a | <u>Music and the science of sound:</u> Exploring instruments to make different sounds and pitch relating to the Sound topic in Science. Playing musical instruments with |

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| | | | | structure and appropriate musical notations. | | wide range of high-quality live and recorded music drawn from different traditions. | increasing control and expression. <u>Peter and the Wolf by Sergei Prokofiev:</u> To listen with attention to detail and recall sounds. To improvise and compose music for a range of purposes using the inter-related dimensions of music. To appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicians. |
| | Summer | <u>Exploring & Using Media & Materials:</u> 40-60 Explores the different sounds of instruments (making under the sea music with musical instruments) | <u>Exploring & Using Media & Materials:</u> ELG make music and experiment with ways of changing it (looking at changing pitch, pace, rhythm volume) (summer concert) | <u>Learning African Song:</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Experiment with, create, select and combine sounds using the inter-related dimensions | | <u>River music:</u> <i>'The Moldau from Ma Vlast'</i> by Bedrich Smetana. Appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and | <u>Ancient Greek music:</u> Develop an understanding of the history of music. Appreciate and understand a wide range of high-quality live and recorded music drawn |

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| | | | | of music. | | musicians. Improvise and compose music for a range of purposes using the inter-related dimensions of music. <u>Claude Debussy linked to French lessons:</u> Appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicians. | from different traditions. |
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