Barley and Barkway (VA) C of E First Schools Federation
Church End, Barley, SG8 8JW | 84 High Street, Barkway, SG8 8EF
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Music Curriculum Map

EYFS curriculum statements

Age	Communication and Language	Physical Development	Expressive Arts and Design
Three and Four-Year -Olds	• Sing a large repertoire of songs.	• Use large-muscle movements to wave flags and streamers, paint and make marks.	• Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • 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. •
Reception	• Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.	• Combine different movements with ease and fluency.	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • 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.

ELG statements

Expressive Arts and Design (Being Imaginative and Expressive)

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS ***Rotation year A*** **(Contains a mix of nursery and reception units to ensure coverage)**	**Let's be friends** **(Nursery unit)** This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces.	**Animal tea party** **(Nursery unit)** This unit is all about an animal tea party! We'll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We'll also be exploring animal movements and sounds and will be discovering some musical terms through the song and activity *Bang my drum*.	**Learn an instrument:** **Percussions: The sorcerer's apprentice** **(Reception unit)** This unit is based around the piece *The sorcerer's apprentice*, by Paul Dukas. Pupils will explore how music can tell a story and will be supported in identifying elements of music within a piece, such as dynamics (loud/quiet) and tempo (fast/slow). They will have the chance to compose using percussion instruments and respond creatively to music in the form of movement and writing.	**Five fine bumble bees** **(Reception unit)** *Five fine bumble bees* is a counting song with bags of 'buzz'! In this unit, children will learn to sing the song in call-and-response, and there are opportunities for adding percussion and creating minibeast soundscapes. The activities in the unit are great for understanding changes in tempo and going on to responding to music through movement.	**Down there under the sea** **(Reception unit)** *Down there under the sea* paints a musical picture of marine life. The song and unit activities are great for exploring sea-themed soundscapes, composing new lyrics, creating instrumental sea accompaniments, and responding to music with movement.	**It's oh so quiet** **(Reception unit)** This unit is all about dynamics. We'll be listening to a fantastic and dynamically exciting song by the singer Björk called *It's oh so quiet*, as well as experiencing dynamics for ourselves with our bodies, voices, and with instruments. We'll get creative with using dynamics for dramatic effect and tune our ears into listening for dynamic sounds in our everyday lives at home and at school.
EYFS ***Rotation year B*** **(Contains a mix of nursery and reception units to**	**Travel and movement** **(Nursery unit)** This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car… What about if we could fly? Let's see where our imaginations take us!	**This is me** **(Nursery unit)** This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.	**Learn an instrument:** **Percussion: Row, row, row your boat** **(Reception unit)** *Row, row, row your boat* is a traditional song with rowing actions to mark the beat of the music. In this unit, pupils will explore a range of ways in which to experience the beat, identify and sing notes that move in step and	**Bird spotting: Cuckoo polka** **(Reception unit)** This listening unit is based on the theme of birdsong. Encourage your pupils to explore their voices by imitating the sounds of birds. Play a simple singing game based on the two-note 'cuckoo call'. Sharpen the children's listening skills with a game of bird	**Slap clap clap** **(Reception unit)** *Slap clap clap* is a rhythmic action song in waltz time, great for using to support coordination and aid concentration, and for creating body percussion patterns and playing rhythms with untuned instruments. This song lends itself to playing clapping games and	**Bow, bow, bow Belinda** **(Reception unit)** This unit is based around a traditional North American song with accompanying partner dance. Children will learn the song and dance, play an accompaniment on tuned and untuned percussion instruments, and compose and perform new lyrics and actions.

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ensure coverage)			leap, compose their own lyrics, and play a range of percussion instruments.	spotting: listening out for the 'cuckoo call' in Johann Strauss II's lively *Cuckoo polka*. Then enjoy some expressive movement by encouraging the children to fly free to Vaughan Williams's *The lark ascending*.	listening to a range of music in 3/4 time.	
Year 1 **(Alternating each week with computing)**	**Colonel Hathi's march** **(3 x 40-minute lesson)** This unit is based around the piece 'Colonel Hathi's march' from *The Jungle Book*. Pupils will explore moving and counting in time to march music, composing their own marching music, listening to contrasting low and high instruments typically found in a marching band, as well as responding to music through movement.	**Magical musical aquarium** **(3 x 40-minute lesson)** Experiencing music through practical and active learning helps children get inside the music – in this case, 'Aquarium' from *The carnival of the animals* by Camille Saint-Saëns. Work your way through a range of activities, including responding to music through moving, exploring the sound of instruments, listening and singing, and of course composing your own musical aquarium.	**'Dawn' from Sea interludes** **(3 x 40-minute lesson)** In this unit, children will listen actively to music inspired by the sea. Warm up your pupils' ears and voices with a sailor singing game. Sharpen their quick reactions with a seaside signal game, using classroom percussion. Then introduce them to the three contrasting themes in 'Dawn' from Benjamin Britten's *Sea interludes*, bringing the piece to life by creating a moving, musical picture.	**Learn an instrument: Glockenspiel: Time** TIME is an exploration of beat and beat division, structure, and textural layering. It has great flexibility in its pedagogical application. This piece can be used for all the following: As an introduction to tuned percussion playing and stick/beater technique. To practise playing ostinatos over a steady pulse – using both tuned and untuned percussion instruments. As an exploration of structure and texture in music – children can use the idea of the palindrome to recreate the piece in a different shape, or create their own pieces with a palindromic structure, layering up and removing parts to explore	**Nautilus** **(3 x 40-minute lesson)** Enter the zany world of Anna Meredith's *Nautilus*! This iconic, futuristic sounding piece is characterised by its heavy beat and rising pitch patterns. Through this music, pupils will develop their feeling and understanding of pitch, beat, and duration. They will listen actively to the piece, interpreting its gestures in dance. They will engage imaginatively with the piece by drawing to the music. Finally, they will compare their interpretations with contrasting animations and videos, discovering that music can be interpreted in a myriad of ways.	**Cat and mouse** **(3 x 40-minute lesson)** This unit uses a singing game as a starting point for improvising rhythms and then reading and writing them in simple notation. It also explores how we use a combination of musical elements – rhythm, tempo, timbre, and dynamics – to create an emotional response that helps us tell a story.

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				instruments in different combinations. To support learning and practise of a major scale (C). To introduce chords C (chord 1) and G major (chord 5 in the key of C major). As an ensemble performance piece.		
Year 2 **(Alternating each week with computing)**	**The carnival of the animals** **(3 x 40-minute lesson)** Based around five of the movements from *Carnival of the animals*, pupils will explore ways that the composer – Camille Saint-Saëns – has used instruments, rhythm, articulation, tempo, and pitch to create pictures of the animals in our imaginations.	**Composing music inspired by birdsong** **(3 x 40-minute lesson)** Many composers have been inspired by birds – their movement, their song and of course, their flight. In this unit, children will begin by watching and listening to birds, and gathering inspiration for their own compositions. They will then learn how to make their birdsong motifs and structure them into a piece.	**Orawa** **(3 x 40-minute lesson)** *Orawa* (pronounced 'Arva') describes a huge river. As pupils listen to the music, they will imagine the journey of the river through Europe, and make decisions about the scenery and events it passes on its way. They will make a huge piece of art based on the river's journey and then, borrowing ideas from the composer, invent new music using vocal chants and body percussion.	**Learn an instrument: Ocarina** Using online videos to aid the teaching of the ocarina. Lesson 1 video Lesson 2 video Lesson 3 video Lesson 4 video	**Swing-a-long with Shostakovich** **(3 x 40-minute lesson)** Sing, swing, and sway your way through this unit on metre! Along the way, your pupils will feel patterns of beats in their bodies, swinging in time with a partner and marking the beat using simple body percussion patterns. They will explore how beats are grouped and will devise their own body percussion patterns to demonstrate this. They will begin to identify different metres in familiar songs. Finally, the children will be invited to move freely and creatively to two pieces from Shostakovich's *Jazz suites*, each in a different metre, using scarves, ribbons, cloths, or even	**Charlie Chaplin** **(3 x 40-minute lesson)** Film composing is an art form all on its own – different, and distinct from other forms of composition. Composers use moving images (and often story) to inspire, shape, and structure their ideas. In this unit, we will use a film by Charlie Chaplin to help us understand different musical elements.

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					old socks! This unit offers an excellent next step for pupils who have already established a strong sense of beat.	
Lower KS2 ***Rotation year A*** **(Alternating each half term with computing)**		**I've been to Harlem** **(6 x 50-minute lessons)** A traditional pentatonic song about travelling around the world, full of creative possibilities. Use it to invent cup rhythm games, explore pentatonic melodies from around the world, sing as a round, and compose ostinato accompaniments. It's thought that the song originally came from Virginia on the east coast of the United States of America, where it was popularly performed as a drinking/cups game song at harvest suppers.		**Learn an instrument: Recorder: Enchanted forest** *Enchanted forest* invites us into the woods, to a magical environment that will stimulate the creative imagination. Learning to breathe with the wind, stand tall like a tree, and even hoot like an owl allows the development of great foundations of recorder playing, without it feeling like a technical exercise. The use of a narrative helps us to remember structures, and the combination of chanting, singing, and playing flows naturally so that when playing the recorder pupils understand that they are telling a story, and speak with expression from the very beginning of their learning journey.		**Fly with the stars** **(6 x 50-minute lessons)** *Fly with the stars* is a song in an electronic dance style, based on a verse/chorus structure using two chords – A minor and C major. During the unit, pupils will develop listening skills in recognising a song's structure and changing chords, practise identifying crotchet and quaver durations, and develop composing skills using these durations and chords to create an accompaniment for the song. The unit will conclude with a performance of their own arrangement of the song using voices and classroom percussion.

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Lower KS2 ***Rotation year B*** **(Alternating each half term with computing)**		**This little light of mine** **(6 x 50-minute lessons)** *This little light of mine* is an expressive call-and-response Gospel song based on a pentatonic scale. The origin of the song is not 100% clear – some believe that it was written in the 1920s as a song for children by Harry Dixon Loes, but he never claimed the credit for it. Some believe the lyrics are taken from one of Jesus's speeches to his followers in the Bible. The song has links with the civil rights movement in the United States and became an anthem in the 1950s. Famous versions have been recorded by many artists including Sister Rosetta Tharpe, Ray Charles, The Everly Brothers, and The Seekers.		**Learn an instrument:** **Recorder: Monsters, monsters!** *Monsters, monsters!* tells the story of a child who suspects there are monsters living under their bed. When they fall asleep, they meet the monsters and head on a 'dream quest' to try to defeat them, once and for all. The piece uses music with different styles and moods to guide you through the different sections of the story. The recorder players will be challenged to try playing their recorders in different ways, including some very short notes, some very smooth notes, and some very strange sounds!		**Favourite song** **(6 x 50-minute lessons)** *Favourite song* is in a fast, folk-rock style with a driving rhythm, reminiscent of the style of Mumford and Sons. With a simple verse/chorus structure and easy to follow chord pattern, the song builds on from the unit *The doot doot song*, introducing G major to previously learnt chords C, F, and A minor. During the unit, pupils will learn to sing and play the song, develop technical skills on tuned percussion, and experience playing in a class band. Playing and singing activity is supported by listening to range of music in a folk and folk-rock style, comparing different artists' styles.