



St Peter's C of E Infant School

Music Curriculum map

Philosophy

The attributes at the heart of St Peter's Music curriculum and lessons are as follows:

- Lessons and units are knowledge and vocabulary rich so that pupils build on what they already know to develop powerful knowledge.
- Knowledge is sequenced and mapped in a coherent format so that pupils make meaningful connections.
- We prioritise creating a diverse and bespoke curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.
- Creating an accessible curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.

EYFS Units

(Expressive Arts and Design)

All about me

1. This is me

In this lesson, we will get to know each other through songs and games. We will also meet a new friend who will help us explore our voice.

2. Good to be me

In this lesson, we will focus on developing the singing voice through voice-play.

3. Me and my family (Part 1)

In this lesson, we will use the theme of family units to further explore the singing voice and to develop a strong sense of pulse.

4. Me and my family (Part 2)

In this lesson, we will use the theme of family units to reinforce the learning about pulse and introduce some learning around high and low sounds.

5. Me and my friends (Part 1)

In this lesson, we will use the theme of playing with friends to further explore the beat in singing games. We will also further develop our high and low sounds through physical play and sound discovery in the home.

6. Me and my friends (Part 2)

In this lesson, we will bring together all our learning from the unit to share our favourite singing games with our friends and family.

Out and about

1. Out in my neighbourhood

In this lesson, we will start exploring our neighbourhood on foot. We will start using footsteps to learn different note durations and the singing game "Up & Down" to explore high and low sounds.

2. People in my neighbourhood

In this lesson, we will be meeting some of the people in our neighbourhood who help us. We will use our footsteps to further explore note duration and start to read some simple stick notation.

3. Let's go shopping (Part 1)

In this lesson, we will be imagining a trip to the market. We will use counting rhymes to work on rhythm and beat and use fruit names to make up some funky rhythms.

4. Let's go shopping (Part 2)

In this lesson, we will be having more fun with rhythm and rhyme. We will be starting to learn how to read simple rhythm patterns with fruit symbols.

5. People who help us: Singing games

In this lesson, we will be playing singing games all about the people who help us in our community. The games will help us develop our rhythm reading skills and our sense of beat.

6. More people who help us

In this lesson, we will meet lots of new people who help us. There will be some more rhythm activities plus a game to help us use the voice in lots of different ways.

Out of this world (Space)

1.Space: session 1

In this lesson, we will use our imaginations to visit space, listening to and exploring different sounds. We will experiment with music and movement and practise singing different rhythmic patterns.

2. Space: session 2

In this lesson, we will use our imaginations to visit space, listening to and exploring different sounds. We will experiment with music and movement and practise singing so-mi melodic patterns.

3. Space: session 3

In this lesson, we will use our imaginations to visit space, listening to and exploring different sounds. We will experiment with music and movement and practise singing rhythmic and melodic patterns.

4. Space: session 4

In this lesson, we will use our imaginations to visit space, listening to and exploring different sounds. We will experiment with music and movement and practise singing various melodic patterns.

5. Space: session 5

In this lesson we will use our imagination to visit space, listening to and exploring different sounds. We will experiment with music and movement and practise singing various rhythmic patterns.

6. Space: session 6

In this lesson, we will use our imaginations to visit space, listening to and exploring different sounds. We will experiment with music and movement and practise singing various rhythmic and melodic pattern.

Journeys and adventures

1.Walking on my street

In this lesson, we will be using singing games to explore beat, note duration and rhyme. In this lesson, we will take part in our first imaginative listening activity. We will listen to a piece of music called "Promenade: Walking the Dog" by George Gershwin.

2. Sitting on the bus

In this lesson, we will use singing games to explore note duration and improvise rhythms with a rapping bus driver. This lesson's imaginative listening will take us on a bus tour through the Queen's neighbourhood, as we listen to Eric Coates' "Knightsbridge Suite".

3. Getting on a train (Part 1)

In this lesson, we will learn a new rhyme about trains and a fun counting-out game that children in India like to play.

4. Getting on a train (Part 2)

In this lesson, we will continue working on rhythm and beat through the rhymes we learned last lesson and we will also sing a Tamil Lullaby from Sri Lanka.

5. Sailing on a boat

In this lesson, we will be singing a song in French, with movement to mirror the rocking of a boat and making up some rhythmic rhymes in "Ally Ally O".

6. A big adventure

In this lesson, we will be going on a big adventure, playing some of our favourite singing games from this unit.

Habitats

1. The Woodland (Part 1)

In this lesson, we will discover what animals have been making footprints and develop our notation rhythm reading. We will learn a new song about a bird and a Russian Folk song about a Birch Tree.

2. The Woodland (Part 2)

In this lesson, we will be going deeper into the Woods and meeting a man in a cottage who loves to rescue animals. We will use more pawprints to develop our rhythm reading skills and make up some actions to a folk song.

3. The Woodland (Part 3)

In this lesson, we will go on our final visit to the Woods. We will go walking with a fox, sing with the birds and rescue some more animals. We will use our knowledge of note duration to act-out different animal footsteps on our journey and improvise our own songs with the birds.

4. The Rainforest (Part 1)

In this lesson, we will be going on an imaginative journey deep into the Brazilian Rainforest to meet some songbirds, eat some fruit and do a lot of musical learning along the way!

5. The Rainforest (Part 2)

In this lesson, we will revisit the colourful rainforest and further explore our voices by improvising birdsongs, dance to some Brazilian drumming and make up some funky fruit rhythms.

6. The Rainforest (Part 3)

In this lesson, we will go on our final trip to the Rainforest. We will use our imagination to listen to the sounds of the rivers of the Rainforest. We will strengthen our sense of pulse through a canoeing song and mix up another delicious fruit salad with your own ideas for rhythm patterns.

Growth

1. Planting in the garden

In this lesson, we will start to explore the garden through singing games and rhymes. We will develop our sense of pulse and our understanding of note duration.

2. Growing in the garden

In this lesson, we will start to explore different pitches through imaginative play. We will also keep exploring note durations and keep our sense of pulse strong through beats.

3. The Veggie Patch (Part 1)

In this lesson, we will get busy at the Veggie Patch. We will use raindrops to help us physicalise pitch and start to read high, middle, and low sounds. This lesson's brand-new song is one to dance to, so make sure you have plenty of space.

4. The Veggie Patch (Part 2)

In this lesson, we will visit the Veggie Patch again to see how high our plants have grown. We will use the image of growing plants to explore pitch and use an action game to reinforce the learning we did around the beat earlier on in the unit.

5. Jack and the Beanstalk (Part 1)

In this lesson, we will be taking an imaginative journey through the traditional tale "Jack and the Beanstalk". We will use the footsteps of the characters in the story to explore note duration. We will climb the Beanstalk and develop our understanding of pitch as we climb higher and higher.

6. Jack and the Beanstalk (Part 2)

In this lesson, we will revisit the traditional tale "Jack and the Beanstalk". We will use the previous learning in note duration to read some simple rhythms through symbols. We will also climb the Beanstalk again to further develop our understanding of pitch.

St Peter's EYFS Music Curriculum

Coherence and flexibility

Our curricula builds on the expressive arts and design area of learning and specifically aims to equip pupils with the knowledge and skills that will enable them to: Be inducted into the powerful cultural knowledge associated with music. Discover and develop their performing skills to a level of proficiency that enables them to participate in social music making activities.

Use improvisation to unlock creative potential and musical identity/individuality.

Gain a deeper understanding and appreciation of the music they engage with through systematic analysis and reflection. Our approach to teaching in the EYFS integrates formal and free flow learning to unlock imagination and creativity. Units are considered and connected, and primarily last for half a term to allow pupil's understanding to be secured. A number of these units can be taught out-of-sequence to allow them to complement schools' existing curricula.

Knowledge organisation

As such, we have created a pathway that progressively builds pupil's musical understanding, through the development of knowledge (music thinking: knowing 'about') and skills (music making: knowing 'how to') in context.

Knowledge is broken down into the inter-related dimensions of music : structure, pitch and melody, harmony and tonality, texture, tempo, metre and rhythm, dynamics and articulation, and sonority (performing forces and playing techniques).

Skills are broken down into performing, composing and critical listening. In addition, pupils will grow their knowledge of the in which the music with which they engage was created and performed. Crucially, it is this combination of knowledge and skills with a growing awareness of context which drives pupils' musical understanding, and their ability to engage creatively.

Knowledge selection

In the EYFS curriculum, the voice is at the heart of musical learning. For us, musical learning begins with the voice, and throughout our curriculum pupils develop their musicianship through singing activities that offer increasing levels of challenge and complexity.

Units include music from a range of musical periods, genres, styles and traditions and this facilitating knowledge helps us to introduce, build and deepen musical understanding (knowledge and skills).

Musical Understanding

The emphasis of our music curriculum is the development of children's musical understanding. Children experience music in an integrated manner through creative, practical, and engaging activities in which they are provided the opportunities to explore and control sound and musical processes. Their musical understanding develops progressively over time. In EYFS children experience and respond to sound to unlock imagination and creativity. This provides the starting point for the progression of musical learning.

Inclusive and ambitious

We recognise that our curriculum needs to meet the needs and breadth of all pupils who will come from a variety of cultures and backgrounds with different levels of experience and interests. The expressive arts and design curriculum aims to ensure that all pupils: Have access to high quality musical experiences that deliver life-enhancing benefits through curriculum and adopt habits and

behaviours that foster a respectful and joyful community. Experience a knowledge-led curriculum where they leave lessons gaining new knowledge and the ability to retain it.

Knowledge selection

The EYFS expressive arts and design curriculum supports the Early Years Foundation Stage Goals in Prime and Specific areas, in particular the Expressive Arts and Design ELGs as demonstrated below:

ELG: Creating with Materials Children at the expected level of development will: Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive Children at the expected level of development will: Invent, adapt, and recount narratives and stories with peers and their teacher; 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.

Context

Pupils will expand their knowledge and understanding of the cultural and contextual significance of the musical styles and genres that they engage with in their lessons. The repertoire draws from both Western Classical Music and beyond and includes music from the following areas of the world:

The African Continent, The British Isles, The Caribbean, China, Europe, India, Japan, North America, and South America.

KS1 Units

KS1 Music is formed of 9 units, and this is the sequence:

Unit Title	Recommended year group	Number of lessons
Pulse	Year 1	6
Timbre	Year 1	6
Rhythm	Year 1	6
Pitch	Year 1	6
Contrasts	Year 1 and Year 2	6
Musical devices	Year 1 and Year 2	6
Pulse and Metre	Year 2	6
Tempo, Dynamics, Timbre	Year 2	6
Rhythm	Year 2	6

Lessons

Unit 1 Pulse 6 Lessons:

1. To understand pulse

In this lesson, we will be learning about pulse, how to find it and how to move our body in time to the beat.

2. Creating simple patterns

In this lesson, we will be learning how to use our body to show pulse in different ways and how to match the rhythm pattern to the pulse.

3. Understanding how sound is represented by symbols

In this lesson, we will be learning how sounds can be represented using symbols or pictures and the relationship between pulse and rhythm.

4. Physicalising pulse in different ways

In this lesson, we will be learning how sound patterns fit into a pulse, the difference between a ta and ti-ti pulse and how to change the way we represent pulse in a song.

5. Maintaining pulse and identifying strong beats

In this lesson, we will be learning to maintain a steady pulse, to find the strong beat in the bar and how to move to the pulse of the music.

6. Identifying tempo

In this lesson, we will be learning the musical terminology for tempo and how to identify fast and slow music.

Unit 2 Timbre 6 lessons

1. Different ways to use your voice.

In this lesson, we will be learning lots of different ways to use our voice and decide which voice is best for a particular song.

2. Different ways to use your body.

In this lesson, we will be exploring how to make different sounds with our bodies and make up our own body percussion pattern.

3. Different ways to use instruments

In this lesson, we will be exploring different ways to use instruments found in the home.

4. High and low sounds

In this lesson, we will learn the difference between high and low sounds, how to identify them and how to use actions to show high and low.

5. Loud and quiet sounds

In this lesson, we will learn about loud and quiet sounds, the musical names for loud and quiet and how to use them in a musical way.

6. Instruments of the orchestra

In this lesson, we will be learning about all the different families and instruments of the orchestra and learn what they sound like through listening activities.

Unit 3 Rhythm 6 lessons

1. Rhythm vs. pulse

In this lesson, we will learn the difference between pulse and rhythm and how to learn to and repeat short rhythmic patterns.

2. Rhythms

In this lesson, we will learn to read and write our songs using rhythmic notation.

3. Rhythm symbols and patterns

In this lesson, we will continue learning to read and write our songs using rhythmic notation.

4. Rhythm notation

In this lesson, we will learn to write songs in rhythm notation and play games to help our understanding of rhythm.

5. Reading and writing rhythmic notation

In this lesson, we will be learning to read and write rhythms, recognising rhythms from our favourite songs and playing rhythm games.

6. Improvising rhythms

In this lesson, we will be learning to improvise and compose a rhythm within a 4-beat pattern.

Unit 4 Pitch

1. What is pitch?

In this lesson, we will learn what pitch is and how we can recognise high, middle, and low sounds.

2. High Sounds

In this lesson, we will learn about what types of instruments make high pitched sounds. We will identify high pitched sounds, name some high pitched instruments and then sing at a high pitch.

3. Low sounds

In this lesson, we will learn about what types of instruments make low pitched sounds. We will identify low pitched sounds, name some low pitched instruments and then sing at a low pitch.

4. **Following the pitch** in this lesson, we will learn about how we can follow the pitch of a piece of music.

5. **Changing the pitch** in this lesson, we will learn how to change the pitch of our singing voices. We will practise singing at different pitches and we will follow the pitch of a song with our hands.

6. **Creating high and low sounds** in this lesson, we will learn about how we can use both our voices and everyday objects to create high and low sounds.

Unit 5 Contrasts

1. Rhythm

In this lesson, we will learn how to recognise, perform, and compose rhythmic contrasts in our music making.

2. Pitch

In this lesson, we will learn how to recognise, perform and compose music that has contrasts in its pitch.

3. Dynamics

In this lesson, we will learn how to recognise, perform and compose music that uses dynamic contrasts.

4. Articulation

In this lesson, we will learn how to recognise, perform, and compose music that has contrasts in its articulation.

5. Melody

In this lesson, we will learn how to recognise, perform and compose music that has melodic contrasts. 6. **Timbre** In this lesson, we will learn how to recognise, perform, and compose music that has contrasts in its timbre.

6. Timbre

In this lesson, we will learn how to recognise, perform and compose music that has contrasts in its timbre.

Unit 6 Musical devices

1. **Conjunct melodies**

In this lesson, we will explore conjunct musical movement by listening to, performing, and composing a musical story.

2. **Disjunct melodies**

In this lesson, we will explore disjunct musical movement by listening to, performing, and composing a musical story.

3. **Imitation**

In this lesson, we will explore imitation by listening to, performing, and composing musical patterns.

4. **Sequence**

In this lesson, we will explore musical sequences by listening to, performing, and composing musical patterns.

5. **Riffs**

In this lesson, we will explore musical riffs by listening to, performing, and composing musical patterns.

6. **Drone**

In this lesson, we will explore musical drones by listening to, performing, and composing musical patterns.

Unit 7 Pulse and Metre

1. **Understanding pulse**

In this lesson, we will learn about pulse, how to find the pulse and how to move in time to the pulse.

2. **Creating simple patterns**

In this lesson, we will learn to create a simple pulse pattern while we are singing and to understand how a pulse can be subdivided.

3. **Understanding how sound is represented by symbols**

In this lesson, we will learn how sounds can be represented by symbols and how to read the symbols to create our own sound patterns.

4. **Physicalising pulse in different ways**

In this lesson, we will learn to use our bodies to show pulse in lots of different ways including a crotchet pulse and a quaver pulse.

5. **Maintaining pulse and identifying strong beats**

In this lesson, we will learn all about the strongest beat of the bar and how we can show it when we are performing the pulse.

6. How many beats in a bar?

In this lesson, we will be learning that not all music has 4 beats in a bar. We will learn how to physicalise 3 beat and 5 beat patterns.

Unit 8 Tempo, Dynamics, Timbre

1. Identifying tempo

In this lesson, we will be learning about tempo (speed). We will learn the different Italian terms for fast and slow and identify changes in tempo.

2. High and low sounds

In this lesson, we will be learning about pitch. We will learn to identify when the pitch rises and falls and how to use our voice to make different sounds.

3. Loud and soft sounds

In this lesson, we will be learning about dynamics. We will learn the Italian terms for loud and quiet and use them to help us add expression to our singing.

4. Different ways to use the voice

In this lesson, we will be learning lots of different ways to use your voice and decide which way is best for a particular song.

5. Different ways to use instruments

In this lesson, we will be learning how to make music out of objects around the house and how to manipulate objects to create different sounds.

6. Instruments of the orchestra

In this lesson, we will be learning about the families and instruments of the orchestra. We will be listening to examples of what they sound like and finding out how all the instruments are played.

Unit 9 Rhythm

1. Finding the pulse

In this lesson, we will be learning about pulse and how to find it in a piece of music. You will practise tapping the pulse along to a piece of music and compose your own body percussion pulse pattern.

2. Finding the pulse in a song

In this lesson, we will find the pulse in a piece of music. We will use symbols and recognise patterns between words and sounds.

3. Exploring the difference between pulse and rhythm

In this lesson, we will learn about rhythm and learn to match words with rhythms. We will also review pulse and practise moving between pulse and rhythm.

4. Using symbols to represent sounds

In this lesson, we will review what pulse and rhythm are. We will learn to use musical notation symbols to represent different rhythms and learn some new songs.

5. Recognising musical symbols

In this lesson, we will review pulse and rhythm. We will use musical notation symbols to recognise different songs and play rhythm games. We will also start to layer rhythms on top of each other.

6. Composing a rhythm

In this lesson, we will review pulse and rhythm. We will use musical notation symbols to recognise different songs and play rhythm games. We will then consolidate all our learning in this unit by composing our own four bar rhythm and completing an end of unit quiz.

Introduction to St Peter's KS1 Music Curriculum

Our curricula builds on the National Curriculum for Music and specifically aims to equip pupils with the knowledge and skills that will enable them to:

Be inducted into the powerful cultural knowledge associated with music.

Discover and develop their performing skills to a level of proficiency that enables them to participate in social music making activities.

Use improvisation to unlock creative potential and musical identity/individuality.

Gain a deeper understanding and appreciation of the music they engage with through systematic analysis and reflection.

Coherence and flexibility

Our approach to teaching in the EYFS integrates formal and free flow learning to unlock imagination and creativity. From Key Stage 1 onwards, activities that stimulate more conscious learning are phased in, introducing pupils to the building blocks of music that shape the world around them. Units are considered and connected, and primarily last for half a term to allow pupil's understanding to be secured.

A number of these units can be taught out-of-sequence to allow them to complement schools' existing curricula.

Knowledge selection

In the EYFS and primary curricula, the voice is at the heart of musical learning. For us, musical learning begins with the voice, and throughout our curriculum pupils develop their musicianship through singing activities that offer increasing levels of challenge and complexity. We add daily singing in the classroom and during Collective Worship.

We also have our own School Choir that runs once a week and includes children from Reception to Year 2.

Units include music from a range of musical periods, genres, styles and traditions and this facilitating knowledge helps us to introduce, build and deepen musical understanding (knowledge and skills).

We also offer a range of musical workshops to the children at St Peters; African drumming, Chinese music, and dance- linked to Chinese New Year celebrations and Pantomimes.

Musical Understanding

The emphasis of our music curriculum is the development of children's musical understanding. Children experience music in an integrated manner through creative, practical, and engaging activities in which they are provided the opportunities to explore and control sound and musical processes. Their musical understanding develops progressively over time.

EYFS key learning

Children experience and respond to sound to unlock imagination and creativity; provides the starting point for the progression of musical learning.

Key stage 1 key learning

Children recognise and explore how sounds can be made, changed and organised.

Inclusive and ambitious

We recognise that our curriculum needs to meet the needs and breadth of all pupils who will come from a variety of cultures and backgrounds with different levels of experience and interests. The music curriculum aims to ensure that all pupils: Have access to high quality musical experiences that deliver life-enhancing benefits through curriculum and adopt habits and behaviours that foster a respectful and joyful community. Experience a knowledge-led curriculum where they leave lessons gaining new knowledge and the ability to retain it.

Music context and cultures

Pupils will expand their knowledge and understanding of the cultural and contextual significance of the musical styles and genres that they engage with in their lessons. The repertoire draws from both Western Classical Music and beyond and includes music from the following areas of the world:

The African Continent

The British Isles

The Caribbean

China

Europe

India

Japan

North America

South America