

Reception - Mapping key

National Curriculum for Music KS1 (for Reception)

| | | |
|--------------------|---|---|
| Programme of study | 1 | Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. |
| | 2 | Pupils play tuned and untuned instruments musically. |
| | 3 | Pupils listen with concentration and understanding to a range of high-quality live and recorded music. |
| | 4 | Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music. |

Statutory Framework for the Early Years Foundation Stage

| | | |
|---|---|---|
| Communication & Language | a | Listen attentively and respond to what they hear with relevant questions, comments, and actions. |
| | b | Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. |
| Personal, Social, & Emotional Development | a | Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. |
| | b | Work and play cooperatively and take turns with others. |
| Physical Development | a | Negotiate space and obstacles safely, with consideration for themselves and others. |
| | b | Use a range of small tools (e.g. instrument beaters). |
| Literacy | a | Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems, and during role play. |
| Mathematics | | |
| Understanding the World | | |
| Expressive Arts & Design | a | Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music. |

Reception - Term 1

| Title | <i>I've got a grumpy face</i> | <i>The sorcerer's apprentice</i> | <i>Witch, witch</i> | <i>Row, row, row your boat</i> |
|---|-------------------------------|--|---|----------------------------------|
| Number of lessons | 3 | 3 | 3 | 3 |
| Musical focus | Timbre, beat, pitch contour. | Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre. | Call-and-response, pitch (la-so-mi-do), timbre. | Beat, pitch (step/leap), timbre. |
| National Curriculum for Music | | | | |
| Programme of study | ✓ | | ✓ | ✓ |
| | | | ✓ | ✓ |
| | ✓ | ✓ | | |
| | ✓ | | | |
| Statutory Framework for the Early Years Foundation Stage | | | | |
| Communication & Language | a + b | a | a | a + b |
| Personal, Social, & Emotional Development | a + b | a | a + b | a |
| Physical Development | a + b | a | a + b | a + b |
| Literacy | a | a | | a |
| Mathematics | | | | |
| Understanding the World | | | | |
| Expressive Arts & Design | a | | a | a |

Reception - Term 2

| Title | <i>Bird spotting: Cuckoo polka</i> | <i>Shake my sillies out</i> | <i>Up and down</i> | <i>Five fine bumble bees</i> |
|---|--|--|--|---|
| Number of lessons | 3 | 3 | 3 | 3 |
| Musical focus | Active listening, beat, pitch (so-mi), vocal play. | Timbre, pitch (higher/lower), tempo (faster/slower), beat. | Pitch contour rising and falling, classical music. | Timbre, tempo, structure (call-and-response), active listening. |
| National Curriculum for Music | | | | |
| Programme of study | ✓ | ✓ | ✓ | ✓ |
| | | ✓ | ✓ | ✓ |
| | ✓ | ✓ | ✓ | ✓ |
| | | ✓ | | ✓ |
| Statutory Framework for the Early Years Foundation Stage | | | | |
| Communication & Language | a | a + b | a + b | a + b |
| Personal, Social, & Emotional Development | a + b | a + b | a + b | a + b |
| Physical Development | a | b | a | a + b |
| Literacy | | a | a | a |
| Mathematics | | | | |
| Understanding the World | | | | |
| Expressive Arts & Design | a | a | a | a |

Reception - Term 3

| Title | <i>Down there under the sea</i> | <i>It's oh so quiet</i> | <i>Slap clap clap</i> | <i>Bow, bow, bow Belinda</i> |
|---|--|---|---|---|
| Number of lessons | 3 | 3 | 3 | 3 |
| Musical focus | Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. | Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. | Music in 3-time, beat, composing and playing. | Beat, active listening, instrumental accompaniment. |
| National Curriculum for Music | | | | |
| Programme of study | ✓ | ✓ | ✓ | ✓ |
| | ✓ | ✓ | ✓ | ✓ |
| | ✓ | ✓ | ✓ | ✓ |
| | | ✓ | | |
| Statutory Framework for the Early Years Foundation Stage | | | | |
| Communication & Language | a + b | a + b | a + b | a + b |
| Personal, Social, & Emotional Development | a + b | a | a + b | a + b |
| Physical Development | b | a + b | a + b | a + b |
| Literacy | a | a | | |
| Mathematics | | | | |
| Understanding the World | | | | |
| Expressive Arts & Design | a | a | a | a |

Year 1 - Mapping Key

National Curriculum KS1

| | | |
|--------------------|---|---|
| Programme of study | 1 | Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. |
| | 2 | Pupils play tuned and untuned instruments musically. |
| | 3 | Pupils listen with concentration and understanding to a range of high-quality live and recorded music. |
| | 4 | Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music. |

Model Music Curriculum Statements

| | | |
|--------------------------|---|--|
| Singing | a | Sing simple chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. |
| | b | Sing songs with a very small range (mi-so), then slightly wider. Include pentatonic songs |
| | c | Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy. |
| Listening | a | Develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. |
| | b | Listen to recorded performances. |
| Composing | a | Improvise simple vocal chants using question-and-answer phrases. |
| | b | Create musical sound effects and short sequences of sounds in response to a stimulus (e.g. a rainstorm or a train journey). Combine to make a story using classroom instruments or sound-makers. |
| | c | Understand the difference between creating a rhythm pattern and a pitch pattern. |
| | d | Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns. |
| | e | Use music technology to capture, change, and combine sounds. |
| | f | Recognise how graphic notation can represent created sounds. Explore and invent own symbols. |
| Musicianship: Pulse/beat | a | Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. |
| | b | Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat. |
| | c | Respond to the pulse in recorded/live music through movement and dance. |
| Musicianship: Rhythm | d | Perform short copycat rhythm patterns accurately, led by the teacher. |
| | e | Perform short repeating rhythm patterns while keeping in time with a steady beat. |
| | f | Perform word-pattern chants; create, retain and perform their own rhythm patterns. |
| Musicianship: Pitch | g | Listen to sounds in the local school environment comparing high and low sounds. |
| | h | Sing familiar songs in both low and high voices and talk about the difference in sound. |
| | i | Explore percussion sounds to explore storytelling. |
| | j | Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum. |

Year 1 - Term 1

| Title | | <i>Menu song</i> | <i>Colonel Hathi's march</i> | Magical musical aquarium |
|--------------------------------------|---|--|--|---|
| Number of lessons | | 6 | 3 | 3 |
| Musical focus | | Active listening (movement), beat, (echo singing, showing pitch moving), progression snapshot 1. | Timbre, tempo, dynamics, pitch, classical music. | Timbre, pitch, structure, graphic symbols, classical music. |
| National Curriculum for Music | | | | |
| Programme of study | 1 | ✓ | | ✓ |
| | 2 | ✓ | ✓ | ✓ |
| | 3 | ✓ | ✓ | ✓ |
| | 4 | ✓ | ✓ | ✓ |
| Model Music Curriculum | | | | |
| Singing | | b + c | | b + c |
| Listening | | b | a + b | b |
| Composing | | b | b | b + f |
| Musicianship: Pulse/beat | | a + b + c | a + c | |
| Musicianship: Rhythm | | | | |
| Musicianship: Pitch | | | | i |

Year 1 - Term 2

| Title | | <i>Football</i> | <i>'Dawn' from Sea interludes</i> | Musical conversations |
|--------------------------------------|---|---|---|---|
| Number of lessons | | 6 | 3 | 3 |
| Musical focus | | Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2. | Beat, active listening (singing game, musical signals, movement), 20th century classical music. | Question-and-answer, timbre, graphic score. |
| National Curriculum for Music | | | | |
| Programme of study | 1 | ✓ | ✓ | |
| | 2 | ✓ | | ✓ |
| | 3 | ✓ | ✓ | ✓ |
| | 4 | ✓ | | ✓ |
| Model Music Curriculum | | | | |
| Singing | | a + b + c | c | |
| Listening | | | a + b | b |
| Composing | | a + c + d | | b + d + f |
| Musicianship: Pulse/beat | | b | a + c | |
| Musicianship: Rhythm | | d + f | | |
| Musicianship: Pitch | | | | i + j |

Year 1 - Term 3

| Title | | Dancing and drawing to <i>Nautilus</i> | Cat and mouse | <i>Come dance with me</i> |
|--------------------------------------|---|---|--|--|
| Number of lessons | | 3 | 3 | 6 |
| Musical focus | | Active listening (musical signals, internalising beat, draw to music, movement/actions) electronic music. | Mood, tempo, dynamics, rhythm, timbre, dot notation. | Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3. |
| National Curriculum for Music | | | | |
| Programme of study | 1 | | ✓ | ✓ |
| | 2 | | ✓ | ✓ |
| | 3 | ✓ | ✓ | ✓ |
| | 4 | | ✓ | ✓ |
| Model Music Curriculum | | | | |
| Singing | | | a + b | b + c |
| Listening | | a + b | b | b |
| Composing | | | d + f | c + d |
| Musicianship: Pulse/beat | | a + c | a + b + c | b |
| Musicianship: Rhythm | | | e + f | d + e + f |
| Musicianship: Pitch | | i | i | |

Year 1 - Optional units

| Title | | <i>The king is in the castle</i> | <i>Who stole my chickens and my hens?</i> | <i>As I was walking down the street</i> |
|--------------------------------------|---|--|--|---|
| Number of lessons | | 6 | 6 | 6 |
| Musical focus | | Structure, timbre, pitch, dynamics, rhyme. | 4-beat patterns, rests, dotted quaver-semiquaver rhythm ('skippy' rhythm), clapping games. | Beat, march, jig. |
| National Curriculum for Music | | | | |
| Programme of study | 1 | ✓ | ✓ | ✓ |
| | 2 | ✓ | ✓ | ✓ |
| | 3 | ✓ | ✓ | ✓ |
| | 4 | ✓ | | |
| Model Music Curriculum | | | | |
| Singing | | a + b | b | b |
| Listening | | a + b | b | a + b |
| Composing | | b | c + d | |
| Musicianship: Pulse/beat | | a + b + c | a + b + c | a + c |
| Musicianship: Rhythm | | f | d + e | |
| Musicianship: Pitch | | i + j | h | |

Year 2 - Mapping key

| National Curriculum KS1 | | |
|-----------------------------------|---|---|
| Programme of study | 1 | Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. |
| | 2 | Pupils play tuned and untuned instruments musically. |
| | 3 | Pupils listen with concentration and understanding to a range of high-quality live and recorded music. |
| | 4 | Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music. |
| Model Music Curriculum Statements | | |
| Singing | a | Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control. |
| | b | Sing songs with a small pitch range, pitching accurately. |
| | c | Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. <i>crescendo</i> , <i>decrescendo</i> , pause). |
| Listening | a | Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. |
| | b | Listen to recorded performances. |
| Composing | a | Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). |
| | b | Work with a partner to improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation. |
| | c | Use graphic symbols, dot notation, and stick notation, as appropriate, to keep a record of composed pieces. |
| | d | Use music technology to capture, change, and combine sounds. |
| Musicianship: Pulse/beat | a | Understand that the speed of the beat can change, creating a faster or slower pace (tempo). |
| | b | Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. |
| | c | Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. |
| | d | Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. |
| | e | Identify the beat groupings in familiar music that they sing regularly and listen to. |
| Musicianship: Rhythm | f | Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. |
| | g | Create rhythms using word phrases as a starting point. |
| | h | Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchets rests. |
| | i | Create and perform their own chanted rhythm patterns with the same stick notation. |
| Musicianship: Pitch | j | Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument, or backing track. |
| | k | Sing short phrases independently within a singing game or short song. |
| | l | Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). |
| | m | Recognise dot notation and match it to 3-note tunes played on tuned percussion. |

Year 2 - Term 1

| Title | | <i>Tony Chestnut</i> | <i>Carnival of the animals</i> | Composing music inspired by birdsong |
|--------------------------------------|---|--|--|---|
| Number of lessons | | 6 | 3 | 3 |
| Musical focus | | Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1. | Timbre, tempo, dynamics, pitch, classical music. | Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments. |
| National Curriculum for Music | | | | |
| Programme of study | 1 | ✓ | | |
| | 2 | ✓ | ✓ | ✓ |
| | 3 | ✓ | ✓ | ✓ |
| | 4 | ✓ | ✓ | ✓ |
| Model Music Curriculum | | | | |
| Singing | | a + b | | |
| Listening | | | a + b | a + b |
| Composing | | b | a | a |
| Musicianship: Pulse/beat | | b | a | |
| Musicianship: Rhythm | | f | | |
| Musicianship: Pitch | | j + l | l | j + k |

Year 2 - Term 2

| Title | | <i>Grandma rap</i> | <i>Orawa</i> | Trains |
|--------------------------------------|---|---|--|---|
| Number of lessons | | 6 | 3 | 3 |
| Musical focus | | Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2. | Beat, rhythm, repetition, structure, 20th century classical music. | To create music inspired by train travel, volume/dynamics (<i>crescendo</i> , <i>diminuendo</i>), speed/tempo (<i>accelerando</i> , <i>ritenuto</i>). |
| National Curriculum for Music | | | | |
| Programme of study | 1 | ✓ | ✓ | |
| | 2 | ✓ | | ✓ |
| | 3 | ✓ | ✓ | ✓ |
| | 4 | ✓ | ✓ | ✓ |
| Model Music Curriculum | | | | |
| Singing | | a + b | | c |
| Listening | | b | a + b | b |
| Composing | | d | b | a |
| Musicianship: Pulse/beat | | a + b + c + d | a + b | a + b |
| Musicianship: Rhythm | | h + i | f + g | h |
| Musicianship: Pitch | | l | | |

Year 2 - Term 3

| Title | | Swing-a-long with Shostakovich | Charlie Chaplin | <i>Tańczymy labada</i> |
|--------------------------------------|---|--|--|---|
| Number of lessons | | 3 | 3 | 6 |
| Musical focus | | 2- and 3-time, beat, beat groupings, 20th century classical music. | To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft). | Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3. |
| National Curriculum for Music | | | | |
| Programme of study | 1 | ✓ | | ✓ |
| | 2 | | | ✓ |
| | 3 | ✓ | | ✓ |
| | 4 | | ✓ | |
| Model Music Curriculum | | | | |
| Singing | | a + b | | a + b |
| Listening | | a + b | a + b | a + b |
| Composing | | | a + c | |
| Musicianship: Pulse/beat | | b + c + d + e | | a + b + c + e |
| Musicianship: Rhythm | | | | f |
| Musicianship: Pitch | | | l | k |

Year 2 - Instrumental units

| Title | | TIME | | |
|--------------------------------------|---|---|--|--|
| Number of lessons | | 12 | | |
| Musical focus | | Beat and beat division (minims, crotchets, and quavers), early tuned percussion techniques, structure (palindrome), ensemble playing, texture (layers – adding and taking away), C major scale, alternating chords C and G major. | | |
| National Curriculum for Music | | | | |
| Programme of study | 1 | ✓ | | |
| | 2 | ✓ | | |
| | 3 | ✓ | | |
| | 4 | ✓ | | |
| Model Music Curriculum | | | | |
| Singing | | a | | |
| Listening | | b | | |
| Composing | | | | |
| Musicianship: Pulse/beat | | a + b | | |
| Musicianship: Rhythm | | f + h | | |
| Musicianship: Pitch | | | | |

Year 2 - Optional units

| Title | | <i>Creepy castle</i> | <i>Minibeasts</i> | <i>The rockpool rock</i> |
|--------------------------------------|---|---|---|---|
| Number of lessons | | 6 | 6 | 6 |
| Musical focus | | Timbre, tempo, dynamics, graphic score, minor key, intervals. | Timbre, pitch (chord), internalising beat and phrase. | 2-part singing, rock 'n' roll, structure, timbre. |
| National Curriculum for Music | | | | |
| Programme of study | 1 | ✓ | ✓ | ✓ |
| | 2 | ✓ | ✓ | ✓ |
| | 3 | ✓ | ✓ | ✓ |
| | 4 | ✓ | ✓ | |
| Model Music Curriculum | | | | |
| Singing | | b + c | a + b | b |
| Listening | | b | b | a + b |
| Composing | | a + c | | |
| Musicianship: Pulse/beat | | | a + b | b |
| Musicianship: Rhythm | | | | |
| Musicianship: Pitch | | | j + k | |