

Overview of the Music Curriculum at EYFS and Key Stage 1

In EYFS and KS1, the Music Express scheme is used to teach our music curriculum. The content of the curriculum forms the foundations which will be built on in KS2. It fulfils the requirements of the EYFS Framework Educational Programmes and Development Matters (EYFS) and the National Curriculum for Music (Key Stage 1) and comprises both substantive and disciplinary knowledge. Substantive knowledge (key knowledge, or inter-related dimensions of music – rhythm, pulse, pitch, tempo, dynamics, timbre, metre and structure) is taught discretely and then applied to the other components of the curriculum: performing, composing, appreciating and developing an understanding of the history of music. The application and interpretation of substantive knowledge (the inter-related dimensions of music) is described as disciplinary knowledge.

	Component 1	Component 2	Component 3	Component 4
EYFS: Reception Dev Matters 2021 <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on previous learning, refining their 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 and in groups 	KS1: Inter-related Dimensions of Music (developed discretely and threaded throughout all other areas): <ul style="list-style-type: none"> begin to listen with attention and recall sounds Identify a pulse/ steady beat Copy simple rhythms - patterns Use musical descriptions: loud, quiet,(dynamics) fast, slow (tempo) steps, leaps, high, low, (pitch) long, short, pattern, sequence silent beat,(rhythm/duration) 	KS1: (From National Curriculum for Music) Appreciating / Developing an Understanding of the History of Music: <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music 	KS1: (From National Curriculum for Music) Performing <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and un-tuned instruments musically 	KS1: From National Curriculum for Music) Composing <ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music.

1. Inter-related Dimensions of Music (developed discretely and threaded throughout EYFS Curriculum and KS1: Performing, Composing, Appreciating & Developing	EYFS pupils will learn:	Year 1 pupils will learn:	Year 2 pupils will learn:
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Understanding of History of Music)			
Pulse/beat	Create and perform actions, sing songs, chants and play instruments to a steady beat with teacher Vocabulary: steady beat,	Identify and tap a steady beat in time to a song or piece of music Vocabulary: steady beat,	Identify and tap a steady beat in time to a song or piece of music and be introduced to the term: 'pulse' Begin to understand the difference between beat (pulse) and rhythm Vocabulary: steady beat, pulse, rhythm, long and short beats
Rhythm	Listen and copy simple patterns Count beats in name Vocabulary: patterns, beats, listen, copy,	Identify a repeated rhythm pattern Vocabulary: patterns, beats, listen, copy, echo	Listen to and repeat rhythmic patterns on body percussion and instruments Begin to notate rhythms using simple line graphics Vocabulary: patterns, long and short beats, listen, copy, echo, repeat
Metre	n/a	Identify a repeated rhythm pattern, begin to identify metre Vocabulary: patterns, beats, listen, copy, echo, repeat, groups	Begin to understand how rhythms are grouped in different ways: Vocabulary: patterns, long and short beats, listen, copy, echo, repeat, groups, metre
Pitch	Explore high and low sounds on instruments and voices. Vocabulary: high, low, medium	Identify high and low sounds, moving in steps, leaps, repeats Vocabulary: high, low, medium, steps, leaps, repeats	Begin to understand pitch through singing, movement, and note names Identify rising and falling pitch Vocabulary: high, low, medium, steps, leaps, repeats, rising, falling
Dynamics	Explore sounds in the environment. Begin to identify loud and quiet sounds. Move, sing and play sounds loudly and quietly Vocabulary: loud, louder, quiet, quieter	Identify loud / quiet sounds in music Vocabulary: loud, louder, quiet, quieter, medium	Control loud and quiet sounds using voices and instruments Vocabulary: loud, louder, loudest, quiet, quieter, quietest medium,
Tempo	Move, sing and play sounds at different speeds. Vocabulary: fast, slow, steady beat	Recognise and respond to changes in tempo in music – fast / slow Vocabulary: fast, slow, steady beat	Control changes of tempo when singing songs or playing instruments Vocabulary: fast, slow, steady beat, pulse
Structure:	Sing a range of nursery rhymes, echo, action, chants and cumulative songs Vocabulary: copy	Identify a sequence of sounds (structure) in a piece of music or songs Vocabulary: copy, repeat, pattern, sequence	identify repeats / repetition in music / echoes begin to identify call and response, Vocabulary: copy, repeat, pattern, sequence, call and response
2a) Performing: Singing	Sing a range of nursery rhymes, echo, action, chants and cumulative songs and songs related to class topic, matching pitch and following melody. See vocabulary above	Sing a song together as a group Say a chant together as a group Sing a song with contrasting high and low melodies Control vocal dynamics, duration and timbre (the effect created by each sound) See vocabulary above plus;	Sing with expression, paying attention to the pitch shape of the melody Chant/sing while playing a steady beat (pulse) Combine voices and movements / actions to perform a chant and a song See vocabulary above plus;

		Vocabulary related to timbre: possible examples- calm, gentle, cross, squeaky, trembling, smooth, spiky etc	Vocabulary related to timbre: possible examples- calm, gentle, cross, squeaky, trembling, smooth, spiky etc
2b) Performing: Using Instruments	Explore and combine a variety of sounds (creating texture) in response to a story, mood, feeling etc Vocabulary: related to the story/ mood/ feeling	Create a soundscape using instruments Vocabulary: related to the story/ mood/ feeling	Explore timbre and texture to understand how sounds can be descriptive Vocabulary: related to the story/ mood/ feeling; Vocabulary related to the sounds made by each instrument
3. Composing and Improvising (See also Music Technology above)	Recognise and explore how sounds can be made and changed Create and perform expressive music to accompany narrative, responding to the graphics of a storyboard. Vocabulary: shake, tap, scrape,	Explore different sounds Use instruments to create descriptive sounds Create a soundscape using instruments as part of a song performance Explore sounds on instruments and find different ways to vary their sound Vocabulary: shake, tap, scrape, pluck, blow Vocabulary related to the sounds made by each instrument	Perform and create simple three- and four-beat rhythms using a simple score Compose music to illustrate a story or mood Vocabulary: shake, tap, scrape, pluck, blow Vocabulary: related to the story/ mood/ feeling; Vocabulary related to the sounds made by each instrument
4. Appreciating / Developing an Understanding of the History of Music	Listen and respond to a wide range of music.	Listen in detail to a piece of orchestral music (see below*)	Listen, describe and respond to contemporary orchestral music (see below*)
Vocabulary for describing musical elements	simple musical vocabulary to describe music: see vocabulary above	Use simple musical vocabulary to describe music: loud, quiet, high, low, steady beat / pulse, repeat	Use simple musical vocabulary to describe music: loud, quiet, high, low, steady beat / pulse, repeat
Knowledge of instruments and types of ensemble (to be linked with music and songs being taught as part of rolling programme)	Experiment by making sounds in different ways using items in provision and instruments.	Begin to listen identify instruments when listening to music	Identify ways of producing sounds (e.g. shake, strike, pluck)

Music Express Units: these are linked to knowledge progression map above (mixed age planning cycle recommended by Music Express)

Rolling Programme	Term 1	Term 2	Term 3
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EYFS (single year)	<p>Special People- focus: beat and tempo</p> <p>Going Places- focus: high and low</p> <p>Classical Music: <i>Dance of the Toy Soldiers from The Nutcracker Ballet Suite by Tchaikovsky</i></p>	<p>Moving Patterns - focus: structure</p> <p>Working World – focus: exploring environmental sounds</p> <p>Classical Music: <i>Morning from Peer Gynt Suite by Edvard Grieg</i></p>	<p>Growth and Change- focus: loud and quiet</p> <p>Our Senses – focus: exploring different sounds and effects</p> <p>Classical Music <i>Saint-Saens – ‘The Aquarium’ from ‘The carnival of the animals’</i></p>
Key Stage 1	Term 1	Term 2	Term 3
Key Stage 1 – Year A	<p>Ourselves 1 – focus: exploring sounds (using voices, dynamics, pitch and tempo)</p>	<p>Pattern 1- focus: beat / pulse & rhythm</p>	<p>Our School 1 – focus: exploring sounds</p>
	<p>Weather 1 – focus: exploring sounds</p> <p><i>Beethoven’s depiction of a storm in The Pastoral Symphony</i></p>	<p>Toys 2- focus: beat / pulse & rhythm</p>	<p>Water 2 - focus: pitch (high and low sounds)</p>
	<p>Animals 2 – focus: pitch (high and low sounds)</p>	<p>Season 1- focus: pitch (high and low sounds)</p> <p><i>Saint-Saens – ‘The Cuckoo’ from ‘The carnival of the animals’</i></p>	<p>Number 1 - focus: beat / pulse & rhythm (beat, tempo, dynamics)</p> <p><i>The Tea / Chinese dance from The Nutcracker Ballet Suite by Tchaikovsky</i> <i>In the Hall of the Mountain King from Peer Gynt Suite – Edvard Grieg</i></p>
	<p>Story Time 2 – focus: exploring sounds</p> <p><i>Night on the Bare Mountain - Mussorgsky</i></p>	<p>Travel 2 – focus: performance</p> <p><i>Short Ride in a Fast Machine by John Adams</i></p>	<p>Our Bodies 2 - focus: beat / pulse & rhythm</p> <p><i>Dance of the Knights from Romeo and Juliet – Prokofiev</i></p>
Key Stage 1 – Year B	<p>Story Time 1 – focus: exploring sounds</p> <p><i>Dance of the Sugar Plum Fairy from The Nutcracker Ballet Suite by Tchaikovsky</i></p>	<p>Water 1 – focus: pitch</p> <p><i>Saint-Saens – ‘The Aquarium’ from ‘The carnival of the animals’</i></p>	<p>Travel 1 –focus: performance</p>

	Weather 2 – focus: exploring sounds <i>Winter from the Four Seasons by Vivaldi</i>	Our Bodies 1 –focus: beat / pulse & rhythm <i>The Keel Row - Northumbrian Folk Tune</i>	Our Land 2 – focus: exploring sounds
	Machines 1 – focus: beat/pulse and rhythm <i>The Copenhagen Steam Railway Gallop by Hans Christian Lumbye</i>	Animals 1 – focus: pitch (high and low sounds) <i>Trad Chinese music: The Crab and the Egret</i>	Number 2 – focus: beat / pulse & rhythm <i>Medieval Dance: Schiarazula Marazula</i>
	Ourselves 2 – exploring sounds <i>John Kanaka – trad. Sea Shanty</i>	Pattern 2 - focus: beat / pulse & rhythm	Seasons 2 – focus: pitch (high and low sounds) <i>Trad Japanese song: Sakura – Cherry Blossom</i>

CLASSICAL MUSIC FOR LISTENING AND APPRAISING

EYFS:	
<i>Dance of the Toy Soldiers from The Nutcracker Ballet Suite by Tchaikovsky</i> <i>Morning from Peer Gynt Suite by Edvard Grieg</i> <i>Saint-Saens – ‘The Aquarium’ from ‘The carnival of the animals’</i>	
KS1 Year A:	KS1 Year B:
<i>Beethoven’s depiction of a storm in The Pastoral Symphony</i> <i>Saint-Saens – ‘ The Cuckoo’ from ‘The Carnival of the Animals’</i> <i>John Adams: ‘Short Ride in a Fast Machine’</i> <i>Tchaikovsky - The Tea / Chinese dance from The Nutcracker Ballet Suite</i> <i>Prokofiev - Dance of the Knights from Romeo and Juliet – Prokofiev</i> <i>Grieg - In the Hall of the Mountain King from Peer Gynt Suite</i> <i>Night on the Bare Mountain - Mussorgsky</i>	<i>Tchaikovsky – Dance of the Sugar Plum Fairy from The Nutcracker Ballet Suite</i> <i>Vivladi - Winter from the Four Seasons</i> <i>The Copenhagen Steam Railway Gallop by Hans Christian Lumbye</i> <i>Saint-Saens – The Aquarium from ‘The Carnival of the Animals’</i> <i>Medieval Dance: Schiarazula Marazula</i>
MUSIC FROM OTHER TRADITIONS	
EYFS	
<i>Traditional Indian Music for Diwali</i> <i>Music of Zimbabwe group – Black Umfolosi</i>	

<i>Trad Chinese Music The Crab and the Egret</i>	
KS1 Year A:	KS1 Year B:
<i>Row Row Row Your Boat (Traditional)</i> <i>Boom Shakalaka (Reggae)</i> <i>Simama Kaa (Trad Swahili)</i>	<i>Trad Chinese music: The Crab and the Egret</i> <i>Trad Japanese song: Sakura – Cherry Bloss</i> <i>The Keel Row - Northumbrian Folk Tune</i> <i>John Kanaka – trad. Sea Shanty</i> <i>It's Raining It's Pouring (Traditional)</i>