

Reception Music Curriculum Map



CURRICULUM DRIVERS – ‘We Are God’s Handiwork’ Ephesians 2:10

<p>RESPECT – to show regard for the feelings, wishes or rights of others. In addition, to admire the qualities seen in others including abilities, qualities or achievements.</p>	<p>HONESTY – to not deceive through words, omissions or actions including the distortion of the truth.</p>	<p>LOYALTY – to support and show allegiance to others, including those that you do not know personally.</p>
<p>DETERMINATION – to show with words and actions that have the firmness of purpose to achieve a goal for the greater good of self and/or others.</p>	<p>FRIENDSHIP – to form mutually beneficial relationships with others including friendships with peers, with those who are ‘other’ and with God.</p>	<p>RESPONSIBILITY – to act of being accountable for the good of oneself and others through decisions, words and actions.</p>
<p>LOVE – a strong feeling of kinship and belonging, connection to others and to God.</p>		

Links to our curriculum drivers	Practical examples
FRIENDSHIP	Take part in singing and performing as part of a social activity with others showing kindness and support for each other.
DETERMINATION	Practice diligently when given the opportunities in class towards shared and individual musical goals.
RESPONSIBILITY	Show responsibility for their own performance and encourage others.

RESPECT	Show respect for the performance, composition and listening skills of others.
HONESTY	To appraise the work of themselves and others honestly but with kindness.
LOYALTY	To perform with others to the best of their ability.
LOVE	To feel connected to others and to God through the medium of music.

Year R	Main features of Unit (an overview of the topic taught)	Key Skills (what skills the children will learn in the unit)	Content	By the end of this topic, the children will know this vocabulary
Autumn 1	<p>Unit: Me!</p> <p>Listening and responding to different styles of music.</p> <p>Embedding foundations of the interrelated dimensions of music.</p> <p>Learning to sing or sing along with nursery rhymes and action songs.</p> <p>Improvising leading to playing classroom instruments.</p>	<p>Listen and Respond to a different style of music each week/step.</p> <p>Explore and Create - initially using voices only but building to using classroom instruments too.</p> <p>Singing - nursery rhymes and action songs - building to singing and playing.</p>	<p>Learn to sing nursery rhymes and action songs:</p> <p>Pat-a-cake</p> <p>1, 2, 3, 4, 5, Once I Caught a Fish Alive</p> <p>This Old Man</p> <p>Five Little Ducks</p> <p>Name Song</p> <p>Things For Fingers</p>	<p>Elements of Music:</p> <p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Tempo</p> <p>Dynamics</p> <p>Timbre</p> <p>Texture</p> <p>Plus appropriate musical vocabulary from the Musical Key Words document.</p>

	Share and perform the learning that has taken place.	Share and Perform		
Autumn 2	<p>Unit: My Stories.</p> <p>Listening and responding to different styles of music.</p> <p>Embedding foundations of the interrelated dimensions of music.</p> <p>Learning to sing or sing along with nursery rhymes and action songs.</p> <p>Improvising leading to playing classroom instruments.</p> <p>Share and perform the learning that has taken place.</p>	<p>Listen and Respond to a different style of music each week/step</p> <p>Explore and Create using voices and classroom instruments</p> <p>Singing - nursery rhymes and action songs - building to singing and playing</p> <p>Share and Perform</p>	<p>Learn to sing nursery rhymes and action songs:</p> <p>I'm A Little Teapot</p> <p>The Grand Old Duke Of York</p> <p>Ring O' Roses</p> <p>Hickory Dickory Dock</p> <p>Not Too Difficult</p> <p>The ABC Song</p>	<p>Elements of Music:</p> <p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Tempo</p> <p>Dynamics</p> <p>Timbre</p> <p>Texture</p> <p>Plus appropriate musical vocabulary from the Musical Key Words document.</p>
Spring 1	<p>Unit: Everyone!</p> <p>Listening and responding to different styles of music.</p>	<p>Listen and Respond to a different style of music each week/step</p>	<p>Learn to sing nursery rhymes and action songs:</p> <p>Wind The Bobbin Up</p>	<p>Elements of Music:</p> <p>Pulse</p> <p>Rhythm</p> <p>Pitch</p>

	<p>Embedding foundations of the interrelated dimensions of music.</p> <p>Learning to sing or sing along with nursery rhymes and action songs.</p> <p>Improvising leading to playing classroom instruments.</p> <p>Singing and learning to play instruments within a song.</p> <p>Share and perform the learning that has taken place.</p>	<p>Explore and Create - initially using voices only but building to using classroom instruments too</p> <p>Sing and play - nursery rhymes and action songs - building to singing and playing</p> <p>Share and Perform</p>	<p>Rock-a-bye Baby</p> <p>Five Little Monkeys Jumping On The Bed</p> <p>Twinkle Twinkle</p> <p>If You're Happy And You Know It</p> <p>Head, Shoulders, Knees And Toes</p>	<p>Tempo</p> <p>Dynamics</p> <p>Timbre</p> <p>Texture</p> <p>Plus appropriate musical vocabulary from the Musical Key Words document.</p>
Spring 2	<p>Unit: Our World</p> <p>Listening and responding to different styles of music.</p> <p>Embedding foundations of the interrelated dimensions of music.</p>	<p>Listen and Respond to a different style of music each week/step</p> <p>Explore and Create - using voices and classroom instruments</p>	<p>Learn to sing nursery rhymes and action songs:</p> <p>Old Macdonald</p> <p>Incy Wincy Spider</p> <p>Baa Baa Black Sheep</p> <p>Row, Row, Row Your Boat</p> <p>The Wheels On The Bus</p>	<p>Elements of Music:</p> <p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Tempo</p> <p>Dynamics</p> <p>Timbre</p> <p>Texture</p>

	<p>Learning to sing or sing along with nursery rhymes and action songs.</p> <p>Improvising leading to playing classroom instruments.</p> <p>Singing and learning to play instruments within a song.</p> <p>Share and perform the learning that has taken place.</p>	<p>Sing and Play - nursery rhymes and action songs</p> <p>Share and Perform</p>	<p>The Hokey Cokey</p>	<p>Plus appropriate musical vocabulary from the Musical Key Words document.</p>
<p>Summer 1</p>	<p>Unit: Big Bear Funk!</p> <p>Listening and appraising Funk music.</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments.</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs.</p>	<p>Listen and Appraise a different piece of Funk music each week/step</p> <p>Explore and Create using voices and classroom instruments</p> <p>Sing and Play Big Bear Funk and revisit a selection of nursery rhymes and action songs</p> <p>Share and Perform</p>	<p>Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6.</p>	<p>Elements of Music:</p> <p>Pulse Rhythm Pitch Tempo Dynamics Timbre Texture</p> <p>Plus appropriate musical vocabulary from the Musical Key Words document.</p>

	<p>Playing instruments within the song.</p> <p>Improvisation using voices and instruments.</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place.</p>			
<p>Summer 2</p>	<p>Unit: Reflect, Rewind and Replay (<i>consolidating learning that has already taken place with listening and appraising, composing and performing opportunities</i>)</p> <p>Listen and Appraise.</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments.</p> <p>Sing and revisit nursery rhymes and action songs</p>	<p>Listen and Appraise a different piece of music each week/step</p> <p>Explore and Create using voices and classroom instruments</p> <p>Sing and Play by revisiting a selection of nursery rhymes and action songs</p> <p>Share and Perform</p>	<p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p>	<p>Elements of Music:</p> <p>Pulse Rhythm Pitch Tempo Dynamics Timbre Texture</p> <p>Plus appropriate musical vocabulary from the Musical Key Words document.</p>

	<p>Play instruments within the song.</p> <p>Improvisation using voices and instruments.</p> <p>Riff-based composition.</p> <p>Share and perform the learning that has taken place.</p>			
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Trips and Performance Activities:

~ Annual Infant Nativities

~ Bi-annual junior musical production (infants join in for part of this).

