

Curriculum map for Music / Being Imaginative and Expressive



Odd year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic focus (from ,long term overview)		Happy and Healthy	Superheroes/People who help us	Castles	All creatures great and small	Once upon a time	Summer
Early Years  Skills to be introduced through Musical Gems songs	Knowledge and skills development	Can they explores instruments and beginning to name them Enjoys listening to music Knows some words when singing  N – Introduce beat R – Beat and pulse	Can they select own instruments Knows some words when singing Listen with attention to sounds  N – Beat and pulse R - Tempo	Can they select own instruments and plays them in time to music Sing the pitch / tempo of a tone (high / low)  N – Tempo Fast / slow R – Pitch	Do they know how to use a wide variety of instruments Sings in a group keeping time Sing the melodic shape of familiar songs (up / down)  N – Pitch R – Dynamics Loud / quiet	Plays instruments with increasing control Understands emotion through music, can identify happy or scary music Sings matching pitch and following melody  N – Dynamics Loud / quiet R – Long / short sounds	Plays instruments with increasing control to express feelings and ideas Creates their own songs or improvise a song they already know.  N – Consolidation R – Solo singing / Two group singing
	Vocabulary	listen clap sing drum tambourine triangle maracus claves	Listen beat tap clap fast slow	Loud quiet fast slow high low	Loud quiet up down	Loud quiet sing listen happy sad scary	Listen Instrument listen Clap sing
	Story book link	Out of the Ark All about me	Out of the Ark People who help us	Out of the Ark	Out of the Ark Minibeasts	Out of the Ark Traditional stories	Out of the Ark Songs for Spring and Summer
KS1 Following Sparkyards curriculum	Knowledge and skills development	Sparkyards Y1, Term 1 1. Exploring pulse through songs and movement 2. Controlling pulse using voices and instruments 3. Exploring the difference between pulse and rhythm 4. Copying and creating rhythmic patterns		Sparkyards Y2, Term 1 1. Performing rhythms and movement to a steady pulse 2. Controlling pulse using voices and instruments 3. Combining rhythmic patterns 4. Representing rhythmic patterns		Sparkyards Y1, Term 3 1. Recognising changes in pitch and copying simple pitch patterns 2. Performing simple melodic patterns using voices and pitched instruments Sparkyards Y2, Term 3 1. Identifying and describing changes in pitch 2. Copying pitch patterns	
	Vocabulary	Pulse, rhythm, tempo, dynamics, structure, timbre		Pulse, rhythm, structure, tempo, pitch, timbre, dynamics, structure, articulation, texture		Pitch, rhythm, timbre, articulation, dynamics, structure	

Even year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic focus (from ,long term overview)		Marvellous Me	Celebrations	Perfect Pirates	Amazing Animals	Out of this world	Let's go
Early Years	Knowledge and skills development	As above, same programme for both odd and even years for EY					
	Vocabulary						
	Story book link						
KS1 Following Sparkyards curriculum	Knowledge and skills development	Sparkyards Y1, Term 2 1. Exploring how sounds can be changed 2. Exploring the timbre of instruments and voices 3. Sequencing sounds to tell stories and create effects 4. Copying and creating rhythmic patterns		Sparkyards Y2, Term 2 1. Recognising and exploring musical mood 2. Controlling pulse using voices and instruments 3. Sequencing and combining sounds to tell stories and create effects 4. Creating and performing soundscapes		Sparkyards Y1, Term 3 3. Representing pitch 4. Creating music for a performance Sparkyards Y2, Term 3 3. Creating and notating simple melodies 4. Performing simple musical accompaniments and preparing for performance	
	Vocabulary	Tempo, articulation, dynamics, tempo, timbre, pitch, rhythm, structure,		Dynamics, tempo, articulation, timbre, pitch, tonality, structure, texture		Pitch, structure, dynamics, tempo, timbre, rhythm, texture, articulation. Pulse,	