



Music Mapping 2021-2022 – Eyrescroft Primary School

(Music Express)

EYFS – Development Matters (revised 2021) – Expressive arts and design

Birth to three – babies, toddlers and young children will be learning to:

- Show attention to sounds and music.
- Respond emotionally and physically to music when it changes.
- Move and dance to music.
- Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
- Explore their voices and enjoy making sounds.
- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds.
- Explore a range of soundmakers and instruments and play them in different ways.
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.

3 and 4-year-olds will be learning to:

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Children in reception will be learning to:

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, 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 or in groups.

Being Imaginative and Expressive ELG

- 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 music

Music Express provides activities to support adult-guided learning covering the developmental programmes for ages 3–4 and 4–5 across all seven areas of learning and development in the EYFS (Communication and Language; Personal, Social and Emotional Development; Physical Development; Literacy; Mathematics; Understanding the World; Expressive Arts and Design).

The first 'lesson' in each unit is dedicated to enhancing continuous provision.

The second 'lesson' contains all the musical and audio resources. Each unit includes some combination of:

- Story – with audio narration
- Original song – with performance and backing track options and teaching notes
- Traditional tune (new lyrics sung to a traditional melody) – with audio demonstration and teaching notes
- Listening – a piece of listening music with ideas for how children can explore and respond

The third 'lesson' provides activities to support adult-guided learning covering the developmental programme for ages 3–4 across all seven areas of learning and development in the EYFS

The fourth 'lesson' provides activities to support adult-guided learning covering the developmental programme for ages 4–5 across all seven areas of learning and development in the EYFS

* Who shall I be today? * Let's go green * Busy city * Beyond the stars * When snowflakes fall * Fabulous food

* A tale from long ago * Our growing world * Do you see dinosaurs? * A sky full of colour

* Amazing African animals * Under the sea

Year 1	
National Curriculum Requirements (Skills progression)	Topic
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> • Create, respond to, place and change vocal sounds • Understand (recognise) pitch: make high and low vocal sounds • Sing a song with contrasting high and low melodies • Control vocal dynamics, duration and timbre • Sing a song together as a group • Rehearse and perform a rap with sound effects using voices • Combine voices and movement to perform a chant and a song • Use voices to create descriptive sounds 	Ourselves Animals Animals Weather Our School Storytime Travel Water
<p>Play tuned and untuned instruments musically</p> <ul style="list-style-type: none"> • Learn to play percussion with control (e.g. changing dynamics) • Identify and keep a steady beat using instruments • Explore and control dynamics, duration, and timbre with instruments • Play percussion instruments at different speeds (tempo) • Create a soundscape using instruments • Explore sounds on instruments and find different ways to vary their sound • Rehearse and perform a chant/rap with sound effects using instruments • Use instruments to create descriptive sounds 	Number Number Weather Machines Our School Pattern Storytime Number
<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <ul style="list-style-type: none"> • Recognise and respond to changes in tempo in music • Identify a sequence of sounds (structure) in a piece of music • Respond to music through movement • Identify changes in pitch and respond to them with movement • Listen in detail to a piece of orchestral music (e.g. identify instruments) • Identify metre by recognising its pattern • Understand how music can tell a story • Respond to change of mood in a piece of music with a slow and fast steady beat • Identify a repeated rhythm pattern • Understand musical structure by listening and responding through movement 	Number Weather Weather Seasons Seasons Pattern Storytime Our bodies Our bodies Water
<p>Experiment with, create, select and combine sounds using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)</p> <ul style="list-style-type: none"> • Explore, create and place vocal and body percussion sounds • Explore and develop an understanding of pitch using the voice and body movements • Explore and control dynamics (volume), duration, and timbre with voices, body percussion, and instruments • Improvise descriptive music • Play and control changes in tempo • Relate pitch changes to graphic symbols and perform pitch changes vocally • Explore different sound sources and materials • Create a soundscape using instruments as part of a song performance • Explore sounds on instruments and find different ways to vary their sound • Play fast, slow, loud, and quiet sounds on percussion instruments • Invent and perform new rhythms to a steady beat • Create, play and combine simple word rhythms • Create a picture in sound 	Ourselves Animals Weather Weather Machines Seasons Our school Our school Patterns Storytime Our bodies Travel Water

Year 2	
National Curriculum Requirements (Skills progression: showing skills with a new level of challenge)	Topic
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> • Develop the use of vocal sounds to express feelings • Chant and sing in two parts while playing a steady beat • Explore voices to create descriptive musical effects • Sing with expression, paying attention to the pitch shape of the melody • Perform a rhythmic chant and play an independent rhythm pattern accompaniment • Perform an updated version of a traditional nursery rhyme with a rap section • Understand pitch through singing, movement, and note names • Prepare and improve a performance using movement, voice and percussion 	Ourselves Our bodies Storytime Seasons Weather Weather Water Travel
<p>Play tuned and untuned instruments musically</p> <ul style="list-style-type: none"> • Listen to and repeat rhythmic patterns on body percussion and instruments • Play pitch lines on tuned percussion • Perform a steady beat and simple rhythms using movement, percussion, and body percussion • Accompany a song with vocal, body percussion and instrumental ostinati • Explore and develop an understanding of pitch using percussion instruments • Use instruments expressively in response to visual stimuli 	Our bodies Animals Number Seasons Water Travel
<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <ul style="list-style-type: none"> • Identify ways of producing sounds (e.g. shake, strike, pluck) • Match descriptive sounds to images • Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) • Use simple musical vocabulary to describe music • Listen, describe and respond to contemporary orchestral music 	Our land Our land Weather Travel Travel
<p>Experiment with, create, select and combine sounds using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)</p> <ul style="list-style-type: none"> • Notate pitch shape and duration using simple line graphics • Understand the structure of call and response songs • Mark beats within a four-beat metre • Explore timbre and texture to understand how sounds can be descriptive • Understand and perform rising and falling pitch direction • Read and write simple pitch line notation • Combine pitch changes with changes in other elements/dimensions • Understand and differentiate between beat and rhythm • Combine sounds to create a musical effect in response to visual stimuli • Identify rising and falling pitch • Compose music to illustrate a story • Perform and create simple three- and four-beat rhythms using a simple score • Explore different ways to organise music • Understand and play from simple notation 	Ourselves Ourselves Toys Our land Animals Animals Animals Number Storytime Seasons Weather Pattern Pattern Travel

Year 3	
National Curriculum Requirements (Skills progression: showing skills with a new level of challenge)	Topic
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> • Sing in two-part harmony • Accompany a song with a melodic ostinato on tuned percussion • Layer rhythms using untuned percussion instruments • Perform a pentatonic song with tuned and untuned accompaniment • Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion • Perform rhythmic ostinati individually and in combination • Copy and create a wide range of vocal sounds to incorporate into a song • Sing in two parts (two different melodies) with movements and percussion • Perform a round in three parts 	<p>Environment Environment Building China Time</p> <p>Time Communication Human body Ancient Worlds</p>
<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music (pitch,duration, dynamics, tempo,timbre,texture,structure and appropriate musical notations)</p> <ul style="list-style-type: none"> • Select descriptive sounds to accompany a poem • Choose different timbres to make an accompaniment • Make choices about musical structure • Improvise descriptive music • Improvise to an ostinato accompaniment • Develop a song by choosing lyrics and structure • Arrange an accompaniment with attention to balance and musical effect • Explore simple accompaniments using beat and rhythm patterns • Use a score and combine sounds to create different musical textures 	<p>Environment Environment Building Poetry Time Singing French Ancient Worlds Food and drink Food and drink</p>
<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> • Identify a sequence of sounds (structure) in a piece of music • Identify the metre in a piece of music • Recognise pitch shapes • Explore musical phrases, melodic imitation and rounds 	<p>Poetry Time Singing French Ancient worlds</p>
<p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> • Use graphic notation with the pentatonic scale • Recognise rhythm patterns in staff notation • Understand and use pitch notations • Read simple rhythm notation • Create and perform from a symbol score • Read graphic notation to play a melody on tuned instruments 	<p>China Time In the past In the past Communication Singing French</p>
<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> • Learn about ternary form • Understand how music can be organised in sequences and layers • Learn a traditional Caribbean song • Listen to and learn about Hindustani classical music • Learn how sounds are produced and how instruments are classified • Understand the pentatonic scale • Listen to and learn about traditional Chinese music • Understand and perform binary form 	<p>Environment Building Sounds Sounds Sounds China China Human body</p>
<p>Develop an understanding of the history of music</p> <ul style="list-style-type: none"> • Listen to and learn about a Romantic piece of music • Listen to and learn about a medieval antiphon • Listen to, learn about, play and dance to Tudor dance music • Learn about an instrument from Ancient Greece 	<p>Time In the past In the past Ancient World</p>

Year 4	
National Curriculum Requirements (Skills progression: showing skills with a new level of challenge)	Topic
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> • Use beatbox techniques to imitate the sound of a drum kit • Perform a rap or song with a vocal beatbox accompaniment • Perform a poem as an ensemble with rhythmic accuracy to a steady beat • Learn to sing partner songs • Perform verse and chorus structure • Chant in three parts • Combine four body percussion ostinati as a song accompaniment • Play a pentatonic song with leaps in pitch on tuned percussion • Combine singing with untuned and tuned percussion in a performance • Sing a call and response song in a minor key in two groups • Sing a song with three simple independent parts • Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations • Combine singing, playing and dancing in a performance • Play an instrumental accompaniment of rhythms, chords and riffs 	Poetry / Sounds Poetry/Sounds Poetry Sounds Recycling Recycling Building Around the world Around the world/ Singing Spanish Singing Spanish Time In the past In the past In the past
<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)</p> <ul style="list-style-type: none"> • Balance voices in a performance by choosing appropriate dynamics (volume) • Compose an introduction for a song • Improvise in response to visual stimuli, with a focus on timbre • Explore household items as instruments and match rhythms with appropriate soundmakers • Improvise melodies with a given set of five notes (a pentatonic scale) • Create descriptive sound pictures with instruments • Compose a rap • Understand syncopation and clap improvised off-beat rhythms • Compose a fanfare • Compose and play sequences of word rhythms 	Poetry Environment Recycling Recycling Building Singing Spanish Communication Time In the past Food and drink
<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> • Understand how rhythmic articulation affects musical phrasing • Identify different instrument groups from a recording • Demonstrate understanding of how sounds are produced by making instruments • Compare and contrast the structure of two pieces of music • Copy rhythms and a short melody • Identify the metre of a new song or piece 	Poetry Sounds Recycling Ancient worlds Communication Time
<p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> • Compose and notate pentatonic melodies on a graphic score • Explore layers and layering using a graphic score • Play and sing repeated patterns (ostinati) from staff notation • Match short rhythmic phrases with rhythm notation • Learn to play a Renaissance dance from notations (graphic, rhythm and staff) 	Around the world Ancient worlds Time Time In the past

<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> • Explore the descriptive music of two famous composers of the 20th and 21st century • Listen to and play along with Bhangra music • Perform a piece in rondo form • Describe the structure of a piece of orchestral music • Use rondo structure to build a performance • Learn about and sing an African-American spiritual • Develop listening skills by analysing and comparing music from different traditions • Learn a traditional West African call and response song 	<p>Environment Recycling Recycling Building Building Around the world Around the world Food and drink</p>
<p>Develop an understanding of the history of music</p> <ul style="list-style-type: none"> • Listen to and learn about 1940s dance band music • Identify key features of minimalist music • Listen to and analyse 20th century ballet music • Learn a dance and play music from a 19th century German opera • Listen to and learn about Renaissance instruments • Learn a 1960s pop song and popular dance styles of the time 	<p>Sounds Ancient worlds Time In the past In the past In the past</p>

Year 5	
National Curriculum Requirements (Skills progression: showing skills with a new level of challenge)	Topic
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> • Conduct metres of two, three and four • Prepare for a performance by considering narration, performance space, setting up and other logistics • Develop techniques of performing rap using texture and rhythm • Create and present a performance of song, music and poetry • Sing and play scales and chromatic melodies accurately • Sing and play percussion in a group piece with changes in tempo and dynamics • Perform music together in synchronisation with a short movie • Sing a song in unison and three-part harmony • Perform a song with a complex structure in four parts • Sing with attention to accuracy in rhythm, pitch and dynamics • Develop ensemble playing, focusing on steady beat and placing notes accurately together • Control short, loud sounds on a variety of instruments 	<p>Our Community Our Community</p> <p>Solar system Solar system Keeping healthy At the movies At the movies Celebration Celebration Celebration Celebration</p>
<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)</p> <ul style="list-style-type: none"> • Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion • Play and improvise using the whole tone scale • Create musical effects using contrasting pitch • Use the musical dimensions to create and perform music for a movie • Evaluate and refine compositions with reference to the inter-related dimensions of music 	<p>Our Community</p> <p>Solar System Life cycles At the movies At the movies</p>
<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> • Listen to music with focus and analyse using musical vocabulary • Hear and understand the features of the whole tone scale • Compare and contrast two pieces of 19th century Romantic music • Identify changes in tempo and their effects • Demonstrate understanding of the effect of music in movies • Explore and analyse a song arrangement and its structure • Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time 	<p>Solar system Solar system Life cycles At the movies At the movies Celebration Celebration</p>
<p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> • Read a melody in staff notation • Develop a structure for a vocal piece and create graphic scores • Read grid or staff notation to play a bassline • Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities • Learn about and use cue scores • Create sounds for a movie, following a timesheet 	<p>Life cycles Life cycles Keeping healthy At the movies</p> <p>At the movies At the movies</p>
<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> • Learn about jazz scat singing and devise scat sounds • Listen to a 19th century tone poem and describe its effects and use of the musical dimensions • Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores • Sing and play an American spiritual • Learn about and explore techniques used in movie soundtracks 	<p>Our community Solar system</p> <p>Life cycles</p> <p>Keeping healthy At the movies</p>

Develop an understanding of the history of music

- Learn to sing a song from English musical heritage (20th century)
- Listen to and learn about modern classical/avant garde music (20th century)
- Listen to and analyse 19th century impressionist music using musical vocabulary
- Learn about the music of an early Baroque opera

Our community
Solar system
Solar system
Life cycles

Year 6	
National Curriculum Requirements (Skills progression: showing skills with a new level of challenge)	Topic
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> • Demonstrate understanding of beat and syncopation through singing and body percussion • Demonstrate coordination and rhythm skills by participating in a complex circle game • Convey lyrical meaning through expressive singing in a part-song with echoes • Develop song cycles for performance, making decisions about texture, staging and dramatisation • Learn to sing major and minor note patterns accurately • Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers • Play a chordal accompaniment to a piece • Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement • Refine vocal performance with consideration of posture, breathing and enunciation • Perform complex song rhythms confidently • Change vocal tone to reflect mood and style 	<p>World unite</p> <p>World unite</p> <p>Journeys Journeys</p> <p>Journeys Journeys</p> <p>Growth Roots</p> <p>Class awards Moving on Moving on</p>
<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)</p> <ul style="list-style-type: none"> • Devise, combine and structure rhythms through dance • Improvise descriptive music on instruments and other soundmakers • Compose programme music from a visual stimulus 	<p>World unite</p> <p>Roots</p> <p>Class awards</p>
<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> • Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music • Experience and understand the effect of changing harmony • Listen to and understand modulation in a musical bridge 	<p>Growth</p> <p>Moving on Moving on</p>
<p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> • Demonstrate understanding of pitch through singing from simple staff notation • Follow and interpret a complex graphic score for four instruments • Play tuned instrumental parts confidently from graphic scores with note names 	<p>World unite</p> <p>Growth</p> <p>Moving on</p>
<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> • Learn a 1980s pop song with understanding of its structure • Learn to sing and play ostinati from an early 20th-century orchestral work • Sing and play traditional Ghanaian music • Sing two West African call and response songs in two groups 	<p>Journeys</p> <p>Growth</p> <p>Roots</p> <p>Roots</p>
<p>Develop an understanding of the history of music</p> <ul style="list-style-type: none"> • Learn to sing a 21st-century British choral work • Learn to sing and play ostinati from an early 20th-century orchestral work • Discuss the music of a Russian Romantic composer with reference to a painting from the same period 	<p>Journeys</p> <p>Growth</p> <p>Class awards</p>