

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	Bird spotting: <i>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