



**Music Curriculum Intent**

|                  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
|------------------|---|--|--|---|---|---|
| <b>Nursery</b>   | <p><b>Me and My Community</b></p> <p><b>Match it</b><br/>-Listen with increased attention to sounds.</p> <p><b>Familiar Rhymes</b><br/>- Remember and sing well known rhymes and songs in a small group.</p> <p>- Begin to sing the melody, pitch and tone of well-known nursery rhymes and songs.</p> <p>-</p> | <p><b>Once upon a time</b></p> <p><b>Whose been eating my porridge?</b><br/>- Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems.</p> <p>-</p>                | <p><b>Starry Night</b></p> <p><b>Lullabies</b><br/>- Remember and sing well known rhymes and songs in a small group.</p> <p>- Listen to different music and songs and say what they like or dislike.</p> <p><b>Bedtime Routine</b><br/>- Listen with increased attention to sounds.</p>  | <p><b>Dangerous Dinosaurs</b></p> <p><b>Move like a ...</b><br/>- Remember and sing well known rhymes and songs in a small group.</p> <p>- Listen to stories and rhymes in a small group.</p> <p>- Experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm. Uses large muscle movements to wave flags and streamers.</p> <p><b>Dinosaur Island</b><br/>- Remember and sing well known rhymes and songs in a small group.</p> | <p><b>Sunshine and Sunflowers</b></p> <p><b>How does your garden grow?</b><br/>- Begin to sing the melody, pitch and tone of well-known nursery rhymes and songs.</p> <p>- Explore the different sounds that instruments and their voices can make to create simple compositions.</p> | <p><b>Big Wide World</b></p>  |
| <b>Reception</b> | <p><b>Familiar Rhymes</b><br/>- Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody.</p>  | <p><b>Sing-a-long</b><br/>- Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>- Learn and sing songs and rhymes as part of a larger group.</p> | <p><b>Lullabies</b><br/>-Listen to a variety of music, rhymes and songs, paying attention to how they sound and sharing their opinions.</p> <p>- Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>- Learn and sing songs and rhymes as part of a larger group.</p> <p><b>Classical Lullaby</b><br/>- Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.</p> <p>-Explore ways to create simple rhythms and sound effects using found objects, percussion instruments and their voices.</p> <p>- Listen to a variety of music and talk about how it makes them feel.</p> <p><b>Tessy Bear Can't Sleep</b><br/>- Learn and sing songs and rhymes as part of a larger group.</p> | <p><b>Turtles</b><br/>-Learn and sing songs and rhymes as part of a larger group.</p> <p>- Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody.</p>   | <p><b>How does your garden grow?</b><br/>- Learn and sing songs and rhymes as part of a larger group.</p> <p>- Listen to a variety of music, rhymes and songs, paying attention to how they sound and sharing their opinions.</p>   | <p><b>Say Hello</b><br/>- Learn and sing songs and rhymes as part of a larger group.</p> <p>- Listen to a variety of music and talk about how it makes them feel.</p> <p>- Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody.</p> |

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| <p style="text-align: center;"><b>Year 1</b></p>  | <p><b>Hey You (Style: Old school hip-hop)</b></p> <ul style="list-style-type: none"> <li>To compose your own rap.</li> <li>Listen and appraise.</li> <li>To understand how pulse, rhythm and pitch work together.</li> <li>To know what the terms 'pulse', 'rhythm' and 'pitch' mean.</li> </ul>   | <p><b>Performance and production</b></p> <ul style="list-style-type: none"> <li>Learn and perform nativity songs and Christmas carols</li> <li>Effectively practise, rehearse &amp; present performances to audiences with a growing awareness of the people watching.</li> </ul> | <p><b>Rhythm in the Way We Walk &amp; The Banana Rap (Style: Reggae)</b></p> <ul style="list-style-type: none"> <li>Explore pulse, rhythm and pitch.</li> <li>Explore rapping, dancing and singing. Singing – Christmas production. KLP:</li> <li>Learn to sing and use their voices.</li> <li>Perform to music.</li> <li>Learn to sing in a choir context.</li> </ul> | <p><b>Round and Round (Style: Bossanova)</b></p> <ul style="list-style-type: none"> <li>To identify pulse, rhythm and pitch in different styles of music.</li> </ul>   | <p><b>Your Imagination (Style: Pop)</b></p> <ul style="list-style-type: none"> <li>To listen to a piece of music.</li> <li>To know and recognise the sound and names of some instruments.</li> </ul>  | <p><b>Reflect, Rewind and Replay (Style: Classical)</b></p> <ul style="list-style-type: none"> <li>The history of music.</li> <li>To learn some of the language related to music.</li> </ul>  |
| <p style="text-align: center;"><b>Year 2</b></p>  | <p><b>Hands, Feet and Heart</b></p> <ul style="list-style-type: none"> <li>Find the pulse of a piece of music and recognise it is the heartbeat of the song.</li> <li>Recognise instruments that they can hear in a piece of music</li> <li>Create simple rhythms recognising this is different to the pulse</li> <li>Use a glockenspiel to play G, A and C during an instrumental section of music.</li> </ul>  | <p><b>Performance and production</b></p> <ul style="list-style-type: none"> <li>Learn and perform nativity songs and Christmas carols</li> <li>Effectively practise, rehearse &amp; present performances to audiences with a growing awareness of the people watching.</li> </ul> | <p><b>I Wanna Play in a Band</b></p> <ul style="list-style-type: none"> <li>Copy and clap back rhythms.</li> <li>Make up your own rhythms and perform to a group.</li> <li>Playing instruments using up to three notes F or D and C.</li> <li>Perform as a class and introduce your performance to an audience.</li> </ul>   | <p><b>Recorder</b></p> <ul style="list-style-type: none"> <li>Read music</li> <li>Follow and repeat a pattern</li> <li>Hold instruments using the correct techniques with respect</li> <li>Understand the pulse and internalise it when listening to a piece of music</li> </ul> | <p><b>Friendship Song</b></p> <ul style="list-style-type: none"> <li>Move to the pulse and rhythm of the music.</li> <li>Sing in two parts in groups and as a class.</li> <li>Play the glockenspiel using C, E and G.</li> <li>Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D or E.</li> </ul> | <p><b>Reflect, Rewind and Replay</b></p> <ul style="list-style-type: none"> <li>Revisit songs and musical activities, a</li> <li>Listen and appraise classical music</li> <li>Play instruments with a song</li> <li>Improvise using voices and instruments</li> </ul> |
| <p style="text-align: center;"><b>Reception, Year 1 &amp; 2<br/>Essential Knowledge</b></p> | <p><b>Explore and create – Essential knowledge.</b></p> <ul style="list-style-type: none"> <li>Know about pulse and that pulse is like a heartbeat</li> <li>Know that we can move with the pulse of the music</li> <li>Know that we can create rhythms from words, our names favourite food etc.</li> <li>Know words of songs can tell stories and paint pictures</li> <li>Know rhymes are different from the steady pulse</li> <li>Know we had high and low sounds, pitch when we sing and play our instruments</li> </ul> <p><b>Listen and Respond/Appraise – Essential Knowledge</b></p> <ul style="list-style-type: none"> <li>Know twenty Nursery rhymes off by heart</li> <li>Know the stories of some of the Nursery Rhymes</li> <li>Know five songs off by heart</li> <li>Know what songs are about</li> <li>Know and recognise the sound and names of some instruments they use</li> <li>Know that some songs have a chorus or a song/answer part</li> <li>Know that songs have a music style</li> </ul> <p><b>Singing – Essential knowledge</b></p> <ul style="list-style-type: none"> <li>Know Nursery rhymes and simple songs from memory</li> <li>Know songs have sections</li> <li>Know songs can be sung in unison and this is everyone singing at the same time</li> <li>Know songs include other ways of using their voice e.g. rapping</li> <li>Know why we need to warm up our voices</li> </ul> <p><b>Share and Perform – Essential knowledge</b></p> <ul style="list-style-type: none"> <li>Know performance is sharing music with other people, called an audience</li> <li>Know a performance can be a special occasion</li> <li>Know an audience can include parents and friends</li> </ul> <p><b>Playing – Essential knowledge</b></p> <ul style="list-style-type: none"> <li>Know the name of notes from memory or when written down</li> <li>Know the names of instruments that they are playing</li> <li>Know the names of untuned percussion instruments played in class</li> </ul> <p><b>Improvisation – Essential knowledge</b></p> |   |  |  |   |   |

- Know improvisation is about making up your own tunes on the spot
- Know when someone improvises they have made up their own tune and it belongs to them
- Know everyone can improvise
- Know you can improvise with only one or two notes

**Composition – Essential knowledge**

- Know composing is like writing a story with music
- Know everyone can compose

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SEATON  
ACADEMY