

Curriculum Map Music Skills

EYFS - Nursery			EYFS - Reception			Year 1			Year 2			Skills
Term 1 My Family and Friends/Bears	Term 2 My Body/Sounds	Term 3 Transport/Minibeasts	Term 1 Special People/Growth & Change	Term 2 Going Places/Stories and Sounds	Term 3 Moving Patterns/Working World	Term 1 Ourselves/Number Our Land/Our Bodies	Term 2 Machine/Seasons Our School/Pattern	Term 3 Storytime/Our Bodies Travel/Water	Term 1 Ourselves/Toys Our Land/Our Bodies	Term 2 Animals/Number Storytime/Seasons	Term 3 Weather/Pattern Water/Travel	
<p>Exploring different ways of moving to the sounds and music I hear.</p> <p>Pressing a button to record myself singing.</p> <p>Learning new songs to sing and move to.</p> <p>Listening and responding to songs.</p> <p>Joining in with the actions to the song.</p>	<p>Learning and joining in with new songs to sing and move.</p> <p>Describing and making different sounds/voices with my voice.</p> <p>Listening and responding to different sounds.</p> <p>Playing instruments loudly and quietly.</p> <p>Joining in with a number song.</p> <p>Joining in with the beat and rhythm.</p> <p>Moving like a dragon.</p> <p>Joining in with the actions to a song.</p>	<p>Joining in with new songs and actions.</p> <p>Listening carefully to the sounds and say what I can hear.</p> <p>Using a microphone tape recorder/karaoke machine to sing a song.</p> <p>Copying and joining a beat or rhythm of a song.</p> <p>Copying movements.</p> <p>Moving like a caterpillar.</p> <p>Responding to different sounds.</p> <p>Making different movements to different sounds, rhythms, beats and instruments.</p> <p>Joining in and dancing confidently.</p>	<p>Learning and copying a new song and keeping to the beat.</p> <p>Copying and adding actions to songs (hands and body).</p> <p>Singing a song in different voices.</p> <p>Using my body to make different sounds.</p>	<p>Confidently joining in and singing a new song/rhyme/rap.</p> <p>Joining in with high and low pitched animal noises.</p> <p>Thinking of my own body movements and actions to show high and low.</p> <p>Using instruments and doing actions at the right time and singing my song.</p> <p>Making sounds and movements to the beat.</p> <p>Making my voice higher and lower in pitch.</p> <p>Moving around like a dragon.</p> <p>Responding to a piece of music using my body and voice.</p> <p>Using my body to sway to the rhythm.</p>	<p>Singing number songs.</p> <p>Using my body to imitate verbs in a song.</p> <p>Copying echoed sounds in a song.</p> <p>Changing/making up a new verse to my song.</p> <p>Copying the actions at the correct time to match my song.</p> <p>Working with a partner to make different sounds.</p> <p>Choosing an instrument to play to my friend.</p> <p>Making a train dance with my friend.</p> <p>Making a tapping sound using wrappers and packages.</p> <p>Moving my body like a machine.</p> <p>Copying sounds using my voice/that my friend makes.</p> <p>Using different instruments to make a beat/how I feel.</p>	<p>Performing a body percussion song.</p> <p>Adding vocal sounds and actions to a story or song</p> <p>Keeping a steady beat using movement, body percussion and instruments.</p> <p>Tapping a steady beat to match changes in tempo.</p> <p>Using a percussion instrument to count out and play a steady beat.</p> <p>Moving like an animal.</p> <p>Performing a chant or song using a high and low pitch.</p>	<p>Listening to a song and playing a steady beat.</p> <p>Moving like a robot.</p> <p>Using actions and instruments to perform a beat at different speeds.</p> <p>Responding to changes in pitch using body movement.</p> <p>Creating music to capture atmosphere and weather.</p> <p>Watching a sound movie and create a piece of music.</p> <p>Singing and tapping to the beat of animal sounds.</p> <p>Matching sounds to beat pattern.</p> <p>Exploring snake sounds and playing two, three and four beat groups.</p>	<p>Performing a rap and create sounds with rhythmic vocal sound effects/untuned percussion instruments for sound effects.</p> <p>Performing the chant and songs from a musical.</p> <p>Practising and responding to a steady beat (and at different speeds), coordinating left and right.</p> <p>Marking a steady beat in a folk tune.</p> <p>Performing actions to word rhythms.</p> <p>Creating verses to make rhythm patterns.</p> <p>Inventing lyrics and movements to perform as new verses in a chant.</p> <p>Singing a travelling song with invented actions.</p> <p>Identifying types of travelling sounds and moving in response.</p> <p>Performing a dance sequence following the structure of the 'Aquarium' song.</p> <p>Playing a descending melody and creating a performance.</p>	<p>Exploring vocal sounds to express feelings.</p> <p>Using vocals, body percussion and instrumental sounds to a poem performance.</p> <p>Adding body percussion and instruments to a call and response song.</p> <p>Performing a call and response song, expressing mood with voices.</p> <p>Listening to pieces of music and matching them to images.</p> <p>Move to a steady beat at three different speeds.</p> <p>Learning a song which demonstrates a steady beat.</p> <p>Performing actions and matching sound words to a steady beat.</p> <p>Recognising and responding to an ostinato/steady beat/rhythm.</p> <p>Combing three different beats on instruments.</p> <p>Performing a rhythmic movement pattern/percussion instrument to a steady beat.</p>	<p>Performing actions in time to the beat in a piece of music.</p> <p>Copying and demonstrating changes in the pitch of animal sounds using voices.</p> <p>Creating and following a pitch line using hands, then voices.</p> <p>Inventing sounds using voices and tuned percussion to depict pictures.</p> <p>Copying and moving to the rhythm of an action rap.</p> <p>Counting and moving to a steady beat.</p> <p>Composing and accompanying a song with an ostinato for percussion.</p> <p>Learning to sing using Makaton signs.</p> <p>Transferring the vocal ostinato onto body percussion and instruments.</p> <p>Singing a song demonstrating rising and falling pitch.</p>	<p>Performing a chant/rap rhythmically and with actions.</p> <p>Singing and counting three/four beat patterns in a slow and fast pulse.</p> <p>Using a score to perform three and four beat patterns.</p> <p>Performing actions to show the pitch movement of songs.</p> <p>Performing songs with tuned instruments playing the melody.</p> <p>Playing a musical effect to describe water.</p> <p>Performing musical ideas following a leader.</p>	<p><b>Use voices and body to expressively and creatively by performing songs, chants and rhymes on their own and with others</b></p>

	Exploring and making sounds with different musical instruments.	Naming different instruments and describe their sounds.  Making different rhythms, beats and sounds with instruments.	Choosing the correct instrument to match my song.  Using an instrument to make a loud and quiet sound.  Using instruments to make a sound sequence.	Using instruments and doing actions at the right time while singing my song.  Using an instrument to match high and low pitch.  Making sounds to the beat.	Using instruments to make sounds that match my song/actions.  Tapping a steady marching beat on the drum.  Working with a partner to make different sounds.  Choosing an instrument to play to my friend.  Using different instruments to make a beat/show how I feel.	Playing percussion instruments with control.  Keeping a steady beat using movement, body percussion and instruments.  Adding weather sounds to songs using instruments, actions and voice.	Using actions and instruments to perform a beat at different speeds.  Creating music to capture atmosphere and weather.  Exploring snake sounds and playing two, three and four beat groups.	Performing a rap with rhythmic untuned percussion instruments for sound effects.  Adding instrumental ideas to the performance of a musical.	Adding body percussion and instruments to a call and response song.  Combining three different beats on instruments.	Performing a song using percussion instruments.  Accompanying a song with a steady beat and ostinato.  Transferring the vocal ostinato onto body percussion and instruments.	Performing songs with tuned instruments playing the melody.  Playing a musical effect to describe water.  Performing musical ideas following a leader.  Practising a steady beat and changing tempo.  Layering four repetitive patterns to create a piece of music.	<b>Play tuned and untuned instrumentals</b>
	Listening and describing carefully to different sounds.	Listening carefully to the sounds and say what I can hear.  Describe and respond to different sounds.  Making different movements to different sounds.  Joining in confidently with dancing.  Using a tape recorder/karaoke machine, singing along into the microphone.	Matching the beat using a tambour.	Responding to a piece of music using my body and body.	Copying echoed sounds in a song.	Comparing the pitch of different animal sounds.  Listening to an animal song and describing the animals.	Listening to a song and playing a steady beat.  Listening to a song and observing changes in pitch.  Identifying different pitched sounds.  Listening and responding to the speed of the beat (train music).  Listening and using sounds around me in a song.  Watching a sound movie and make up a piece of music.	Listening to a piece of music and matching to fairy tale.  Listening to a musical for a traditional story and identify the events.  Matching short pieces of music with their spoken phrases.  Performing a dance sequence following the structure of the 'Aquarium' song.	Taking turns to express meaning without words.  Matching sounds to mood.  Recognising and responding to an ostinato/steady beat/rhythm.  Listening to pieces of music and matching then to images.  Exploring myths using vocal and body percussion sounds.  Identifying water inspired instrumental sounds in music.  Exploring body, vocal and instrumental to accompany monster and giant myths.	Performing actions in time to the beat in a piece of music.  Copying rhythms with voices and movement.  Identifying two percussion instruments played at the same time by their sound.  Considering how the music reflects the action in the 'Nutcracker' storyboard.	Watching a performance of 'winter' and consider how the music depicts the weather.  Listening to Aesop's fable and identifying the moral.  Listening for specific instrumental sounds in a piece of music.	<b>Listen with concentration and understanding to live/ recorded music</b>
Learning new songs to sing and move.	Making different sounds/voices with my voice.  Playing instruments loudly and quietly.  Exploring and making sounds with different musical instruments.  Joining in with the beat and rhythm.  Learning and joining in with new songs.	Learning and joining in with new songs.  Making different sounds with my voice.  Tapping out the rhythm in a word.  Using a microphone/tape recorder/ karaoke machine to sing a song.  Joining in and copying the beat and rhythm of a song.	Learning and copying a new song and keeping to the beat.  Adding actions to songs (hands and body).  Clapping at the right time to a beat.  Using instruments to make a sound sequence.  Matching the beat using a tambour.	Confidently joining in and singing a new song.  Joining in with high and low pitched animal noises.  Using instruments and doing actions at the right time.  Making sounds to the beat.  Making my voice higher and lower in pitch.	Singing number songs.  Copying echoed sounds in a song.  Copying the actions at the correct time to match my song.  Making a train dance with my friend.  Making a tapping sound using wrappers and packages.  Copying the sounds of the seaside using my voice.	Adding vocal sounds and actions to a story or song.  Recognising a steady beat.  Keeping a steady beat to match changes in tempo using movement, body percussion and instruments.  Using a percussion instrument to count out and play a steady beat.  Comparing and performing the pitch of different animal sounds.	Using actions and instruments to perform a beat at different speeds.  Listening to a song and observing changes in pitch.  Responding to changes in pitch using body movement.  Identifying different pitched sounds.  Performing a song using actions.  Exploring percussion instruments and the sounds they make.	Performing a rap with rhythmic untuned percussion instruments for sound effects.  Practising and responding to a steady beat (and at different speeds), coordinating left and right.  Identifying a recurring rhythm in a song.  Marking a steady beat in a folk tune.	Using vocals, body percussion and instrumental sounds to a poem performance.  Drawing a 'cats' conversation, showing how the voices move higher and lower in pitch.  Moving to a steady beat at three different speeds.  Recognising and responding to an ostinato/steady beat/rhythm.	Performing actions in time to the beat in a piece of music.  Copying changes in the pitch of animal sounds using voices.  Demonstrating changes of pitch using body movements.  Creating and following a pitch line using hands, then voices  Identifying the beat and rhythm pattern in dance music.  Copying rhythms with voices and movement.	Performing a chant rhythmically and with actions.  Learning to perform a rap.  Recording a performance of the story and group compositions.  Singing and counting three/four beat patterns in a slow and fast pulse.  Performing a song to different beat patterns.	<b>Experiment with, create, select and combine sounds using the inter-related dimensions of music (pulse, pitch, rhythm, dynamics, tempo, timbre, texture, structure, notation)</b>

		<p>Describing and responding to different sounds.</p> <p>Naming different instruments and describing their sounds.</p> <p>Making different rhythms, beats and sounds with instruments.</p>	<p>Using an instrument to make a loud and quiet sound.</p> <p>Tapping the beat on different parts of my body.</p> <p>Singing a song in a loud and quiet voice.</p>	<p>Using my body to sway to the rhythm.</p>	<p>Using different instruments to make a beat.</p>	<p>Adding weather sounds to songs using instruments, actions and voice.</p>	<p>Creating music to capture atmosphere and weather.</p> <p>Watching a sound movie and making up a piece of music.</p> <p>Counting out beats in twos, threes and fours (and hissing sounds).</p> <p>Performing number pattern using taps and claps.</p> <p>Matching sounds to beat pattern.</p>	<p>Creating verses to make rhythm patterns.</p> <p>Performing actions to word rhythms.</p> <p>Inventing lyrics and movements to perform as new verses in a chant.</p> <p>Identifying types of travelling sounds and moving in response.</p> <p>Creating a splash using voices and untuned percussion instruments.</p> <p>Identifying the structure of 'Aquarium'.</p> <p>Playing a descending melody and creating a performance.</p>	<p>Combining three different beats on instruments.</p> <p>Performing a rhythmic movement pattern/percussion instrument to a steady beat.</p>	<p>Accompanying a song with a steady beat and ostinato.</p> <p>Using voices expressively.</p> <p>Performing vocal sounds from a spooky scene.</p> <p>Singing a song, focusing on rising and falling pitch.</p>	<p>Performing actions to show the pitch movement of songs.</p> <p>Performing songs with tuned instruments playing the melody.</p> <p>Playing a musical effect to describe water.</p> <p>Layering four repetitive patterns to create a piece of music.</p>	
	<p>Making different sounds/voices with my voice.</p> <p>Playing instruments loudly and quietly.</p> <p>Joining in with the beat and rhythm.</p>	<p>Making different sounds with my voice.</p> <p>Tapping out the rhythm in a word.</p> <p>Joining in and copying the beat and rhythm of a song.</p> <p>Making different rhythms, beats and sounds with instruments.</p>	<p>Using instruments to make a sequence.</p> <p>Tapping the beat on different parts of my body.</p> <p>Thinking of dance movements to go with my song.</p> <p>Choosing the correct instrument to match my song.</p> <p>Using an instrument to make a loud and quiet sound.</p>	<p>Joining in with high and low pitched animal noises.</p> <p>Using instruments and doing actions at the right time and singing my song.</p> <p>Acting out movements by moving body high and low.</p> <p>Making sounds to the beat.</p>	<p>Using instruments to make sounds that match my song.</p> <p>Using body to perform actions to a song.</p> <p>Tapping a steady marching beat on different instruments.</p> <p>Copying the actions at the correct time to match my song.</p> <p>Making a train dance with my friend.</p> <p>Making a tapping sound using wrappers and packages.</p> <p>Moving my body like a machine.</p>	<p>Tapping a steady beat to match changes in tempo.</p> <p>Comparing the pitch of different animal sounds.</p> <p>Copying the sound that my friend makes.</p>	<p>Listening to a song and observing changes in pitch.</p> <p>Responding to changes in pitch using body movement.</p> <p>Identifying different pitched sounds.</p> <p>Listening and responding to the speed of the beat (train music).</p> <p>Creating music to capture atmosphere and weather.</p> <p>Counting out beats in twos, threes and fours (and hissing sounds).</p> <p>Performing number pattern using taps and claps.</p> <p>Matching sounds to beat pattern.</p>	<p>Performing chants and songs from a musical.</p> <p>Creating verses to make rhythm patterns.</p> <p>Identifying types of travelling sounds and moving in response.</p> <p>Creating a splash using voices and untuned percussion instruments.</p> <p>Performing a dance sequence following the structure of the 'Aquarium' song.</p> <p>Playing a descending melody and creating a performance.</p>	<p>Adding body percussion and instruments to a call and response song.</p> <p>Performing a call and response song, expressing mood with voices.</p> <p>Learning a song which demonstrates a steady beat.</p> <p>Performing actions and matching sound words to a steady beat.</p> <p>Recognising and responding to an ostinato/steady beat/rhythm.</p> <p>Combining three different beats on instruments.</p>	<p>Performing actions in time to the beat in a piece of music.</p> <p>Copying changes in the pitch of animal sounds using voices.</p> <p>Inventing sounds using voices and tuned percussion to depict pictures.</p> <p>Copying rhythms with voices and movement.</p> <p>Composing an ostinato using percussion.</p> <p>Singing an ostinato to accompany a song.</p>	<p>Performing actions to show the pitch movement of songs.</p> <p>Playing a musical effect to describe water.</p> <p>Performing musical ideas following a leader.</p> <p>Practising playing the steady beat and changing tempo.</p> <p>Listening for specific instrumental sounds in a piece of music.</p> <p>Layering four repetitive patterns to create a piece of music.</p>	<p><b>Evaluating music</b></p>