

# **Trinity Music Curriculum EYFS and KS1**

## **Music Curriculum Map Reception**

|       | Autumn 1               | Autumn 2               | Spring 1            | Spring 2                 | Summer 1               | Summer 2               |
|-------|------------------------|------------------------|---------------------|--------------------------|------------------------|------------------------|
|       | Marvellous Me          | Let's Celebrate        | Traditional Tales   | Help is all around       | Let it Grow            | Wonderful Water        |
|       |                        |                        |                     | us                       |                        |                        |
|       | Following              | Songs from around      | Stories as songs or | Songs about the          | Plant and animal       | Weather and            |
|       | instructional songs    | the world              | raps                | people who help          | growing songs          | colour songs           |
|       |                        |                        |                     | us                       |                        |                        |
| KW UD | Using songs to         | Using movement         | To put words to a   | To put words to a        | To sing and sign       | To sing and sign       |
|       | learn about body       | and songs from         | beat to all speak   | <b>beat</b> to all speak | (Makaton)              | (Makaton)              |
|       | parts and facial       | other cultures         | together            | together. To sing        | Growing songs          | Colours and            |
|       | expressions to         | celebrations           |                     | and sign (Makaton)       |                        | weather songs          |
|       | understand mood        |                        |                     | about people             |                        |                        |
| PS    | Using voices to sing   | Using voices to sing   | Using voices to     | Using voices to          | To take turns in       | To take turns in       |
|       | simple songs           | simple songs           | sing simple songs   | sing simple songs        | leading signing and    | leading signing and    |
|       |                        |                        | and to rap          | and to rap               | singing from the       | singing from the       |
|       |                        |                        | repetitive and      | repetitive and           | front                  | front                  |
|       |                        |                        | cumulative stories  | cumulative stories       |                        |                        |
| CD    | Playing games to       | Playing games to       | Playing games to    | Playing games to         | Playing games to       | Playing games to       |
|       | learn <b>start and</b> | learn <b>start and</b> | learn start and     | learn <b>start and</b>   | learn <b>start and</b> | learn <b>start and</b> |
|       | stop.                  | stop.                  | stop.               | stop. Fast and           | stop. Fast and         | stop. Fast and         |
|       |                        |                        | Fast and Slow.      | slow.                    | slow. High and low.    | slow. High and low.    |
| AP    | Talking about body     | Talk about music       | To talk about the   | To talk about the        | To use the signs       | To use the signs       |
|       | parts                  | from other             | stories in the      | stories in the           | when talking about     | when talking about     |
|       |                        | countries and try      | songs               | songs                    | the studied life       | the weather, family    |
|       |                        | to explain how         |                     |                          | cycles                 | members and            |
|       |                        | they sound             |                     |                          |                        | animals.               |
|       |                        | different              |                     |                          |                        |                        |



# **Trinity Music Curriculum EYFS and KS1**

## Music Curriculum Map Year 1

|       | Autumn 1                  | Autumn 2               | Spring 1               | Spring 2               | Summer 1                  | Summer 2             |
|-------|---------------------------|------------------------|------------------------|------------------------|---------------------------|----------------------|
|       | Sea Explorers             | Save the animals       | Our community          | Where does it          | Joseph's coat             | We're all going on   |
|       |                           |                        |                        | come from?             |                           | a summer holiday     |
|       | Songs from around         | Songs from around      | Songs from around      | Songs from around      | Familiar songs            | Familiar songs       |
|       | the world                 | the world              | the world              | the world              |                           |                      |
| KW UD | Using voices and          | Organizing the         | To Hear the            | To hear the            | To hear the               | To hear the          |
|       | body in different         | music so it can be     | difference between     | difference between     | difference                | difference between   |
|       | ways to make              | the same every         | <b>Melody</b> and      | high and low notes     | between                   | Major and Minor      |
|       | sounds                    | time                   | <b>Harmony</b> and to  | on a range of          | Major and                 | in Harmony and       |
|       |                           |                        | start learn to play    | instruments            | Minor in                  | Melody               |
|       |                           |                        | melodies               |                        | Harmony                   |                      |
| PS    | Putting <b>Rhythms</b>    | Working in groups      | Working in groups      | Working in groups      | To play pitched           | To play pitched      |
|       | over a <b>Beat</b>        | to put all parting of  | to put all parting of  | to put all parting of  | instrument                | instrument           |
|       |                           | a song together        | a song together        | a song together        | melodies as a small       | melodies as a small  |
|       |                           | Beat, Ostinato and     | Beat, Ostinato and     | Beat, Ostinato and     | group using colour        | group using colour   |
|       |                           | Singing                | Melody                 | Melody                 | coded music and           | coded music and      |
|       |                           |                        |                        |                        | instruments               | instruments          |
| CS    | Making up own             | To use knowledge       | To use knowledge       | To use knowledge       | To use knowledge          |                      |
|       | Repeating                 | of <b>Crotchets</b> ,  | of <b>Crotchets</b> ,  | of <b>Crotchets</b> ,  | of <b>tonic sol-fa</b> to |                      |
|       | Patterns. <b>Ostinato</b> | minims and Semi-       | Crotchet rests,        | Crotchet rests,        | make <b>melodies</b> go   |                      |
|       |                           | <b>breves</b> to write | minims, dotted         | minims, dotted         | up and down               |                      |
|       |                           | down Music             | Minims and Semi-       | Minims and Semi-       |                           |                      |
|       |                           |                        | <b>breves</b> to write | <b>breves</b> to write |                           |                      |
|       |                           |                        | down Music             | down Music in          |                           |                      |
|       |                           |                        |                        | Number bonds to        |                           |                      |
|       |                           |                        |                        | 3 and 4                |                           |                      |
| AP    | Using <b>tempo</b> to     | Talk about How we      | To talk about the      | To talk about the      | Talk about How we         | Talk about How       |
|       | talk about the            | can make the           | role they played in    | role they played in    | can make the music        | Specific songs can   |
|       | mood or feeling of        | music have a Mood      | the performances       | the performances       | have a Mood <b>Major</b>  | make them feel a     |
|       | a composition             |                        | of songs               | of songs               | or Minor                  | Mood <b>Major or</b> |
|       |                           |                        |                        |                        |                           | Minor                |



# **Trinity Music Curriculum EYFS and KS1**

|  | Voice, Hands, Feet | Voice, Hands, Feet | Voice, Hands, Feet, | Voice, Hands, Feet, | Voice,       | Voice,        |
|--|--------------------|--------------------|---------------------|---------------------|--------------|---------------|
|  |                    |                    | Eggz                | Eggz, Claves        | Boomwhackers | Boomwhackers, |
|  |                    |                    |                     |                     |              | Eggz, Claves  |

### Music Curriculum Map Year 2

|       | Autumn 1                   | Autumn 2                      | Spring 1                   | Spring 2               | Summer 1                        | Summer 2                        |
|-------|----------------------------|-------------------------------|----------------------------|------------------------|---------------------------------|---------------------------------|
|       | It's raining it's          | Fire, Fire                    | Helping hands              | Growing here,          | Location, Location              | Look how much                   |
|       | pouring                    |                               |                            | growing there          |                                 | l've grown                      |
|       | Rounds                     | Rounds                        | Rounds                     | Rounds                 | Songs from around               | Songs from around               |
|       |                            |                               |                            |                        | the world                       | the world                       |
| KW UD | Using voices and           | Using <b>2 part</b> rounds to | Using <b>2 part</b> rounds |                        | Sing letter names               | Sing letter names               |
|       | Drums in different         | encourage listening to        | to encourage               |                        | relating to the <b>stave</b>    | relating to the                 |
|       | ways to make               | others                        | listening to others        |                        | and pitched                     | stave and pitched               |
|       | sounds                     |                               |                            |                        | notation                        | notation                        |
| PS    | Putting <b>Rhythms</b>     | Putting <b>Rhythms</b> over   | Putting <b>Rhythms</b>     |                        | To play <b>Scales</b> ,         | To play <b>Scales</b> ,         |
|       | over a <b>Beat</b>         | a Beat to accompany           | over a <b>Beat to</b>      |                        | Octave Jumps and                | Octave Jumps and                |
|       |                            | Sung part songs               | accompany Sung             |                        | simple <b>melodies</b> on       | simple <b>melodies</b> on       |
|       |                            |                               | part songs                 |                        | Pitched Percussion              | Pitched Percussion              |
| CS    | Making up own              | To use knowledge of           | To use knowledge           | To use knowledge       | To use knowledge of             | To use knowledge                |
|       | Repeating Patterns.        | Crotchets, Crotchet           | of <b>Quavers</b> ,        | of <b>Quavers</b> ,    | <b>FACE</b> and <b>EGBDF</b> to | of <b>FACE</b> and <b>EGBDF</b> |
|       | Ostinato                   | rests, minims, dotted         | Crotchets, Crotchet        | Crotchets, Crotchet    | play hangman                    | to read simple                  |
|       |                            | Minims and Semi-              | rests, minims,             | rests, minims,         |                                 | familiar <b>melodies</b>        |
|       |                            | <b>breves</b> to write down   | dotted Minims and          | dotted Minims and      |                                 |                                 |
|       |                            | Music in <b>Number</b>        | Semi-breves to             | Semi-breves to         |                                 |                                 |
|       |                            | bonds to 3 and 4              | write down Music           | write down Music       |                                 |                                 |
|       |                            |                               | in <b>Number bonds</b>     | in <b>Number bonds</b> |                                 |                                 |
|       |                            |                               | to 3 and 4                 | to 3 and 4             |                                 |                                 |
| AP    | Using <b>tempo</b> to talk | To talk about the story       | To talk about              | To talk about          | To talk about music             | To talk about music             |
|       | about the mood or          | telling aspect of part        | leading a group            | leading a group        | on the stave using              | on the stave using              |
|       | feeling of a               | songs                         |                            |                        | the correct musical             | the correct musical             |
|       | composition                |                               |                            |                        | language                        | language                        |
|       | Voices, Djembe             | Voices, Djembe Drums          | Voices, Djembe             | Voices, Djembe         | Glockenspiel                    | Glockenspiel                    |
|       | Drums                      |                               | Drums                      | Drums                  |                                 |                                 |