



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



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



## Trinity Music Curriculum EYFS and KS1

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