



# Music Curriculum Map

Ellenborough and Ewanrigg Infant School  
Victory Crescent, Maryport, Cumbria, CA15 7NE



Year Group	Autumn Term	Spring Term	Summer Term
A	<p><b>Theme:</b> Music for Space</p> <p><b>Context for Learning:</b> Children will develop key map skills through a range of geographical skill based activities. Children will explore a range of maps at a local, national and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. They will learn how to 'view from above' looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary throughout the unit.</p> <p><b>Coverage of skills:</b></p> <ul style="list-style-type: none"> <li>Name different types of maps and explain some key features of maps.</li> <li>Draw simple maps</li> <li>Name the points of a compass.</li> <li>Plan a simple route</li> <li>Identify map symbols.</li> <li>Recognise basic human and physical features</li> </ul>	<p><b>Theme:</b> Great Explorers</p> <p><b>Context for Learning:</b> Children will learn how to move their bodies expressively to music. They will build on previous learning and begin to sing tunefully and in time then use chanting and speaking to create a piece of music. They will listen to and discuss different music and share their likes and dislikes. They will explore and choose sounds using a stimulus then use tuned instruments to create short pieces of music.</p> <p><b>Coverage of skills:</b></p> <ul style="list-style-type: none"> <li>Use voices expressively</li> <li>Play tuned and un-tuned instruments</li> <li>Listen to and discuss music</li> <li>Experiment with, create and select and combine sounds</li> <li>Understand pitch, dynamics, rhythm, tempo and pulse</li> </ul>	<p><b>Theme:</b> Great Explorers</p> <p><b>Context for Learning:</b> Children will learn how to move their bodies expressively to music. They will build on previous learning and begin to sing tunefully and in time then use chanting and speaking to create a piece of music. They will listen to and discuss different music and share their likes and dislikes. They will explore and choose sounds using a stimulus then use tuned instruments to create short pieces of music.</p> <p><b>Coverage of skills:</b></p> <ul style="list-style-type: none"> <li>Use voices expressively</li> <li>Play tuned and un-tuned instruments</li> <li>Listen to and discuss music</li> <li>Experiment with, create and select and combine sounds</li> <li>Understand pitch, dynamics, rhythm, tempo and pulse</li> </ul>
B	<p><b>Theme:</b> Animals</p> <p><b>Context for Learning:</b> Children will listen to music and think about the ways that they can move using the context of animals. They will build on this by experimenting with instruments to represent different animals and playing these for others and as part of a group. They will sing and perform songs using actions to help them to remember, moving onto following hand signals and adding dynamics and thinking about ways in which they can improve their performance. They will compose music working firstly on animal sounds leading to create a composition to tell the story of an animal.</p> <p><b>Coverage of skills:</b></p> <ul style="list-style-type: none"> <li>Use voices expressively</li> <li>Play tuned and un-tuned instruments</li> <li>Listen to and discuss music</li> <li>Experiment with, create and select and combine sounds</li> <li>Understand dynamics, tempo and rhythm</li> </ul>	<p><b>Theme:</b> Fairy Tales</p> <p><b>Context for Learning:</b> Children will learn the ways that they can change their voices and will be introduced to musical instruments through the context of the text, Jack and the Beanstalk. They will learn about pitch, dynamics, rhythm, tempo and pulse and will discuss how music helps to create a mood and visual representation. They will explore the use of hand signals and will apply all that they have learned, in creating a composition to retell the story.</p> <p><b>Coverage of skills:</b></p> <ul style="list-style-type: none"> <li>Use voices expressively</li> <li>Play tuned and un-tuned instruments</li> <li>Listen to and discuss music</li> <li>Experiment with, create and select and combine sounds</li> <li>Understand pitch, dynamics, rhythm, tempo and pulse</li> </ul>	<p><b>Theme:</b> African Drumming</p> <p><b>Context for Learning:</b> This unit focuses on the some of the inter-related dimensions of music, particularly: rhythm, tempo, dynamics and duration. Children will work as a group to play drum rhythms in time with each other before deepening their learning by varying features such as tempo and complexity of rhythms. They will also be using their voice to chant phrases to aid their rhythmic composition.</p> <p><b>Coverage of skills:</b></p> <ul style="list-style-type: none"> <li>Keep a steady pulse</li> <li>Play by getting faster and/or slower</li> <li>Perform a sequence using a graphic score</li> <li>Demonstrate some confidence in performing as a group/individual</li> <li>Explore long/short sounds</li> <li>Sequence sounds to create a structure</li> <li>Recognising how sounds are made</li> </ul>