

Eastfield Infant and Nursery School Curriculum Overview 2023-24

EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery		Christmas Carols				21st June 'Make Music Day'
	<p>Listen and respond to different styles of music. Learn to sing rhymes/songs, share and perform.</p> <p>Play un-tuned percussion instruments.</p> <p>Listen carefully to rhymes, songs and rhyming stories, paying attention to how they sound.</p> <p>Use percussion instruments to compose.</p> <p>Explore and engage in music making and dance.</p> <p>Listen to and sing call and response songs.</p> <p>Listen to and respond to music from different genres and cultures.</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception		Christmas Carols				21st June 'Make Music Day'
	<p>Listen and respond to different styles of music. Learn to sing rhymes/songs, share and perform.</p> <p>Play un-tuned percussion instruments.</p> <p>Listen carefully to rhymes, songs and rhyming stories, paying attention to how they sound.</p> <p>Use percussion instruments to compose.</p> <p>Explore and engage in music making and dance.</p> <p>Listen to and sing call and response songs.</p> <p>Listen to and respond to music from different genres and cultures.</p> <p>Explore percussion sounds to enhance storytelling and poetry.</p>					

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KS1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<i>Journeys and Exploration</i>	<i>Heroes and Villains</i>	<i>Similarities and Differences</i>	<i>Spring Production</i>	<i>Nature and Environment</i>	<i>Imagination and Creativity</i>
Throughout the year and within music assemblies.	<p>Listen to and sing call and response and action songs.</p> <p>Sing call and response songs to control vocal pitch and to match the pitch heard with accuracy.</p> <p>Explore percussion sounds to enhance storytelling and poetry.</p> <p>Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch.</p>					
	<p>Listen to sounds in the local school environment, comparing high and low sounds.</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo changes.</p> <p>Listening: What a wonderful world (Louis Armstrong) (20th century)</p>	<p>Sing familiar songs in both low and high voices talking about the difference in sounds.</p> <p>Use body percussion and classroom percussion, playing repeated rhythm patters and short, pithed patterns on tuned instruments to maintain a steady beat.</p> <p>Listening: BBC 10 pieces Holst the Planets - Mars. Composition of own planet pieces. (classical)</p> <p>Christmas Carols</p>	<p>Create musical sound effects and short sequences of sound in response to a stimuli, e.g. a rainstorm/train journey.</p> <p>Respond to the pulse in recorded/live music through movement and dance.</p> <p>Listening: Rondo alla Turca – Mozart (classical) case study.</p>	<p>(Listen and learn songs. Share and perform. Play percussion instruments)</p>	<p>Listening, pulse, rhythm, singing playing tuned instruments composing sharing and performing.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Listening: With a Little Help from my friends – The Beatles (popular music)</p>	<p>Listening, pulse, rhythm, singing playing tuned instruments composing sharing and performing.</p> <p>Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</p> <p>21st June 'Make Music Day'</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Urban Metropolis (How did the great fire change London?)	Creation and Conservation (What is the twist in the tale?)	Bravery vs Fear (Who will save our wonderful world?)	Relationships and Acceptance (The Owl and the Pussycat went to ...)	Fantasy and Fiction (Where can your imagination take you?)	Where are we going now?
Throughout the year and within music assemblies.	<p>Listen to and sing call and response and action songs.</p> <p>Sing call and response songs to control vocal pitch and to match the pitch heard with accuracy.</p> <p>Explore percussion sounds to enhance storytelling and poetry.</p> <p>Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch.</p>					
	<p>Walk and mark the beat of a piece of music by tapping and clapping and recognising tempo as well as changes in tempo.</p> <p>Play copycat rhythms, copying a leader and invent rhythms for others to copy on un-tuned percussion. Create rhythms using word phrases as a starting point.</p> <p>Know the meaning of dynamics and tempo and be able to demonstrate these when singing.</p> <p>Listening: Stravinsky The Firebird Suite. (classical) Hound Dog – Elvis Presley (Rock and Roll)</p>	<p>Create music in response to a non-musical stimulus e.g. a storm, rocket launch... BBC 10 pieces John Adams short ride in a fast machine. (classical)</p> <p>Sing songs with a small pitch range (e.g. rain, rain, go away) pitching accordingly.</p> <p>Begin to group beats by tapping knees on the first beat and clapping the remaining beats.</p> <p>Listening: Fantasia (Classical)</p> <p>Christmas Carols</p>	<p>Rhythm and pulse, composition, share and perform</p> <p>Sing songs with a pitch range with increasing vocal control.</p> <p>Work with a partner to improvise simple question and answer phrases too be sung and played on un-tuned percussion, creating a musical conversation.</p> <p>Listening: Bolero – Ravel (classical) case study</p>	<p>To use graphic symbols as appropriate to keep a record of composed pieces.</p> <p>Sing short phrases independently within a singing game or short song. Responding independently to pitch changes.</p> <p>Listening: Sea Shanties – the wellerman (Folk) **compose own shanties **</p>	<p>To begin to use dot notation as appropriate to keep a record of composed pieces.</p> <p>Begin to show an understanding of texture and timbre</p> <p>Show confidence with pulse and tempo</p> <p>Listening: Night Ferry – Anna Clyne (21st century classical)</p>	<p>Summer Production (Listen and learn songs. Share and perform. Play percussion instruments)</p> <p>Use music technology to capture, change and combine sounds.</p> <p>21st June 'Make Music Day'</p>

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