



## Stocksbridge Nursery Infant School Music Curriculum Overview

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme titles</b>	EYFS – Marvellous Me in School  KS1 – Me & My City	EYFS – Terrific Tales  KS1 - Megastructures	EYFS – Ticket to Ride  KS1 – Around the World in 80 Years & Beyond	EYFS – Amazing Animals  KS1 – What's it like in Africa?	EYFS – Places  KS1 – Panic on Pudding Lane	EYFS – Come Outside  KS1 – Living things & their Habitats.
YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme titles</b>	EYFS – Me & My Home  KS1 – Me & My School in Stocksbridge	EYFS – Hidden Heroes – People who Help us  KS1 – Hidden Heroes	EYFS – Healthy Me  KS1 – Healthy Me	EYFS – Nurturing Nature  KS1 – Nurturing Nature	EYFS – Extreme Environments  KS1 – Extreme Environments	EYFS – How I do like to be beside the seaside.  KS1 – How I do like to be beside the seaside.
<b>Nursery</b>	<p>Over the year Nursery will cover:</p> <ul style="list-style-type: none"> <li>• Exploring different sounds and timbres with pitched and unpitched instruments.</li> <li>• Create and explore different sounds in their learning environment. For example, experimenting with different materials outside to make sound.</li> <li>• Use percussion to make different sound effects. For example, creating weather sounds.</li> <li>• Perform short songs in front of others.</li> <li>• Perform any of the nursery rhymes by singing and adding actions or dance.</li> <li>• To memorise songs for a performance.</li> <li>• To enjoy moving and dancing to music.</li> <li>• To say whether they like or dislike a piece of music.</li> <li>• To describe music as loud, quiet, fast or slow.</li> <li>• To describe what they can hear in a natural environment and in music.</li> <li>• To play an instrument and stop if a leader says stop or pause.</li> </ul>					
<b>Reception</b>	<ul style="list-style-type: none"> <li>• To sing welcome and routine songs.</li> <li>• To add actions and movements to songs.</li> </ul>	<ul style="list-style-type: none"> <li>• To take turns in a simple call-and-response chant.</li> <li>• To investigate the timbre of instruments and sound-makers .</li> </ul>	<ul style="list-style-type: none"> <li>• To match movements to music and follow musical cues.</li> <li>• To begin to recognize the structure of a song.</li> </ul>	<ul style="list-style-type: none"> <li>• To create simple sound effects to accompany a song.</li> <li>• To respond to changes in tempo.</li> <li>• To explore tempo, dynamics and</li> </ul>	<ul style="list-style-type: none"> <li>• To experiment with voice sounds.</li> <li>• To recognise simple pitch patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• To explore the effects of combining sounds.</li> <li>• To follow directions, knowing when to start and stop.</li> </ul>



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	<ul style="list-style-type: none"> <li>To experiment with using different voices.</li> <li>To respond to simple musical instructions.</li> <li>To copy simple sound and movement patterns.</li> <li>To respond to musical cues.</li> <li>To share responses to songs and music.</li> <li>To explore creative movement when singing and playing.</li> <li>To move to the pulse of the music.</li> <li>To discriminate between sounds.</li> <li>To play musical patterns using sound and silence.</li> </ul>	<ul style="list-style-type: none"> <li>To create simple sound imagery inspired by a song.</li> <li>To name some classroom percussion instruments.</li> <li>To tap a rhythm using instruments and body percussion.</li> <li>To find different ways of sorting instruments.</li> <li>To compose simple rhyming lyrics.</li> <li>To create and follow a simple graphic score.</li> <li>To create simple sound sequences.</li> <li>To control instruments and sound-makers.</li> <li>To learn about musical traditions.</li> </ul>	<ul style="list-style-type: none"> <li>To follow simple notation.</li> <li>To recognise loud and quiet sounds.</li> <li>To describe simple sound sequences.</li> <li>To play instruments to a steady pulse.</li> <li>To move in time with the music.</li> <li>To follow a simple graphic score.</li> <li>To perform simple musical accompaniments and rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>duration when composing.</li> <li>To compose and describe simple descriptive sounds.</li> <li>To control instruments, exploring different ways of playing.</li> <li>To perform a song and dance to an audience.</li> <li>To compare singing games.</li> </ul>	<ul style="list-style-type: none"> <li>To compose a sound sequence, choosing sounds to match characters or objects.</li> <li><b>Singing short songs with growing confidence.</b></li> <li>To compose and play simple <b>pitch</b> patterns using tuned percussion.</li> <li>To create music inspired by the natural world.</li> <li>To talk about instruments, comparing sounds.</li> <li>To compose simple musical patterns, exploring duration and <b>pitch</b>.</li> </ul>	<ul style="list-style-type: none"> <li>To spot simple features of music performances.</li> <li>To sing songs with expression.</li> <li>To use simple sound effects to tell a story.</li> <li>To use simple sound effects to tell a story.</li> </ul>
<b>Year One</b>	<ul style="list-style-type: none"> <li>To maintain a steady pulse.</li> </ul>	<ul style="list-style-type: none"> <li>To play a steady pulse using</li> </ul>	<ul style="list-style-type: none"> <li>To recognise changes in tempo.</li> </ul>	<ul style="list-style-type: none"> <li>To create simple sound and</li> </ul>	<ul style="list-style-type: none"> <li>To play and sing melodies that</li> </ul>	<ul style="list-style-type: none"> <li>To prepare songs for performance.</li> </ul>



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	<ul style="list-style-type: none"> <li>To respond to music in creative ways.</li> <li>To follow simple musical instructions.</li> <li>To discuss how music makes us move in different ways.</li> <li>To recognize and respond to changes in tempo.</li> <li>To maintain a steady pulse through movement.</li> <li>To work together and develop ensemble skills.</li> <li>To play a steady pulse using percussion instruments.</li> <li>To create a musical accompaniment.</li> <li>To explore and discuss the properties of instruments and their sounds (timbre).</li> </ul>	<p>percussion instruments.</p> <ul style="list-style-type: none"> <li>To begin to recognise the difference between pulse and rhythm</li> <li>+.</li> <li>To copy simple rhythmic patterns.</li> <li>To practise starting and stopping together.</li> <li>To create musical patterns using longer and shorter sounds.</li> <li>To represent sounds using simple graphic notation.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>To create a variety of different vocal sounds (longer and shorter, louder and quieter, higher and lower.</li> <li>To investigate different ways of playing an instrument.</li> <li>To perform songs with expression.</li> <li>Exploration and discussion of vocal and instrumental timbre.</li> <li>To use musical vocabulary to describe sounds.</li> </ul>	<p>movement motifs.</p> <ul style="list-style-type: none"> <li>To perform a sequence of motifs using instruments.</li> <li>To begin to control dynamics using voices and instruments.</li> <li>To use music to tell a story.</li> <li>To investigate different ways of playing an instrument.</li> <li>To follow simple musical scores.</li> <li>To follow simple performance directions.</li> <li>Discuss and explore texture.</li> <li>To play instruments while following a graphic score.</li> </ul>	<p>move up and down by step.</p> <ul style="list-style-type: none"> <li>To play a simple melodic accompaniment.</li> <li>To create sound effects using voices and tuned percussion.</li> <li>To prepare songs for performance.</li> <li>To accompany a song using tuned and untuned percussion.</li> <li>To use 'higher' or 'lower' to describe sounds.</li> <li>To improvise a two-note melody.</li> <li>To identify melodies moving by step.</li> </ul>	<ul style="list-style-type: none"> <li>To follow simple performance directions.</li> <li>To suggest ways to improve a performance.</li> <li>To write new lyrics for well-known songs.</li> <li>To follow simple musical scores .</li> <li>To perform simple rhythmic patterns based on spoken words.</li> <li>To compose simple melodies.</li> <li>To create graphic notation to represent a pattern of higher and lower notes.</li> </ul>
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<b>Year Two</b>	<ul style="list-style-type: none"> <li>• Understand and follow the leader or conductor.</li> <li>• To maintain a steady pulse.</li> <li>• To recognise and respond to musical instructions.</li> <li>• To recognise and begin to describe features of music (e.g. tempo, mood, timbre and pitch).</li> <li>• To use movement to identify the first beat of the bar.</li> <li>• To develop ensemble skills.</li> <li>• To create rhythm patterns based on spoken words.</li> <li>• To play rhythms to a steady pulse.</li> <li>• To follow a conductor.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise repeated rhythmic patterns.</li> <li>• To compose and perform a simple rhythmic ostinato.</li> <li>• To identify changes in musical texture.</li> <li>• To maintain a simple rhythmic part in a group.</li> <li>• To internalise pulse.</li> <li>• To create a simple graphic score.</li> <li>• To follow a simple graphic score.</li> <li>• To identify patterns in music.</li> <li>• To compose four-beat sound patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• To use movement to respond to the mood of music.</li> <li>• To choose appropriate vocabulary to describe music (e.g. fast, slow, spiky, smooth, loud, quiet, etc.)</li> <li>• To recognise and describe changes in musical mood.</li> <li>• To respond to changes in major and minor tonality.</li> <li>• To recognize musical contrasts, e.g. changes in tempo, dynamics, articulation, duration.</li> <li>• To select appropriate vocal and percussion sounds to</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and control dynamics.</li> <li>• To improvise sounds within a structure.</li> <li>• To experiment with and recognize changes in musical texture.</li> <li>• To begin to define and recognise a range of timbres and dynamics.</li> <li>• To create a musical story using appropriate timbres and dynamics on instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise and describe changes in pitch.</li> <li>• To identify high-, mid- and low-pitched sounds.</li> <li>• To use graphic notation to represent pitch.</li> <li>• To play ascending and descending melodies on tuned percussion.</li> <li>• To recognise and describe changes in pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• To sing pentatonic songs.</li> <li>• To begin to recognise pentatonic scales.</li> <li>• To compose simple pentatonic melodies.</li> <li>• To play and sing melodies that move up and down by step.</li> <li>• To perform songs with instrumental accompaniment.</li> <li>• To play a simple rhythmic and/or melodic ostinato.</li> <li>• To compare songs on a given theme.</li> <li>• To develop a short performance to share with others.</li> </ul>
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	<ul style="list-style-type: none"><li>• To copy rhythmic and melodic patterns.</li><li>• To begin to control dynamics when singing and playing instruments.</li><li>• To explore the timbre of instruments.</li><li>• To explore rests in music.</li></ul>		<p>match a theme.</p> <ul style="list-style-type: none"><li>• To compose and notate a piece of music with contrasting sections.</li><li>• To use symbols to represent instrumental or vocal sounds.</li></ul>			<ul style="list-style-type: none"><li>• To suggest ways to improve a performance.</li></ul>
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