Mawnan School EYFS/ KS1 Music/ EA&D Curriculum Map

To be viewed alongside the “Penryn College Music Department Curriculum Plan for KS2”

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| EYFS/ KS1 | Autumn | Spring | Summer |
| Title | How we make music as a group- skills and rules | How we can make our own music | Making music for a purpose |
| Context | How we need rules, respect, order and concentration to enable music to sound effective when we play together.To learn that different effects can be made by the way we play music.  | To understand that rhythm and pulse form the structures within music and that we can create our own.That music can be written down, read and followed.  | To understand that music is made all over the world but it overall it has the same principles. That music making can be used for all different purposes and can reflect a variety of emotions.  |
| Element(s) Focus | Leading/ following a conductorStarting and stoppingDynamicsTempoPitch- high/ low/ middle | RhythmPulse/beatTextureNotation-using symbols and reading basic musical notation  | DynamicsRhythmPulse/beatTempoTextureNotation |
| Cross curricular links | R.E Literacy Maths | Maths | Literacy/ Maths/ Geography/ UW |
| Skill(s) Focus | Listening- Listening to a range of music and hearing changes in dynamics, pitch, tempo and effects created. Playing/ performing as a group- following a conductor.Following non-verbal signalsMusically exploring- different sounds made by a variety of instruments.Performing- vocal performances of a range of songs with different musical expressions. (Nativity Play) | Listening- Listening to a range of music with a variety of pulses and rhythms and explore the effects created. Composing short rhythms using names/ notation “language eg. oh, on-chi, ock-a-chi-kaand oo-oo)visual symbols eg fruit and then music notes with appropriate time values as a large group and then in small groups.Performing simple repetitive rhythms in small groups while following a lead conductor using non-verbal signals. Peer assessment/ analysis peers assess the musical skills used and suggest ways in which to improve. | Listening/ Playing/ performing learning and playing a range of rhythms while following a conductor based on a music style from around the world eg. Samba/ African drumming. This would involve contextualizing the music by learning about the reason it was played and who/ where the music originated from.Composing and layering short rhythms in small groups in the style of the world music studied.Vocal- learning and performing a range of songs to support play (traditional playground songs and rhymes) and topic eg. sea shanties/ traditional songs from around the UK.  |