St Peter's Brafferton
C of E (VA) Primary School

Let our Light Shine!

Music EYFS Curriculum Map					
The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. ***In the EYFS settings at St Peter's Brafferton we have a carefully planned curriculum to ensure that children's ability to respond and express themselves with music is developed through the opportunity to interact and explore resources, instruments, participate in music and singing lessons and enriched with external workshops and performance opportunities.***					
	Music Strands				
	Singing	**Listening and Appraising**	**Composing**	**Performing**	**Instruments**
End point 2–3-Year-old	Join in with songs and rhymes, making some sounds including action songs	Show attention to sounds and music	Make rhythmical and repetitive sounds.	Move and dance to music.	Explore a range of sound makers and instruments and play them in different ways
End point 3–4-year-olds	Sing a large repertoire of songs. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.	Create their own songs, or improvise a song around one they know.	Use large-muscle movements to wave flags and streamers, paint and make marks. Perform a nativity play with Reception	• Play instruments with increasing control to express their feelings and ideas.
Curricular Goals but not limited to	***Explore and experiment with multimedia, music and the senses*** ***To take part in collaborative and imaginative play***				

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Reception (DM and Curricular goals and ELG)	Sing in a group or on their own, increasingly matching the pitch and following the melody Sing a range of well-known nursery rhymes and songs.	Listen carefully to rhymes and songs, paying attention to how they sound. Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Create collaboratively, sharing ideas, resources and skills.	Learn rhymes, poems and songs. Perform a nativity play with N2's Combine different movements with ease and fluency. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music	Explore and engage in music making and dance, performing solo or in groups.
Curricular Goals but not limited to	***Express Creativity in a variety of forms*** ***Learn new vocabulary and engage with it***				

How is Music taught in Helperbees?

Themes across the 2 year rolling program as our inspiration	Helperbees Autumn Year A (Traditional tales, Animals, Festivals) Helperbees Spring Year A (Dinosaurs, changes and seasons) Helperbees Summer Year A (transport and vehicles and books/authors)	Helperbees Autumn Year B (Nursery rhymes, farms) Helperbees Spring Year B (Adventure and families) Helperbees Summer Year B (Animals and under the sea)
Possible lines of enquiry or activities you may see in our provision	• Instruments within provision • Singing lessons every Friday • Nursery Rhyme singing • Planning incorporates specific topic to Nursery Rhymes • Nativity performance for N2 children • Number songs in Maths • Extra external workshops • Staff model singing when in provision	

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<table>
<tr><td></td><td colspan="2">

- Dancing to a wide variety of music such as within festivals

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<tr><td colspan="3">How is Music taught in Reception?</td></tr>
<tr><td>Themes to provide inspiration</td><td colspan="2">Themes and possible lines of enquiry
Reception Autumn Year A
(All about me & festivals)

Reception Spring Year A
(People who help us & spring and plants)

Reception Summer Year A
(Dinosaurs and around the world)</td><td>Reception Autumn Year B
(Toys in the past)

Reception Spring Year B
(Transport and spring)

Reception Summer Year B
Amazing animals and seaside)</td></tr>
<tr><td>Possible lines of enquiry or activities you may see in our provision</td><td colspan="2">- Music Specialist Teacher PPA cover
- Nativity Performance each year
- Singing Lessons each Friday
- Access to music instruments outside and theatre with costumes to perform
- Extra external sessions with a variety of instruments
- Singing songs within our learning time e.g. Maths
- Singing as part of collective worship
- Child led songs to dance and perform to</td></tr>
<tr><td>What Music looks like in Year 1

(See progression map for Music Strands)</td><td colspan="2">
<table>
<tr><th>Year 1</th><th colspan="2">Term 1</th><th>perf. op</th><th colspan="2">Term 2</th><th>perf. op</th><th colspan="2">Term 3</th><th>perf. op</th></tr>
<tr><td>Year A</td><td>Action songs</td><td>Chords (teams)</td><td>Nativity</td><td>Beat and rhythm: Fire of London</td><td>Patterns: Weather song</td><td>Music ass.</td><td>Dinosaur rhythms</td><td>Compose a story</td><td>Assembly</td></tr>
<tr><td>Year B</td><td>Action songs</td><td>Chords (teams)</td><td>Nativity</td><td>Beat and rhythm</td><td>Patterns: Hall of the Mountain King</td><td>Music ass.</td><td>Bug rhythms</td><td>Compose a story</td><td>Assembly</td></tr>
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