



# EYFS Music Subject Map



Music through classroom provision	Celebration Music	Exploring Sound	Music and Movement	Musical Stories	Big Band
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## DRIVER WORDS

<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>
Explore Listen Respond Engage	Sing Play	Experiment Describe

## MUSIC AGE RELATED EXPECTATIONS

### LISTENING

1. Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music
2. Exploring lyrics by suggesting appropriate actions.
3. Exploring the story behind the lyrics or music.
4. Listening to and following a beat using body percussion and instruments.
5. Considering whether a piece of music has a fast, moderate or slow tempo
6. Listening to sounds and matching them to the object or instrument.
7. Listening to sounds and identifying high and low pitch.
8. Listening to and repeating a simple rhythm.
9. Listening to and repeating simple lyrics.
10. Understanding that different instruments make different sounds and grouping them accordingly.

### COMPOSING

11. Playing untuned percussion 'in time' with a piece of music
12. Selecting classroom objects to use as instruments
13. Experimenting with body percussion and vocal sounds to respond to music.
14. Selecting appropriate instruments to represent action and mood.
15. Experimenting with playing instruments in different ways.

### PERFORMING

16. Using their voices to join in with well-known songs from memory.
17. Remembering and maintaining their role within a group performance.
18. Moving to music with instruction to perform actions.
19. Participating in performances to a small audience
20. Stopping and starting playing at the right time

## INTER-RELATED DIMENSIONS OF MUSIC

### PITCH

21. To understand that what 'high' and 'low' notes are.

### DURATION

22. To recognise that different sounds can be long or short.

### DYNAMICS

23. To understand that instruments can be played loudly or softly

### TEMPO

24. To recognise music that is 'fast' or 'slow'.
25. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music

### TIMBRE

26. To know that different instruments can sound like a particular character.

### TEXTURE

27. To know that music often has more than one instrument being played at a time.

### STRUCTURE

28. To recognise the chorus in a familiar song

### NOTATION

29. To know that signals can tell us when to start or stop playing.

## MUSIC VOCABULARY

pulse, rhythm, pitch and dynamics. Instrumental families, instrument, wind, string, percussion, brass. Body percussion, opinion, musical cues, leader, conductor, notes, tune, pattern, rhythmic pattern, melody, composition, Singing, chants, rhymes, play, tunes instruments, untuned instruments, listen, high- quality live music, high quality recorded music, experiment, create sounds, select sounds, combine sounds.