

# Subject: Music Curriculum Map

	EYFS	KS1	
	YR	Y1	Y2
<b>Curriculum Purpose of study:</b>	<p>Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.</p> <p>They foster the characteristics of effective early learning:</p> <ul style="list-style-type: none"> <li>• Playing and exploring</li> <li>• Active learning</li> <li>• Creating and thinking critically</li> </ul>	<p>Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p>	
<b>Curriculum Aims:</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>♣ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>♣ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>♣ ♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul>	
<b>Curriculum Subject Content / Attainment:</b>	<p><b>ELG: Being Imaginative and Expressive</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Sing a range of well-known nursery rhymes and songs;</li> </ul> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>1. use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>2. play tuned and untuned instruments musically</li> <li>3. listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>4. experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ol>	

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<b>Autumn 1</b>	<p><b>Topic: Celebrations</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Introduce Charanga: ME! Learn to sing nursery rhymes and action songs: Pat-a-cake, 1, 2, 3, 4, 5, Once I Caught a Fish Alive, This Old Man, Five Little Ducks.</li> <li>• Listening and responding to different styles of music.</li> <li>• Embedding foundations of the interrelated dimensions of music.</li> <li>• Improvising leading to playing classroom instruments.</li> <li>• Share and perform the learning that has taken place.</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• Do you like this song?</li> <li>• How does this song make you feel? Give options to model.</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Music from different cultures based on children in class and parents.</li> <li>• Grandparents &amp; Harvest assembly songs.</li> <li>• Stage and instruments in outdoor continuous provision area.</li> <li>• Phase 1 phonics using instruments.</li> </ul>	<p><b>Topic: Around the UK</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Charanga: Hey You! Hey You! is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• Do you like the song? Why?</li> <li>• How does it make you feel?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Wow Day.</li> <li>• Grandparents assembly.</li> <li>• Harvest songs.</li> <li>• Singing Assembly.</li> <li>• Music instruments in outdoor provision.</li> <li>• Maypole dancing to traditional music</li> <li>• Tea dance music on the Wow day.</li> </ul>	<p><b>Topic: Into the dark.</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Charanga: Recorders + Hands Feet Heart. Children learn to sing, play, improvise and compose with this song as well as appraising different styles of South African music.</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• Do you like the song? Why?</li> <li>• How does it make you feel?</li> <li>• Why does it make you feel that way?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Grandparents assembly.</li> <li>• Harvest songs.</li> <li>• Singing Assembly.</li> </ul>

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<b>Autumn 2</b>	<p><b>Topic: Celebrations</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>● Charanga: My Stories.</li> <li>● Learn to sing nursery rhymes and action songs: I'm A Little Teapot, The Grand Old Duke Of York, Ring O' Roses, Hickory Dickory Dock, Not Too Difficult, The ABC Song</li> <li>● Firework painting to music.</li> <li>● Firework music.</li> <li>● Diwali music – classical Indian music.</li> <li>● Singing Christmas songs.</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>● How does the music make you feel?</li> <li>● Similarities and differences between music.</li> <li>● Is this a high or low sound? (pitch)</li> <li>● Which is your favourite song?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>● YR Christmas Carol Concert.</li> <li>● Music from other cultures.</li> <li>● Christmas party music</li> </ul>	<p><b>Topic: Terrific Transport</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>● Charanga: Rhythm in the way we walk and banana rap.</li> <li>● All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and The Banana Rap (Hip Hop style).</li> <li>● Listening and learning to Christmas songs.</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>● Do you like the song? Why?</li> <li>● What can you hear in the song?</li> <li>● How are the songs we have listened to different? How are they similar?</li> <li>● How did you feel during your performance?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>● Y1 Christmas performance.</li> <li>● Make up Christmas songs – outdoor learning.</li> <li>● Music from other cultures.</li> </ul>	<p><b>Topic: Into the dark.</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>● Charanga: Ho, Ho, Ho.</li> <li>● This is a six week unit of work that builds on previous learning. All the learning is focused around one song: Ho Ho Ho – a Christmas song.</li> <li>● Recorders</li> <li>● Listening to and learning Christmas songs.</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>● Do you like the song? Why?</li> <li>● What can you hear?</li> <li>● What is the style of music?</li> <li>● How is the song put together?</li> <li>● Would you like to sing a solo?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>● Y2 Christmas performance.</li> <li>● Music from other cultures.</li> </ul>
<b>Spring 1</b>	<p><b>Topic: Once upon a time</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>● Charanga: Everyone!</li> <li>● Learn to sing nursery rhymes and action songs: Wind The Bobbin Up, Rock-a-bye Baby, Five Little Monkeys Jumping On The Bed, Twinkle Twinkle, If You're Happy And You Know It, Head, Shoulders, Knees And Toes</li> <li>● Listening to story songs and accompanying with instruments.</li> <li>● Chinese new year – listening to music.</li> </ul>	<p><b>Topic: Our wonderful world: Wintery Wonderlands</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>● Charanga: In the groove.</li> <li>● In The Groove is a song that was specially written in six styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of In the Groove.</li> </ul>	<p><b>Topic: Explorers</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>● Charanga: Recorders + I wanna play in a band.</li> <li>● As well as learning to sing, play improvise and compose with this song, children will listen and appraise classic rock songs.</li> </ul>

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	<p>Key Questions:</p> <ul style="list-style-type: none"> <li>• Can you copy the music/your friend.</li> <li>• How does it make you feel?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Join singing assembly in Spring 1.</li> </ul>	<p>Key Questions:</p> <ul style="list-style-type: none"> <li>• Do you like the songs?</li> <li>• What can you hear?</li> <li>• What is the style of music?</li> <li>• How are the songs put together?</li> <li>• Can you find the pulse?</li> <li>• Can you copy the rhythm?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Listening to high quality music from the Arctic as a stimulus for art work.</li> </ul>	<p>Key Questions:</p> <ul style="list-style-type: none"> <li>• Do you like the songs?</li> <li>• What can you hear?</li> <li>• What is the style of music?</li> <li>• How are the songs put together?</li> <li>• Can you find the pulse?</li> <li>• Is the pitch high or low?</li> <li>• Can you copy the rhythm? Can you make your own rhythm?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Learning to sing The Continents Song.</li> <li>• Writing their own Continents Song.</li> <li>• Five oceans song.</li> </ul>
<p><b>Spring 2</b></p>	<p><b>Topic: Once upon a time.</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Charanga: Our World.</li> <li>• Learn to sing nursery rhymes and action songs: Old Macdonald, Incy Wincy Spider, Baa Baa Black Sheep, Row, Row, Row Your Boat, The Wheels On The Bus, The Hokey Cokey</li> <li>• Topic related songs. Responding to music in different ways. E.g. dance/role play.</li> <li>• Julia Donaldson songs.</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• As above</li> </ul> <p>Onslow:</p>	<p><b>Topic: Our wonderful world: Sizzling Equators</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Charanga: Round and Round.</li> <li>• All the learning is focused around one song: Round and Round, a Bossa Nova Latin Style.</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• Do you like the songs?</li> <li>• What can you hear?</li> <li>• What is the style of music?</li> <li>• How are the songs put together?</li> <li>• Can you find the pulse?</li> <li>• Can you copy the rhythm? Can you make your own rhythm?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Listening to high quality music from hotter climates as a stimulus for art work.</li> </ul>	<p><b>Topic: Explorers</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Charanga: Recorders + Zootime. This is a six week Unit of work. All the learning is focused around one song: Zootime, a Reggae song for children by Joanna Mangona.</li> <li>• Recorders.</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• Do you like the songs?</li> <li>• What can you hear?</li> <li>• What is the style of music?</li> <li>• How are the songs put together?</li> <li>• Can you find the pulse?</li> <li>• Is the pitch high or low?</li> <li>• Can you copy the rhythm? Can you make your own rhythm?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>•</li> </ul>

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	• Making up our own songs		
<b>Summer 1</b>	<p><b>Topic: Our World</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Charanga: Big Bear Funk:</li> <li>• This is a transition unit that prepares children for their musical learning in Y1.</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• How does it make you feel?</li> <li>• Do you like your friends' tune?</li> <li>• What do you like?</li> <li>• How could you improve it?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Ugly Bug Ball – dancing and performing songs.</li> <li>• Linked to poetry e.g. rhyme and rhythm.</li> </ul>	<p><b>Topic: Castles</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Charanga: Percussion + Your Imagination.</li> <li>• The material presents an integrated approach to music where games, the dimensions of music (pitch, rhythm, pulse) etc, singing and playing instruments are all linked.</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• Do you like the songs?</li> <li>• What can you hear?</li> <li>• What is the style of music?</li> <li>• How are the songs put together?</li> <li>• Can you find the pulse?</li> <li>• Can you copy the rhythm? Can you make your own rhythm?</li> <li>• Do we play loudly or quietly?</li> <li>• What is a conductor?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Dancing to medieval music at the banquet.</li> </ul>	<p><b>Topic: Tales from different cultures</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Charanga: Recorders + Friendship Song.</li> <li>• All the learning is focused around one song: Friendship Song – a friendship song for children by Joanna Mangona and Pete Readman.</li> <li>• Recorders.</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• Do you like the songs?</li> <li>• What can you hear?</li> <li>• What is the style of music?</li> <li>• How are the songs put together?</li> <li>• Can you find the pulse?</li> <li>• Is the pitch high or low?</li> <li>• Can you copy the rhythm? Can you make your own rhythm?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Summer 2</b>	<p><b>Topic: Our World</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Charanga: Reflect, Rewind, Replay.</li> <li>• This unit of work consolidates the learning that has occurred during the year.</li> <li>• Painting to music. Listening to different types of music. E.g. water/land.</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• As above</li> </ul>	<p><b>Topic: Oh I do like to be beside the seaside</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Charanga: Percussion + Reflect, Rewind and Replay.</li> <li>• This unit of work consolidates the learning that has occurred during the year.</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• Do you like the songs?</li> </ul>	<p><b>Topic: Tales from different cultures.</b></p> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Charanga: Recorders + Reflect, Rewind and Replay.</li> <li>• This unit of work consolidates the learning that has occurred during the year.</li> <li>• End of year performance.</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• Do you like the songs?</li> </ul>

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	<p>Onslow:</p> <ul style="list-style-type: none"> <li>• Building confidence and independence.</li> <li>• End of year party with music.</li> </ul>	<ul style="list-style-type: none"> <li>• What can you hear?</li> <li>• What is the style of music?</li> <li>• How are the songs put together?</li> <li>• Can you find the pulse?</li> <li>• Can you copy the rhythm? Can you make your own rhythm?</li> <li>• Do we play loudly or quietly?</li> <li>• What is a conductor?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• End of year party music.</li> </ul>	<ul style="list-style-type: none"> <li>• What can you hear?</li> <li>• What is the style of music?</li> <li>• How are the songs put together?</li> <li>• Can you find the pulse?</li> <li>• Can you copy the rhythm? Can you make your own rhythm?</li> <li>• What does it make you think of?</li> </ul> <p>Onslow:</p> <ul style="list-style-type: none"> <li>• Leaver's assembly.</li> </ul>
<p>Additional e.g. clubs, wow weeks, visitors, whole school events etc</p>	<ul style="list-style-type: none"> <li>• <b>Charanga Musical School.</b></li> <li>• Stage (YR), instruments, and use CD player for outside areas.</li> <li>• Music played outside all year relating to topics/themes/season.</li> <li>• Music from around the world.</li> <li>• Weekly singing assembly – Reception join in Spring 1.</li> <li>• Music played in weekly KS1 assemblies.</li> <li>• Some classes have a 5 minute sing song (after lunch each day).</li> <li>• Performing to parents during assemblies and Wow week/days.</li> <li>• Wow days – lots of music involved.</li> <li>• Y2 leavers assembly.</li> <li>• Creative Arts Wow Week every 3 years.</li> <li>• Each class performs a class assembly once a year.</li> <li>• Choir after school club.</li> <li>• Music played in the lunch hall on special occasions e.g. Christmas.</li> </ul>		