

Music Curriculum Map

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Nursery</p> <p><i>Music included within Being Imaginative and Expressive</i></p> <p>Development Matters statements in bold</p>	<p>Begin to experiment with musical instruments.</p> <p>Listen to and join in with a range of stories and rhymes.</p>		<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Play instruments with increasing control to express their feelings and ideas</p> <p>Make 3D musical instruments - celebrate with sound</p>	<p>Listen with increased attention to sounds.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Create their own songs or improvise a song around one they know.</p>
<p>Reception</p> <p><i>Music included within Being Imaginative and Expressive</i></p> <p>Development Matters statements in bold</p>	<p>Learn to sing nursery rhymes and action songs</p> <p>Me! - explore: growing, homes, colour, toys, how I look</p>	<p>Learn to sing nursery rhymes and action songs</p> <p>My Stories - explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time.</p> <p>Learn songs for and perform Christmas production.</p>	<p>Learn to sing nursery rhymes and action songs</p> <p>Everyone! - explore: family, friends, people and music from around the world</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Learn to sing nursery rhymes and action songs</p> <p>Our World - explore: animals, jungle, minibests, night and day, sand and water, seaside, seasons, weather, sea, space</p>	<p>Transition unit that prepares children for musical learning in year 1.</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Listen attentively, move to and talk about music, expressing their feeling and responses</p>	<p>Revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p>Listen attentively, move to and talk about music, expressing their feeling and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Explore and engage in music making, performing solo and in groups (utilise the stage area)</p>

Year 1	Song: Hey You! Learning about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.	Songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.	In The Groove: Teaching 6 different styles of music, Blues, Baroque, Latin, Bhangra, Folk and Funk	Song: Round Round. Finding the pulse of a song and identifying and naming instruments.	Song: Your Imagination Finding the pulse of a song and identifying and naming instruments	Revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
Year 2	Song: Hands, Feet, Heart Learning about South African Music. As well as learning to sing, improvise and compose with this song, children will listen and appraise different styles of South African music.	Song: Ho Ho Ho A Christmas song. Children will be listening & appraising other styles of music and continuing to embed the interrelated dimensions of music through games, singing and playing.	Song: I Wanna Play In A Band A rock song. Children will be learning about singing in an ensemble. As well as learning to sing, improvise and compose with this song, children will listen and appraise classic rock songs.	Song: Zootime A Reggae Song. An integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.	Song: Friendship Song Listen and Appraise various songs about friendship.	Revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
Year 3	Delivered by Lambeth Music Service, see separate curriculum documents					
Year 4	Delivered by Lambeth Music Service, see separate curriculum documents					
Year 5	Song: Livin' On a Prayer. Learning to sing, play, improvise and compose with this song as well as other classic rock songs.	Classroom Jazz 1 Learning is focused around two tunes and improvising: Three Note Bossa and Five Note Swing.	Song: Make You Feel My Love. Learning to sing, improvise and compose with this song and appraise other pop ballads	Song: The Fresh Prince Of Bel Air. Old School Hip Hop by Will Smith. Unit linking the interrelated dimensions of music (pulse, rhythm, pitch etc.), and singing	Song: Dancing In The Street All the learning in this unit is focused around a Motown song from the 1960s.	Revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
Year 6	Song: I'll Be There by The Jackson 5. Unit of Work about Michael Jackson, his music and how he contributed to the development of Pop music.	Classroom Jazz 2 All the learning is focused around two tunes: Bacharach Anorak and Meet The Blues.	Song: A New Year Carol A Friday Afternoons Song by Benjamin Britten This is a six-week Unit of Work that builds on previous learning.	Song: Happy All the learning in this unit is focused around one song: Happy by Pharrell Williams - a Pop song with a Soul influence about being happy.	Song: You've Got A Friend. All the learning in this unit is focused around one song: You've Got A Friend - a song about friendship by Carole King.	Revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education engages and inspires pupils to develop a love of music and their talent as musicians, and so increases 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.

At Hitherfield we use a musical programme called Charanga which provides teachers with weekly lessons, assessment, progression, and engaging and exciting whiteboard resources to support all the requirements of the national curriculum.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that “We will not always know the learning outcomes” so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

How the Scheme is structured

Each Unit of Work comprises strands of musical learning which correspond with the national curriculum for music: Listening and Appraising; Musical Activities; Warm-up Games; Optional Flexible Games; Singing; Playing instruments; Improvisation; Composition; Performing.

Progression of skills in Music

	EYFS:	Key Stage 1:	Key Stage 2:
Statutory Framework Objectives	<p>ELG: Sing a range of well-known nursery rhymes and songs.</p> <p>ELG: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Development matter statements in bold</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.

Year	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill: Listen and Appraise	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p><i>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</i></p> <p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p>	<p><i>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</i></p> <p><i>To learn how songs can tell a story or describe an idea.</i></p> <p>To know five songs off by heart.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p> <p>To know and recognise the sounds and names of some of the percussion instruments they use.</p>	<p>Identify key features of the music they engage with.</p> <p>Describe in simple terms how choices of pitch, tempo, dynamics and timbre create different moods in music.</p> <p>Make simple judgements about the success of performances and compositions. (does this include performances by peers, and so should include learning of giving constructive feedback?)</p>	<p>Identify key features of the music they engage with.</p> <p>Describe in simple terms how choices of pitch, tempo, dynamics and timbre create different moods in music.</p> <p>Make simple judgements about the success of performances and compositions. (does this include performances by peers, and so should include learning of giving constructive feedback?)</p>	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the Units in those styles.</p> <p>To choose two or three other songs and be able to talk about:</p> <ul style="list-style-type: none"> ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time? <p>To identify and move to the pulse with ease.</p> <p>To think about the</p>	<p>To know five songs from memory, who sang or wrote them, when they were written and why?</p> <p>To know the style of the songs and to name other songs from the Units in those styles.</p> <p>To choose three or four other songs and be able to talk about:</p> <ul style="list-style-type: none"> ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity <p>To identify and move to the pulse with ease.</p>

							<p>message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel</p>	<p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>To listen carefully and respectfully to other people's thoughts about the music.</p> <p>To use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>
Skill: Rhythm			<p>To know that music has a steady pulse like a heartbeat.</p> <p><i>To know that we can create rhythms from words, our names, favourite food, colours and animals.</i></p>	<p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Rhythms are different from the steady pulse.</p> <p>We add high and low sounds, pitch, when we sing and play our instruments.</p>	<p>Copy, internalise and recall rhythmic and melodic phrases and songs.</p> <p>Learn to find pitches 'by ear'. Apply solfa for simple sung/played phrases</p>	<p>Copy, internalise and recall rhythmic and melodic phrases and songs.</p> <p>Learn to find pitches 'by ear'. Apply solfa for simple sung/played phrases</p>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to 	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to

<p>Skill: Singing</p>	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p><i>To confidently sing or rap five songs from memory and sing them in unison.</i></p>	<p>To confidently know and sing five songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p> <p>Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>Sing songs with a range of up to an octave with accuracy, fluency and control.</p>	<p>Sing songs with a range of up to a twelfth with accuracy, fluency and control.</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To choose a song and be able to talk about: Its main features, singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>To know what the song is about and the meaning of the lyrics</p> <p>To know and explain the importance of warming up your voice.</p> <p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo. To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience</p> <p>To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice </p> <p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with</p>
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Skill: Playing	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p><i>* Explore and engage in music making</i></p>	Play instruments with increasing control to express their feelings and ideas.		<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Learn the names of the percussion instruments they are playing.</p>	<p>Hold a djembe correctly and play simple rhythms that make use of bass, tone, muffled tone and slap strokes with increasing control.</p> <p>Hold a recorder correctly and play music up to a range of one octave with clear articulation, soft sound and increasing accuracy and control. Explore extended techniques.</p> <p>Hold the beater correctly and play simple note patterns on the glockenspiel, making use of known rhythms and songs.</p> <p>Maintain own part within an ensemble performance with an awareness of other parts. Sing/play in time with a conductor/leader.</p>	<p>Hold a djembe correctly and play rhythms that make use of bass, tone and slap strokes with fluency, accuracy and control.</p> <p>Hold a recorder correctly and play music up to an octave and a fourth in different keys with accuracy and control, consistently using articulation and a soft sound. Use extended techniques with confidence to widen repertoire.</p> <p>Hold one or two beaters correctly and play patterns and melodies on glockenspiel with fluency, accuracy and control.</p> <p>Maintain own part within an ensemble performance with an awareness of the roles of different parts. Sing/play in time with a conductor/leader.</p>		
Skill: Improvisation	Create their own songs or improvise a song around one they know.	Explore and engage in music making and dance, performing solo or in groups.	<p>Improvisation is about making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never</p>	<p>Improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before.</p>	<p>Improvise short question/answer or call/response phrases.</p>	<p>Improvise short question/answer or call/response phrases.</p>	<p>To know and be able to talk about improvisation.</p> <p>To know that using one or two notes confidently is better than using five</p>	<p>To know and be able to talk about improvisation.</p> <p>To know that using one, two or three notes confidently is better than using five</p>

			<p>been heard before. It is not written down and belongs to them.</p> <p>Everyone can improvise.</p>	<p>It is not written down and belongs to them.</p> <p>Everyone can improvise, and you can use one or two notes.</p>			<p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p> <p>To know three well-known improvising musicians</p>	<p>To know that if you improvise using the notes you are given, you cannot make a mistake.</p> <p>To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</p> <p>To know three well-known improvising musicians</p>
Skill: Composition			<p>Composing is like writing a story with music.</p> <p>Everyone can compose.</p>	<p>Composing is like writing a story with music.</p> <p>Everyone can compose.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Compose short rhythms, melodic phrases and sound patterns. Employ learnt musical dimensions and instrumental techniques.</p> <p>Create music in response to musical and non-musical stimuli. Explore the use of instruments (djembe, recorder, glockenspiel), voice and body.</p>	<p>Compose short rhythms, melodic phrases and sound patterns making use of learnt instrumental techniques.</p> <p>Create music in response to musical and non-musical stimuli, employing learnt techniques. Explore new ones.</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and</p>

							<p>or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
Skill: Performance		<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p><i>A performance is sharing music with other people, called an audience.</i></p>	<p>A performance is sharing music with an audience.</p> <p>A performance can be a special occasion and involve a class, a year group or a whole school.</p> <p>An audience can include your parents and friends</p>	Give performances a basic musical shape	Give performances a basic musical shape	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with an audience with belief • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance

								<p>involves communicating ideas, thoughts and feelings about the song/music</p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</p>	<p>involves communicating ideas, thoughts and feelings about the song/music</p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</p>
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