



# Be a Musician!

## Music Curriculum – Intent and Implementation

At Church Hill Infants our music curriculum intends to inspire creativity, self-expression and encourages children to build their passion for different musical experiences. As an Infant school, music plays a huge role in our day to day school life. Music underpins the foundation of learning in early reading and phonics and these key skills transfer across to other core subjects.

Within our curriculum we expose children to a diverse range of musical styles including traditional songs and instruments from other countries. This develops an understanding of culture and history, both in relation to students own individuality, as well as ethnicities from across the world.

The music curriculum ensures that students have the opportunity to sing, listen, play, perform and evaluate. This is embedded in the explicit teaching of music as well as in singing assemblies, various concerts, performances and the teaching of instruments. We also look for links to music in other areas of the curriculum such as history and geography. We provide children with the opportunity to connect with others by developing their teamwork and listening skills. The teaching of music promotes our school values through working collaboratively and showing resilience. We provide the children with the platform to build on their own unique talents and through positive encouragement we give children the confidence to share and perform their talents with an audience.

### **Oracy**

Oracy is woven into each music lesson to ensure children have the opportunity to talk about different styles and genres of music, respond to unfamiliar music types and give opinions/discuss feelings about a piece of music. Subject specific vocabulary is identified for each year group, to ensure build up of language skills and to encourage the correct use of musical terminology.

### **SEND**

We adapt the curriculum and supply resources to suit pupil's individual needs, including; social, emotional and mental health, physical, sensory and cognitive, so that every child can access the curriculum and further their learning. Children with complex needs including children with autism and social communication needs access the curriculum at their own level of personal development. This may not follow the continuum due to their individual learning profile, therefore they may not necessarily access all aspects of the progression map in order.

## Listening and Responding - skills and knowledge

|  | <b>EYFS</b>  | <b>Year 1</b>   | <b>Year 2</b>  |
|--|--|---|--|
|  | <p><b>3 &amp; 4 year olds</b><br/>Listen with increased attention to sounds.<br/>Respond to what they have heard, expressing their thoughts and feelings.</p> <p><b>Reception</b><br/>Listen attentively, move to and talk about music, expressing their feelings and responses.<br/>Watch and talk about dance and performance art, expressing their feelings and responses<br/>Listen carefully to rhymes and songs, paying attention to how they sound.<br/>Learn rhymes, poems and songs.</p> <p>I know that we can move with the pulse of the music.<br/>I know that the words of songs can tell stories and paint pictures.<br/>I know the stories of some nursery rhymes.</p> | <p>I can concentrate on and listen to different pieces of music.</p> <p>I can find the pulse by moving my body.</p> <p>I can say what I like or dislike about a piece of music and describe how it makes me feel.</p> <p>I can listen to a simple rhythm or melody.</p> <p>I know different genres of music.<br/>I know the pulse is the steady beat of the song.<br/>I know different pieces of music can make me feel different feelings.<br/>I know the melody is a sequence of notes.</p> | <p>I can describe a piece of music using musical language.</p> <p>I can sing songs from memory.</p> <p>I can think of sensible movements to match different music.</p> <p>I can identify some common musical styles (classical, opera, pop etc.)</p> <p>I know the lyrics to some songs off by heart.<br/>I know some songs have a chorus or a response/answer part.<br/>I know that songs have a musical style (classical, opera, pop etc.)</p> |
|  | <p><b>Vocab</b></p> <p>Words, listen, rhymes, poems, songs, respond, story.</p>  | <p><b>Vocab</b></p> <p>Lyrics, genre, pulse/beat, melody/tune, notes.</p>   | <p><b>Vocab</b></p> <p>Chorus, verse, classical/opera/pop, lyrics, response/answer.</p>  |

## Musical Knowledge - skills and knowledge

|  | <b>EYFS</b>   | <b>Year 1</b>   | <b>Year 2</b>   |
|--|---|---|---|
|  | <p><b>3 and 4 year-olds</b><br/>Sing the pitch of a tone sung by another person ('pitch match').<br/>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.<br/>Play instruments with increasing control to express their feelings and ideas.</p> <p>I know songs have sections.</p> | <p>I understand that pitch describes how high or low sounds are.</p> <p>I understand that rhythm describes the mixture of long and short sounds, which are performed on top of the pulse.</p> <p>I can name different musical instruments.</p> <p>I can use musical words and phrases to describe a piece of music.</p> <p>I know pitch means high and low sounds.<br/>I identify high and low pitches.<br/>I know the pulse is the steady beat of the song.<br/>I know that rhythm describes the long and short sounds.<br/>I know how to describe music using musical vocabulary such as fast, up-beat, high/low.</p> | <p>I can play basic percussion instruments (drum, tambourine, triangle, cymbals, maraca, chime bar, castanet.)</p> <p>I can play instruments using the correct techniques and with respect.</p> <p>I can play an instrument loudly/quietly, fast/slow.</p> <p>I can copy a pulse and rhythm using an instrument.</p> <p>I know how to play basic percussion instruments.<br/>I know how to play a drum, tambourine, triangle, cymbal, maraca, chime bar and castanet.</p> |
|  | <p><b>Vocab</b></p> <p>High/low, fast/slow, up/down, instrument, chorus.</p>  | <p><b>Vocab</b></p> <p>Pitch, rhythm, long/short (sounds), pulse, beat, piano, guitar, drum, recorder.</p>  | <p><b>Vocab</b></p> <p>Drum, tambourine, triangle, cymbal, maraca, chime bar, castanet.</p>   |

## Composition and performance - skills and knowledge

|  | <b>EYFS</b>  | <b>Year 1</b>  | <b>Year 2</b>  |
|--|--|--|--|
|  | <p><b>3 and 4 year olds</b><br/>Remember and sing entire songs.<br/>Sing the pitch of a tone sung by another person ('pitch match').<br/>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs<br/>Create their own songs, or improvise a song around one they know.<br/>Play instruments with increasing control to express their feelings and ideas.</p> <p><b>Reception</b><br/>Sing in a group or on their own, increasingly matching the pitch and following the melody<br/>Explore and engage in music making and dance, performing solo or in groups.</p> <p><b>ELG</b><br/><b>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</b></p> <p>I know a performance is sharing music.<br/>I know several nursery rhymes off by heart.</p> | <p>I can copy and help to create a simple rhythm or melody using one, two or three notes.</p> <p>I can write down some notes of composition.</p> <p>I can perform chants, rhythms, rhymes, raps and songs.</p> <p>I understand how to sing musically after warming up, sitting or standing well so that I can project the sounds confidently.</p> <p>I can express my feelings about a performance.</p> <p>I know that music is made up of notes.<br/>I know the notes of the composition can be written down and changed if necessary.<br/>I know a performance is sharing music with other people, called an audience.<br/>I know composing is like writing a story with music.<br/>I know everyone can compose.</p> | <p>I can improvise simple rhythm using different instruments including the voice.</p> <p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.</p> <p>I can use tuned and untuned classroom percussion to play accompaniments and tunes.</p> <p>Use tuned and untuned classroom percussion to compose and improvise.</p> <p>Practice, rehearse and present performances to audiences with a growing awareness.</p> <p>I know that a tuned instrument plays different notes.<br/>I know that an untuned instrument doesn't play different notes.<br/>I know that my voice is an instrument and can be used expressively.<br/>I know that music can be composed or improvised.</p> |

## Unit Overview from Charanga

|               | <b>Autumn 1</b>   | <b>Autumn 2</b>  | <b>Spring 1</b>  | <b>Spring 2</b>  | <b>Summer 1</b>  | <b>Summer 2</b>  |
|---------------|---|--|--|--|--|--|
| <b>EYFS</b>   | Charanga – Everyone!<br>Instrumental Sounds<br><b>Singing;</b><br>Wind The Bobbin Up<br>Rock-a-bye Baby<br>Five Little Monkeys<br>Jumping On The Bed<br>Twinkle Twinkle<br>If You're Happy And You<br>Know It<br>Head, Shoulders, Knees<br>And Toes<br>Dingle Dangle<br>Scarecrow | Charanga – Our World<br>Body Percussion<br><b>Singing;</b><br>Old Macdonald<br>Incy Wincy Spider<br>Baa Baa Black Sheep<br>Row, Row, Row Your Boat<br>The Wheels On The Bus<br>The Hokey Cokey | Charanga – Big Bear<br>Funk!<br>Rhythm and Rhyme<br><br><b>Singing;</b><br>Big Bear Funk!<br>Baa Baa Black Sheep<br>Five Speckled Frogs<br>Ten Green Bottles | Charanga – Big Bear<br>Funk!<br>Alliteration<br><br><b>Singing;</b><br>Big Bear Funk!<br>Five Current Buns<br>Once I Caught a Fish<br>Alive! | Charanga – Reflect, Rewind<br>and Replay<br>Voice Sounds<br><b>Singing;</b><br>Down in the Jungle<br>Five Little Ducks<br>Hickory Dickory Dock<br>Ten in the Bed | Charanga – Reflect, Rewind and<br>Replay<br>Voice Sounds<br><b>Singing;</b><br>Miss Polly had a Dolly<br>Head Shoulders Knees and Toes<br>Wake Up, Shake Up! |
| <b>Year 1</b> | <b>My Musical Heartbeat</b>   | <b>Sing, Dance and Play</b>  | <b>Exploring Sounds</b>  | <b>Learning to Listen</b>  | <b>Having Fun with Improvisation</b>   |  |
| <b>Year 2</b> | <b>Pulse, Rhythm and Pitch</b>  | <b>Playing in an Orchestra</b>   | <b>Inventing a Musical Orchestra</b>   | <b>Recognising Different Sounds</b>  | <b>Exploring Improvisation</b>   |  |