

Nursery to Year 6 Curriculum Map

The National Curriculum

EYFS

Pupils should be taught to:

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- 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.

Key stage 1

Pupils should be taught to:

- 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.

Key stage 2

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.
- 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.

Intent

Our intention is that all children are provided with a range of opportunities to develop their musical knowledge and performance skills. We motivate and inspire our children by supporting them to develop and master their musical skills through seeing professional musicians at work and learning from their wealth of experience, igniting a love of music and having the ambition and belief that they too can become a musician, as well as offering children opportunities to learn to play an instrument. We ensure that children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge and experience to involve themselves in music, in a variety of contexts.

Implementation

Class Teaching

The music curriculum ensures children sing, listen, play, perform and evaluate. We follow a progressive scheme (The Charanga Musical School Scheme) which provides teachers with week-by-week lesson support for each year group in the school. We encourage children to participate in a variety of musical experiences through which we aim to build the confidence of all children. Singing lies at the heart of good music teaching, our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As pupils progress, they should develop and deepen their critical engagement.

Extra-curricular activities

High quality music lessons inspire children to explore music further. In conjunction with outside agencies (Wolverhampton Music School / Rocksteady / Mr Barrett) and with parental support, we provide an opportunity for children to learn to play an instrument during school hours. These lessons are normally taught to individuals and/or small groups of children who have chosen to learn one of a variety of instruments, such as the violin or keyboard.

Whole School Singing

Singing assemblies allow children to listen to, create or perform music. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

Working with Professional Musicians

Children are provided with opportunities to work with professional musicians regularly throughout their time at Woodfield. In key stage 1, they work with Wolverhampton Music Service, taking part in 2 massed singing events. In year 3, they continue to work with Wolverhampton Music Service, developing their musicianship skills and learning to play a string instrument. Following this instrumental tuition, children can continue to learn to play a string instrument with a subsidised agreement.

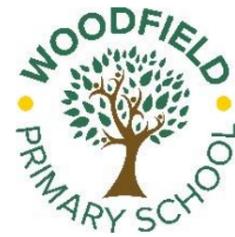
In years 4, 5 and 6, the children visit professional musicians at Birmingham Symphony Hall. In 2021, as part of their commitment to work within the community and promote music, the music students from Wolverhampton University are invited to spend time with children at Woodfield, hoping to ignite a curiosity for music. Professional musician Dan Clarke from Noe Music works with year 4 teaching African drumming (unpitched percussion), year 5 teaching polyphones (pitched percussion) and year 6 teaching Samba instruments (both pitched and unpitched percussion).

Impact

The nature of music creates a rich and diverse palette from which a child may access fundamental qualities, such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. At Woodfield, we have a broad repertoire of music which children will be able to use to create original, imaginative, fluent and distinctive compositions and performance works. Children are able to enjoy music in many ways; as a listener, composer or performer. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. They can discuss their appreciation of music, applying the correct musical terminology effectively, accurately and appropriately.

The impact of teaching music will be seen across the school with an increase in the profile of music.

- Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning.
- Participation in music develops wellbeing, promotes listening and develops concentration.
- Music is loved and/or appreciated by teachers and pupils across school.
- Pupils and staff will be confident to explore their creativity through music and singing.
- To inspire future musicians, singers and performers.
- The music subject leader will monitor the impact on pupils through a variety of yearly activities including; assessment videos, pupil conferencing, staff voice, parent voice and engagement in performances and relevant extracurricular activities.



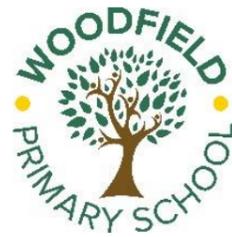
Nursery - Year 6 Curriculum Map using Charanga Sequenced Incremental Progression & Suggested Schemes & Resources

Completion of each task ensures appropriate yearly sequenced incremental progress in each area of study leading to completed assessment of progress in relation to the National Curriculum end of Key Stage expectations.

Sequenced Incremental Progression is identified in highlighted text.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Area of Study: Listen & Appraise	<ul style="list-style-type: none"> Listen with increased attention to different sounds. 	<ul style="list-style-type: none"> I can listen and respond to sounds I can talk about how a song makes me feel I can try to move in time with music 	<ul style="list-style-type: none"> Know 5 songs off by heart. Know what the songs are about. Know and recognise the sound and names of some of the instruments they use. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> Know five songs off by heart. Know some songs have a chorus or a response/answer part. To know that songs have a musical style. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea. 	<ul style="list-style-type: none"> Know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> Lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel and why Listen carefully and respectfully to other people's thoughts about the music. 	<ul style="list-style-type: none"> Consolidate previous work in an expanding set of contexts and styles Know five songs from memory who sang them or wrote them. Know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> Some of the style indicators of that song (musical characteristics that give the song its style) The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song. To confidently identify and move to the pulse. To talk about the musical dimensions working together in the songs eg if the song gets louder in the chorus (dynamics) Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. 	<ul style="list-style-type: none"> Know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: <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? To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the songs. Talk about the music and how it makes you feel. 	<ul style="list-style-type: none"> Consolidate previous work in an expanding set of contexts and styles Know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about: <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, 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 To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the songs. Talk about the music and how it makes you feel, using musical language to describe the music.

<p>Sing Up Old MacDonald Name Song Five little speckled frogs Baa baa black sheep Twinkl twinkle little star Row row row Wheels on the bus Rock'a'bye baby ABC song If you're happy and you know it Incy wincy spider</p>	<p>Charanga Scheme Me My Stories Everyone Our world Bib bear funk</p>	<p>Charanga Scheme Hey You! Rhythm in the way we walk & Banana Rap In the Groove Round and Round Your Imagination Reflect, Rewind & Replay</p>	<p>Charanga Scheme Hands Feet Heart Ho Ho Ho I Wanna Play In A Band Zootime Friendship Song Reflect, Rewind & Replay</p>	<p>Charanga Scheme WCIT Ukulele lessons</p>	<p>Charanga Scheme Mamma Mia ClOCKenspiel Stage 2 Stop! Lean on Me Blackbird Reflect, Rewind & Replay</p>	<p>Charanga Scheme Livin' On A Prayer Classroom Jazz I Make You Feel My Love The Fresh Prince Of Bel-Air Dancing In The Street Reflect, Rewind & Replay</p>	<p>Charanga Scheme Happy Classroom Jazz 2 Music & Me</p>
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<p>Equality Diversity & Inclusion</p>	<p>Equality Diversity & Inclusion</p>	<p>Equality Diversity & Inclusion Sing For Christmas (WMS) Singing in the Rain (WMS)</p>	<p>Equality Diversity & Inclusion Sing For Christmas (WMS) Year 2 Christmas Production Singing in the Rain (WMS)</p>	<p>Equality Diversity & Inclusion WCIT Ukulele lessons</p>	<p>Equality Diversity & Inclusion African Drumming Workshop Music For Youth Concert</p>	<p>Equality Diversity & Inclusion Polyphones Workshop Music For Youth Concert</p>	<p>Equality Diversity & Inclusion Samba Workshop Music For Youth Concert</p>



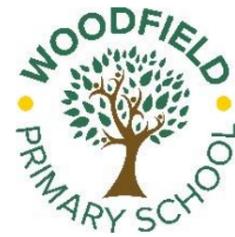
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Completion of each task ensures appropriate yearly sequenced incremental progress in each area of study leading to completed assessment of progress in relation to the National Curriculum end of Key Stage expectations.

Sequenced Incremental Progression is identified in highlighted text.

Area of Study: Games The interrelation of music terminology, including pulse, rhythm, pitch, tempo, dynamics,	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Join in with movement and songs when in a big group. 	<p>I can talk about and I can listen carefully to music and start to move to it</p> <p>can try to move in time with music</p>	<ul style="list-style-type: none"> Know music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, names, food, colours and animals. <p>Progressive Warm-up Games and Challenges that embed pulse, rhythm and pitch.</p> <p>Progressive Warm-up Games and Challenges that embed pulse, rhythm and pitch.</p>	<ul style="list-style-type: none"> Know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. <p>Progressive Warm-up Games and Challenges that embed pulse, rhythm and pitch.</p>	<ul style="list-style-type: none"> Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer. <p>Using the Warm up Games to find the pulse, copy rhythm and copy pitch.</p>	<p>Consolidate previous work in an expanding set of contexts and styles</p> <ul style="list-style-type: none"> Know and be able to talk about: How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to <p>Using the Warm up Games to find the pulse, copy rhythm and copy pitch.</p>	<ul style="list-style-type: none"> Know and be able to talk about: 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>Using the Warm up Games complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> Bronze Challenge <ul style="list-style-type: none"> Find the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat Copy back one-note riffs using simple and syncopated rhythm patterns Silver Challenge <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation Question and answer using two different notes Gold Challenge <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for them to copy back Copy back three-note riffs by ear and with notation Question and answer using three different notes 	<ul style="list-style-type: none"> Consolidate previous work in an expanding set of contexts and styles Year 6 is mainly consolidation within the new resources Know and be able to talk about: 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>Using the Warm up Games, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> Bronze Challenge <ul style="list-style-type: none"> Find the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat Copy back one-note riffs using simple and syncopated rhythm patterns Silver Challenge <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for others to copy back Copy back three-note riffs by ear and with notation Gold Challenge <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for them to copy back Copy back three-note riffs by ear and with notation Question and answer using three different notes

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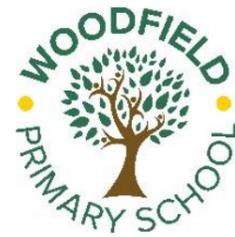


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Area of Study: Singing	<p>I can enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>I can sing simple songs and attempt to stay to the time of the music</p> <p>I can remember and sing whole short songs to my friends and my key worker.</p> <p>I can begin to show expression through my facial expressions in familiar songs</p>	<ul style="list-style-type: none"> I can remember most of a nursery rhyme song to sing in a group. I can sing well known nursery rhymes and familiar songs and keep to the beat of the music I can begin to sing back the pitch of a note or short phrase I can sing to the melody of the song in a group or individually I can perform songs, rhymes, poems and stories alone and with others 	<ul style="list-style-type: none"> Confidently sing or rap five songs from memory and sing them in unison. Learn about voices, singing notes of different pitches (high and low). Make different types of sounds with their voices Rap or say words in rhythm. Start and stop singing when following a leader. 	<ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word) To know why we need to warm up our voices. Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices –you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Start and stop singing when following a leader. 	<ul style="list-style-type: none"> To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. 	<p>Consolidate previous work in an expanding set of contexts and styles</p> <ul style="list-style-type: none"> To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing. 	<ul style="list-style-type: none"> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. 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 <ul style="list-style-type: none"> To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice To sing in unison and to sing backing vocals. To enjoy exploring singing solo To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group To sing with awareness of being 'in tune'. 	<ul style="list-style-type: none"> Consolidate previous work in an expanding set of contexts and styles To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience 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 <ul style="list-style-type: none"> To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.
		<p>Sing Up</p> <p>Old MacDonald Name Song Five little speckled frogs Baa baa black sheep Twinkl twinkle little star Row row row Wheels on the bus Rock a'bye baby ABC song If you're happy and you know it Incy wincy spider</p>	<p>Charanga Scheme</p> <p>Me My Stories Everyone Our world Bib bear funk</p>	<p>Charanga Scheme</p> <p>Hey You! Rhythm in the way we walk & Banana Rap In the Groove Round and Round Your Imagination Reflect, Rewind & Replay</p>	<p>Charanga Scheme</p> <p>Ho Ho Ho (Autumn 2)</p> <p>Sing Up</p> <p>Kye Kye Kule (Autumn 1) Rockstar (Spring 1) I Can See Clearly Now (Spring 2) Count on Me (Summer 1)</p>	<p>WCIT: Ukulele and guitar lessons</p>	<p>Charanga Scheme</p> <p>Mamma Mia Glockenspiel Stage 2 Stop! Lean on Me Blackbird Reflect, Rewind & Replay</p>	<p>Charanga Scheme</p> <p>Livin' On A Prayer Classroom Jazz 1 Make You Feel My Love The Fresh Prince Of Bel-Air Dancing In The Street Reflect, Rewind & Replay</p>

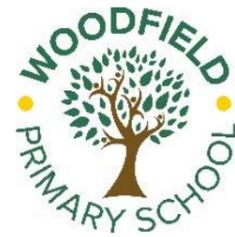


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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Area of Study: Playing with instruments	<ul style="list-style-type: none"> I can explore how to play different instruments such as shaking, hitting, blowing etc 	<ul style="list-style-type: none"> I can play instruments to express ideas. I can attempt to play an instrument to the beat of the music. Treat instruments carefully and with respect. 	<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using a differentiated part (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader. 	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <ul style="list-style-type: none"> Know the names of untuned percussion instruments played in class. <p>Treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> The instruments used in class (a ukulele and guitar) To treat instruments carefully and with respect, including to not adjust machine heads and understand that this will adjust the pitch of the instrument. Play any one, or all of four, differentiated parts on a tuned instrument <p>a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <ul style="list-style-type: none"> To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. 	<p>Consolidate previous work in an expanding set of contexts and styles</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends. To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble staff The instruments they might play or be played in a band or orchestra or by their friends Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. 	<p>Consolidate previous work in an expanding set of contexts and styles</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble staff The instruments they might play or be played in a band or orchestra or by their friends Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.
	<p>Sing Up Old MacDonald Name Song Five little speckled frogs Baa baa black sheep Twinkl twinkle little star Row row row Wheels on the bus Rock 'a'bye baby ABC song If you're happy and you know it Incy wincy spider</p>	<p>Charanga Scheme Bib bear funk</p>	<p>Charanga Scheme Hey You! Rhythm in the way we walk & Banana Rap In the Groove Round and Round Your Imagination Reflect, Rewind & Replay</p>	<p>Charanga Scheme Ho Ho Ho (Autumn 2)</p> <p>Sing Up Kye Kye Kule (Autumn 1) Rockstar (Spring 1) Use percussion instruments to accent heavy back beat I Can See Clearly Now (Spring 2) Count on Me (Summer 1)</p>	<p>WCIT: Ukulele and guitar lessons</p>	<p>Charanga Scheme Mamma Mia Glockenspiel Stage 2 Stop! Lean on Me Blackbird Reflect, Rewind & Replay</p>	<p>Charanga Scheme Livin' On A Prayer Classroom Jazz 1 Make You Feel My Love The Fresh Prince Of Bel-Air Dancing In The Street Reflect, Rewind & Replay</p>	<p>Charanga Scheme Happy Classroom Jazz 2</p>



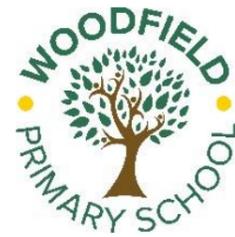
Nursery - Year 6 Curriculum Map using Charanga Sequenced Incremental Progression & Suggested Schemes & Resources

Completion of each task ensures appropriate yearly sequenced incremental progress in each area of study leading to completed assessment of progress in relation to the National Curriculum end of Key Stage expectations.

Sequenced Incremental Progression is identified in highlighted text.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Area of Study: Improvisation		<p>I can make up my own "silly" songs.</p>	<ul style="list-style-type: none"> What Improvisation is i.e. Making up your own tunes on the spot. In improvisation they make up their own tune that has never been heard before. It is not written down and belongs to them. Understand that everyone can improvise. Use improvisation tracks to improvise using the three challenges: <ol style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Take it in turns to improvise using one or two notes. 	<p>Improvisation is making up your own tunes on the spot.</p> <ul style="list-style-type: none"> When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes. <p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. 	<p>To know and be able to talk about improvisation.</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake Improvise using instruments in the context of the song they are learning to perform. <p>Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"> Bronze Challenge: <ul style="list-style-type: none"> Copy Back – Listen and sing back Play and Improvise – Using instruments, listen and play your own answer using one note. Improvise! – Take it in turns to improvise using one note. Silver Challenge: <ul style="list-style-type: none"> Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. Gold Challenge: <ul style="list-style-type: none"> Play and Copy Back – Listen and copy back using instruments, two different notes. Play and Improvise – Using your instruments, listen and play your own answer using two different notes. Improvise! – Take it in turns to improvise using three different notes. 	<p>To know and be able to talk about improvisation.</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. <ul style="list-style-type: none"> Bronze Challenge: <ul style="list-style-type: none"> Copy Back – Listen and sing back melodic patterns Play and Improvise – Using instruments, listen and play your own answer using one note. Improvise! – Take it in turns to improvise using one note. Silver Challenge: <ul style="list-style-type: none"> Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. Gold Challenge: <ul style="list-style-type: none"> Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. 	<p>Consolidate previous work in an expanding set of contexts and styles</p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know three well-known improvising musicians Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. <ol style="list-style-type: none"> Play and Copy Back <ul style="list-style-type: none"> Bronze – Copy back using instruments. Use one note. Silver – Copy back using instruments. Use the two notes. Gold – Copy back using instruments. Use the three notes. Play and Improvise You will be using up to three notes: <ul style="list-style-type: none"> Bronze – Question and Answer using instruments. Use one note in your answer. Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. Improvise! You will be using up to three notes. The notes will be 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know three well-known improvising musicians Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. <ol style="list-style-type: none"> Play and Copy Back <ul style="list-style-type: none"> Bronze – Copy back using instruments. Use one note. Silver – Copy back using instruments. Use the two notes. Gold – Copy back using instruments. Use the three notes. Play and Improvise You will be using up to three notes: <ul style="list-style-type: none"> Bronze – Question and Answer using instruments. Use one note in your answer. Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. Improvise! You will be using up to three notes. The notes will be 	<p>Consolidate previous work in an expanding set of contexts and styles</p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations To know three well-known improvising musicians Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. <ol style="list-style-type: none"> Play and Copy Back <ul style="list-style-type: none"> Bronze – Copy back using instruments. Use one note. Silver – Copy back using instruments. Use the two notes. Gold – Copy back using instruments. Use the three notes. Play and Improvise You will be using up to three notes: <ul style="list-style-type: none"> Bronze – Question and Answer using instruments. Use one note in your answer. Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. Improvise! You will be using up to three notes. The notes will be

						<ul style="list-style-type: none"> o Play and Improvise – Using your instruments, listen and play your own answer using two different notes. o Improvise! – Take it in turns to improvise using three different notes. 	<p>provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> o Bronze – Improvise using one note. o Silver – Improvise using two notes. o Gold – Improvise using three notes. <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>	<ul style="list-style-type: none"> o Gold – Improvise using three notes. <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>
	<p>Charanga Scheme Bib bear funk</p>	<p>Charanga Scheme Hey You! Rhythm in the way we walk & Banana Rap In the Groove Round and Round Your Imagination Reflect, Rewind & Replay</p>	<p>Charanga Scheme Ho Ho Ho (Autumn 2)</p> <p>Sing Up Kye Kye Kule (Autumn 1) Rockstar (Spring 1) I Can See Clearly Now (Spring 2) Count on Me (Summer 1)</p>	WCIT: Ukulele and guitar lessons	<p>Charanga Scheme Mamma Mia Glockenspiel Stage 2 Stop! Lean on Me Blackbird Reflect, Rewind & Replay</p>	<p>Charanga Scheme Livin' On A Prayer Classroom Jazz 1 Make You Feel My Love The Fresh Prince Of Bel-Air Dancing In The Street Reflect, Rewind & Replay</p>	<p>Charanga Scheme Happy Classroom Jazz 2 Music & Me</p> <p>Additional Unit Music for Image</p>	
		IT Opportunities	IT Opportunities	IT Opportunities	IT Opportunities	IT Opportunities	IT Opportunities	<p>IT Opportunities</p> <p>Use Garage Band on iPads for 'Music and Me' and 'Music for Image'</p>

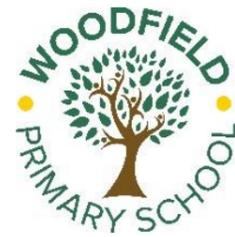


Nursery - Year 6 Curriculum Map using Charanga Sequenced Incremental Progression & Suggested Schemes & Resources

Completion of each task ensures appropriate yearly sequenced incremental progress in each area of study leading to completed assessment of progress in relation to the National Curriculum end of Key Stage expectations.

Sequenced Incremental Progression is identified in highlighted text.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Area of Study: Composition			<ul style="list-style-type: none"> Know Composing is like writing a story with music. Understand Everyone can compose. Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. 		<p>Consolidate previous work in an expanding set of contexts and styles</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. Different ways of recording compositions (letter names, symbols, audio etc.) <p>Help create at least one simple melody using one, three or all five different notes.</p> <ul style="list-style-type: none"> Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p>Compose in a growing number of styles</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 Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<p>Consolidate previous work in an expanding set of contexts and styles</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 Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	
				Charanga Scheme Hey You! Rhythm in the way we walk & Banana Rap In the Groove Round and Round Your Imagination Reflect, Rewind & Replay	Charanga Scheme Ho Ho Ho (Autumn 2) Sing Up Kye Kye Kule (Autumn 1) Rockstar (Spring 1) I Can See Clearly Now (Spring 2) Count on Me (Summer 1)	WCIT: Ukulele and guitar lessons	Charanga Scheme Mamma Mia Glockenspiel Stage 2 Stop! Lean on Me Blackbird Reflect, Rewind & Replay	Charanga Scheme Livin' On A Prayer Classroom Jazz 1 Make You Feel My Love The Fresh Prince Of Bel-Air Dancing In The Street Reflect, Rewind & Replay	Charanga Scheme Happy Classroom Jazz 2 Music & Me Additional Unit Music for Image
				IT Opportunities	IT Opportunities	IT Opportunities	IT Opportunities	IT Opportunities	IT Opportunities Use Garage Band on iPads for 'Music and Me' and 'Music for Image'



Nursery - Year 6 Curriculum Map using Charanga Sequenced Incremental Progression & Suggested Schemes & Resources

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Sequenced Incremental Progression is identified in highlighted text.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Area of Study: Perform and Share	<p>I can remember and sing whole short songs to my friends and my key worker.</p>	<p>I can remember and sing whole songs to my friends and my key worker, including a wider audience, such as Christmas production</p>	<ul style="list-style-type: none"> Understand a performance is sharing music with other people, called an audience Use a song(s) they have learnt from the Scheme and perform them. Add their ideas to the performance if they wish <p>Record the performance and say how they felt about it.</p>	<p>Understand performance is sharing music with an audience.</p> <ul style="list-style-type: none"> A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends. <p>Choose a song they have learnt from the Scheme and perform it.</p> <ul style="list-style-type: none"> They can add their ideas to the performance. Record the performance and say how they were feeling about it. 	<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 You need to know and have planned everything that will be performed. You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music How to choose what to perform and create a programme. To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<p>To know and be able to talk about:</p> <p>Consolidate previous work in an expanding set of contexts and styles</p> <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 You need to know and have planned everything that will be performed 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 It involves communicating feelings, thoughts and ideas about the song/music How to choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<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 people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music How to choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?" 	<p>Consolidate previous work in an expanding set of contexts and styles</p> <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 people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music <p>Publish own work and share on school website, including writing about what inspired them and why they have chosen certain instruments and genre.</p>	
				<p>Charanga Scheme</p> <p>Hey You! Rhythm in the way we walk & Banana Rap In the Groove Round and Round Your Imagination Reflect, Rewind & Replay</p>	<p>Charanga Scheme</p> <p>Ho Ho Ho (Autumn 2)</p> <p style="text-align: center;">Sing Up</p> <p>Kye Kye Kule (Autumn 1) Rockstar (Spring 1) I Can See Clearly Now (Spring 2) Count on Me (Summer 1)</p>	<p>WCIT: Ukulele and guitar lessons</p>	<p>Charanga Scheme</p> <p>Mamma Mia Clockenspiel Stage 2 Stop! Lean on Me Blackbird Reflect, Rewind & Replay</p>	<p>Charanga Scheme</p> <p>Livin' On A Prayer Classroom Jazz 1 Make You Feel My Love The Fresh Prince Of Bel-Air Dancing In The Street Reflect, Rewind & Replay</p>	<p>Charanga Scheme</p> <p>Happy Classroom Jazz 2 Music & Me</p> <p style="text-align: center;">Additional Unit</p> <p>Music for Image</p>
		IT Opportunities	IT Opportunities	IT Opportunities	IT Opportunities	IT Opportunities	IT Opportunities	IT Opportunities	IT Opportunities
								<p>Use Garage Band on iPads for 'Music and Me' and 'Music for Image' Share music from 'Music for Image' and 'Music and Me' on school website.</p>	

	Equality Diversity & Inclusion Nursery Nativity	Equality Diversity & Inclusion Reception Nativity	Equality Diversity & Inclusion Sing For Christmas (WMS) Singing in the Rain (WMS) Christmas Carol Concert	Equality Diversity & Inclusion Sing For Christmas (WMS) Year 2 Christmas Production Singing in the Rain (WMS)	Performances Christmas Carol Concert Spring 1 Parent Performance Summer 2 Parent Performance	Performances Christmas Carol Concert African Drumming Workshop	Performances Christmas Carol Concert Polyphones Workshop	Performances Christmas Carol Concert Samba Workshop Share music from 'Music for Image' and 'Music and Me' on school website. Year 6 Production
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