

Holmesdale Infant School:

Music Curriculum Overview and Knowledge and Skills Progression Map We follow the Charanga Music Scheme. Each Unit of Work comprises the strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities – through warm up games, singing, playing instruments, improvisation and composing.
3. Performing



Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Charanga Unit 1 - Me! Songs - Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers Learn and perform harvest song to an audience. Musical learning focus- find the pulse. Copy clap the pulse. Explore high sounds and low sound using voices and glockenspiels.</p> <p>Daily songs and rhymes around routines, phonics, maths etc</p>	<p>Charanga Unit 2 - My stories Songs - I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song Learn and perform Christmas music to an audience. Musical learning focus- find the pulse as one of the characters from the song. Copy clap the pulse and find the rhythm of small phrases from the songs. Explore high and low pitch in the context of the song. Invent a pattern to go with a song using one note. <i>Share and perform learning that has taken place.</i> Instrument notes- I'm A Little Teapot- C, C+D</p>	<p>Charanga Unit 3 - Everyone 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. Musical learning focus- invent ways to find the pulse. Explore high and low pitch in the context of the song. Use the starting note to explore melodic patterns using one or two notes. <i>Share and perform learning that has taken place.</i> Instrument notes - Wind The Bobbin Up- D, D+E Rock-a-bye Baby- D,D+E</p>	<p>Charanga Unit 4 - Our world Songs- Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey. Musical learning focus- find the pulse and show others your ideas. Copy clap some rhythms of phrases from the songs. Use the starting note to explore melodic patterns using one or two notes. <i>Share and perform learning that has taken place.</i> Instrument notes- Old Macdonald, Incy Wincy Spider - G,G+A Baa Baa Black Sheep D,D+E</p>	<p>Charanga Unit 5 - Big bear funk Song - Big bear funk. Cross curricular focus- Transition unit Musical learning focus- find a funky pulse copy clap 3 or 4 word phrases from the song. Keep the beat of the song with a pitched note. Add pitched notes to the rhythm of words or phrases in the song. Enjoy playing patterns using a combination of any of the 3 notes C, D and E. <i>Share and perform learning that has taken place.</i> Instrument notes- Big Bear Funk - D,D+E, D+C Daily songs and rhymes around routines, phonics, maths etc.</p>	<p>Reflect, rewind and replay Revisit songs from the previous units. Consolidate learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music. Musical learning focus- listen and appraise. Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. Play instrument within the song, improvise using voices, actions and instruments. Share and perform learning that has taken place.</p>

		<p>The Grand Old Duke Of York- C,C+D Hickory Dickory Dock- C, C+D The ABC Song- D,D+E</p> <p>Daily songs and rhymes around routines, phonics, maths etc.</p>	<p>If Your Happy And You Know It- G,G+A</p> <p>Daily songs and rhymes around routines, phonics, maths etc.</p>	<p>Row Row Your Boat, Wheels On The Bus C, C+D The Hokey Cokey F,F+G</p> <p>Daily songs and rhymes around routines, phonics, maths etc</p>		<p>Daily songs and rhymes around routines, phonics, maths etc</p>
KS 1: FIRST YEAR	<p>Charanga Unit 1 - My Musical Heartbeat Songs - Find the Beat, 1,2,3,4,5 Head shoulders knees and toes, Shapes, We talk to animals.</p> <p>Social Question- Each unit is centered around a social question, where children are asked to think deeply the world, their communities and their relationship with others. <i>How Can we Make Friends When We Sing Together?</i></p> <p>Musical learning focus - Find and try to keep a steady beat. Find simple rhythm patterns using long and short Find simple melodic patterns using high and low. Move in time with a steady beat Copy back simple long and short rhythms with clapping Have fun warming up your face, body and</p>	<p>Charanga Unit 2 - Dance Sing and Play! Songs- Twinkle, Twinkle Little Star. In the Orchestra. Daisy Bell (bicycle made for two) Dancing Dinosaurs. Rock-a-bye Baby.</p> <p>Social Question- <i>How does music tell us about the past?</i></p> <p>Musical learning focus- Find and try to keep a steady beat. Find simple rhythm patterns using long and short Find simple melodic patterns using high and low. Move in time with a steady beat Copy back simple long and short rhythms with clapping Have fun warming up your face, body and voice Copy back singing simple high and low patterns Copy back the rhythmic words you can say them and clap them. Listen together move in any</p>	<p>Charanga Unit 3 - Having Fun with Improvisation Songs- <i>Getting Dressed, Get up, Brush our teeth, Get Ready, Up and Down.</i></p> <p>Social Question - <i>What Songs Can We Sing to Help Us Through the Day?</i></p> <p>Musical learning focus- Find and try to keep a steady beat find simple rhythm patterns using long and short simple melodic patterns using high and low patterns. Begin to create personal musical ideas using the given notes Improvisation is about 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</p>	<p>Charanga Unit 4 - Learning to Listen Songs - Days of the Week, Name Song, Cuckoo, Upside down, Hush Little Baby.</p> <p>Social Question - <i>How Does Music Help Us to Understand Our Neighbours?'</i></p> <p>Musical learning focus- Walk, move or clap a steady beat with others. Move to different tempos Use body percussion (eg clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc), playing repeated rhythm patterns (riffs, ostinati) and short, pitched patterns on tuned instruments (eg glockenspiels or chime bars) to maintain a steady beat Rhythm Perform short copycat rhythm patterns accurately, led by the</p>	<p>Charanga Unit 5 - Exploring Sounds Songs - If Your Happy and you know it. Sing me a song, Sparkle, Rhythm in the way we walk, Big bear funk.</p> <p>Social Question - <i>How Does Music Make the World a Better Place?</i></p> <p>Musical learning focus- Find and try to keep a steady beat. Find the rhythm patterns using long and short simple melodic patterns using high and low. Move in time with a steady beat. Copy back simple long and short rhythms with clapping. Have fun warming up your face, body and voice. Copy back singing simple high and low patterns. Copy back the rhythmic words you can say them and clap them.</p> <p>Instruments notes-</p>	<p>Charanga Unit 6 - Let's Perform Together! Songs- The Bear went over the mountain.</p> <p>Social Question - <i>How Does Music Teach Us About Looking After Our Planet?</i></p> <p>Musical learning focus- Find and try to keep a steady beat find simple rhythm patterns using long and short simple melodic patterns using high and low patterns. Begin to create personal musical ideas using the given notes Improvisation is about 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 Everyone can improvise! Improvise simple riffs</p>

	<p>voice Copy back singing simple high and low patterns Copy back the rhythmic words - you can say them and clap them.</p> <p>Instrument notes- Children improvise using notes with the backing track of the song provided. Note options: C C, D C, D, E. <i>Share and perform learning that has taken place.</i></p>	<p>way suitable to the beat of the music. Experiencing music through movement and dance is great fun! Talk about the song together and explore feelings, thoughts and emotions towards the song</p> <p>Instrument notes- Children improvise using notes with the backing track of the song provided. Note options: D D, E D, E, A <i>Share and perform learning that has taken place.</i></p>	<p>Everyone can improvise! Improvise simple riffs using question and answer phrases.</p> <p>Instrumental notes- Children improvise using notes with the backing track of the song provided. Note options: C C, D C, D, E <i>Share and perform learning that has taken place.</i></p>	<p>teacher Perform short repeating rhythm patterns (riffs/ostinati) while keeping in time with a steady beat Perform word-pattern chants and create, retain and perform their own rhythm patterns Using rhythm patterns with minims, crotchets and quavers.</p> <p>Instrument notes- Children improvise using notes with the backing track of the song provided. Note options: F F, G F, G, A <i>Share and perform learning that has taken place.</i></p>	<p>Children improvise using notes with the backing track of the song provided. Note options: F F, G F, G, A <i>Share and perform learning that has taken place</i></p>	<p>using question and answer phrases.</p> <p>Instrumental notes- Children improvise using notes with the backing track of the song provided. Note options: C C, D C, D, E <i>Share and perform learning that has taken place</i></p>
KS 1: SECOND YEAR	<p>Charanga Unit 1 - Pulse, Rhythm and Pitch.</p> <p>Songs- Music is in my soul (part 1) Music is in my soul (part 2) Hey friends (part 1) Hey friends (part 2) Hello</p> <p>Social Question- <i>How Does Music Help Us to Make Friends?</i></p> <p>Musical learning focus - Find and try to keep a steady beat</p>	<p>Charanga Unit 2- Playing In An Orchestra</p> <p>Songs- Sparkle in the Sun (part 1) Sparkle in the Sun (part 2) Listen (part 1) Listen (part 2) The Orchestra Song.</p> <p>Social Question - <i>How Does Music Teach Us About the Past?</i></p> <p>Musical learning focus - Find and try to keep a steady beat</p>	<p>Charanga Unit 3- Inventing a Musical Story.</p> <p>Songs- Rainbows (part 1) Rainbows (part 2) Hands, Feet, Heart (part 1) Hands, Feet, Heart (part 2) All Around the World.</p> <p>Social Question - <i>How Does Music Make the World a Better Place?</i></p> <p>Musical learning focus - Find and try to keep a steady beat. Very</p>	<p>Charanga Unit 4 - Recognising Different Sounds.</p> <p>Songs- Helping Each Other (part 1) Helping Each Other (part2) Music Man (part 1) Music Man (part 2) Let's Sing Together.</p> <p>Question - <i>How Does Music Teach Us About Our Neighbourhood?</i></p> <p>Musical learning focus - Time Signature: 4/4 Key Signature: C major Copy back and create</p>	<p>Charanga Unit 5 - Exploring Improvisation</p> <p>Songs - I Wanna Play In A Band (part 1) I Wanna Play In A Band (part 1) Music Is All Around (part 1) Music Is All Around (part 2) Saying Sorry.</p> <p>Social Question - <i>How Does Music Make Us Happy?</i></p> <p>Musical learning focus - Time Signature: 2/4 Key Signature: G major</p>	<p>Charanga Unit 6 - Our Big Concert.</p> <p>Songs - The Sunshine Song (part 1) The Sunshine Song (part 2) Four White Horses (part 1) Four White Horses (part 2) Down By The Bay.</p> <p>Social Question - <i>How Does Music Teach Us About Looking After Our Planet?</i></p> <p>Musical learning focus- Time Signature: 3/4 Key Signature: C</p>

	<p>Very simple rhythm patterns using long and short</p> <p>Very simple melodic patterns using high and low Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion Create rhythms using word phrases as a starting point Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests Create and perform your own chanted rhythm patterns.</p> <p>Instrumental notes- The Glockenspiel parts use the following notes: Part 1: C, D, E, G Part 2: C, D <i>Share and perform learning that has taken place</i></p>	<p>Very simple rhythm patterns using long and short</p> <p>Very simple melodic patterns using high and low. Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests Create and perform your own chanted rhythm patterns.</p> <p>Instrumental notes- The Glockenspiel parts use the following notes: Part 1: G, A, B Part 2: G, A <i>Share and perform learning that has taken place</i></p>	<p>simple rhythm patterns using long and short.</p> <p>Very simple melodic patterns using high and low. Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point. Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and their rests Create and perform your own chanted rhythm patterns. Move in time with a steady beat Copy back simple long and short rhythms with clapping Have fun warming up your face, body and voice Copy back singing simple high and low patterns.</p> <p>Instrumental notes- The Glockenspiel parts use the following notes: Part 1: C, D, E Part 2: C, D, E <i>Share and perform learning that has taken place</i></p>	<p>rhythmic patterns using: Minims, crotchets and quavers Copy back and create melodic patterns using: C, G. Find and try to keep a steady beat. Very simple rhythm patterns using long and short</p> <p>Very simple melodic patterns using high and low. Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests Create and perform your own chanted rhythm patterns.</p> <p>Instrumental notes- The Glockenspiel parts use the following notes: Part 1: C, D, E, G Part 2: C, E, G <i>Share and perform learning that has taken place</i></p>	<p>Copy back and create rhythmic patterns using: Minims, crotchets and quavers Copy back and create melodic patterns using: G, D Find and try to keep a steady beat. Very simple rhythm patterns using long and short</p> <p>Very simple melodic patterns using high and low. Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests Create and perform your own chanted rhythm patterns.</p> <p>Instrumental focus- The Glockenspiel parts use the following notes: Part 1: F, C, D Part 2: F, C, D <i>Share and perform learning that has taken place</i></p>	<p>major Copy back and create rhythmic patterns using: Minims, crotchets and quavers Copy back and create melodic patterns using: C, G Find and try to keep a steady beat. Very simple rhythm patterns using long and short</p> <p>Very simple melodic patterns using high and low. Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests Create and perform your own chanted rhythm patterns.</p> <p>Instrumental focus- The Glockenspiel parts use the following notes: Part 1: C, D, E, F Part 2: C, D, E, F <i>Share and perform learning that has taken place</i></p>
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Knowledge and Skills Progression Map: Subject area: Music Key Skills: Children should

- 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

Music Skill	EYFS	Year 1	Year 2
Musicianship Understanding music	Find the pulse of a simple nursery rhyme or song. Find different ways to keep the pulse. Copy basic rhythm patterns of single words, then phrases. Finding different ways to keep the pulse. • Explore high and low using voices and sounds of characters in songs. Listen to high- and low-pitched sounds on a glockenspiel. Create own sounds - invent a pattern using one pitched note. Keep the pulse with one pitched note.	Use body percussion, instruments and voices. Find and keep a steady beat. Understand the difference between creating a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. Complete vocal warm-ups.	Use body percussion, instruments and voices. Find and keep a steady beat. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. Complete vocal warm-ups. Sing short phrases independently.
Listening and appraising	To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.	Move and dance with the music. Find the steady beat. Talk about feelings created by the music. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Describe dynamics as loud and quiet. Begin to understand where the music fits in the world. Begin to understand about different styles of music	Mark the beat of a listening piece) by tapping or clapping and recognising tempo, as well as changes in tempo. Walk in time to the beat of a piece of music. Identify the beat groupings in the music you sing and listen, Move and dance with the music confidently. Talk about how the music makes you feel. Find different steady beats. Describe tempo as fast or slow.

			Describe dynamics as loud or quiet. Join in sections of the song, e.g. call and response. Start to talk about the style of a piece of music. Recognise some band and orchestral instruments. Start to talk about where music might fit into the world.
Singing	Learn rhymes and songs. Sing in a group or on own, increasingly matching the pitch and following the melody. Sing along with a pre-recorded song and add actions. Sing along with a backing track.	Sing, rap, rhyme, chant and use spoken word. Sing songs from memory. Sing in unison.	Sing songs from memory and/or from notation. Sing to communicate the meaning of the words. Sing in unison and sometimes in parts, and with more pitching accuracy. Understand and follow the leader or conductor. Add actions to a song. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing
Playing instruments	Explore and engage in music making.	Rehearse and learn to accompany a piece of music with untuned instruments. Play a simple melodic instrumental part using tuned instruments.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation
Notation		Follow patterns, signs and symbols which represent musical sounds. Explore ways of representing high, low, short and long signs using symbols.	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
Improvising		Explore improvisation with untuned and tuned instruments. Improvise simple vocal patterns. Understand the difference between creating a rhythm pattern and a pitch pattern	Explore improvisation with untuned and tuned instruments. Improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.
Composing		Create musical sound effects and short sequences of sounds in response to music. Recognise how graphic notation can represent created sounds. Explore and invent own symbols.	Create musical sound effects and short sequences of sounds in response to music. Begin to use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Create and perform rhythm patterns with stick notation, including crotchets, quavers and minims.
Performing	Perform songs and rhymes, with others or on own and try to move in time with the music.	Enjoy and have fun performing. Prepare a song to perform. Communicate the meaning of the song. Add actions to the song.	Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Talk about the difference

			between rehearsing a song and performing it
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