



| Early Years Foundation Stage | | Key Stage 1 | | Key Stage 2 | | | |
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| <p>Early Years Foundation Stage</p> <p>The EYFS framework is structured very differently to the National Curriculum as it is organised across 7 areas of learning rather than subject areas. The skills taught across EYFS feed into National Curriculum subjects.</p> <p>The main requirements for music are found in the Expressive Arts and Design area of learning, although musical learning will develop across many areas, especially Communication and Language and Physical Development.</p> <p><u>Expressive Arts and Design</u> The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Children at the expected level of development at the end of Reception will</p> <ul style="list-style-type: none">· 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. | | <p>Key Stage 1</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>Key Stage 2</p> <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. | | | |
| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn Term | | | | | | | |

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| Autumn Term: I respond to music with movement. I show interest in the sounds that musical instruments make. I am beginning to join in with familiar songs and rhymes. I join in with the words to some familiar songs and rhymes. I can create sounds by rubbing, shaking, banging or tapping musical instruments. | <u>Charanga</u> Me! My stories Aut 1: Mark the pulse (beat) of pieces of music using body percussion. Copy, memorise and perform a repertoire of simple hand-action songs and simple nursery rhymes (one per week). Listen to and comment upon a range of music. <i>*Use Charanga Reception Autumn unit 1</i> Aut 2: Mark the beat and imitate rhythms with tapping and striking instruments. Listen to and comment upon a range of music. <i>*Use Charanga Reception Autumn unit 2</i> Learn a selection of rhymes (one per week) Perform a small repertoire of short repetitive songs. (Christmas performance). <u>Sing up (singing strategy)</u> I’ve got a grumpy face Witch witch Row row row your boat Wiggle your fingers Performance Christmas songs and crafts session | <u>Charanga</u> My Musical Heartbeat <u>Sing up (singing strategy)</u> In the autumn Oats and beans and barley grow Who stole my chickens and my hens <u>Performance</u> Nativity songs and performance | <u>Charanga</u> Pulse, rhythm and pitch <u>Sing up (singing strategy)</u> Tony Chestnut Cauliflowers Fluffy Creepy castle (Halloween) Kye kye kule <u>Performance</u> Nativity songs and performance | <u>Wider opportunities</u> Recorder (including introduction to musical notation) <u>Charanga</u> Let your spirit fly <u>Sing up (singing strategy)</u> I’ve been to Harlem Mexican wave Make that sound Tell me a story shining star <u>Performance</u> Carol service Victorian Market | <u>Wider opportunities</u> Recorder (including staff notation) <u>Charanga</u> Mama Mia <u>Sing up (singing strategy)</u> This little light of mine Juba Plymie state A young Austrian <u>Performance</u> Carol service Victorian Market | <u>Wider opportunities</u> Ukulele (including tablature and chords) <u>Charanga</u> -Living on a prayer <u>Sing up (singing strategy)</u> Dem bones Poverty knock Keep the home fires burning Winter wonderland <u>Performance</u> Carol service Victorian Market | <u>Charanga</u> I’ll be there <u>Sing up (singing strategy)</u> Hey Mr Miller Oleo Touch the sky I wish it could be Christmas every day <u>Performance</u> Carol service Victorian Market |
| | Spring Term | | | | | | |

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| <p>Spring Term: I can follow some basic guided dance movements. I explore a range of musical instruments and talk about the different sounds they make. I know and join in with most of the words of a familiar song. I can independently sing most parts of familiar songs & rhymes. I can copy a simple rhythm.</p> | <p><u>Charanga</u> Everyone Our World</p> <p>Spring 1: Pitch match during sections then whole melodies of four line songs. (Pitch - high / low sounds) Imitate more complex rhythm patterns with tapping instruments. <i>*Use Charanga Reception Spring unit 1</i> Listen to and comment upon a range of music (Chinese new year celebrations). Dance with large arm movements using props –ribbon and fabric (Chinese New Year link)</p> <p>Spring 2:Pitch match during sections then whole melodies of four line songs. (Pitch - high / low sounds) Imitate more complex rhythm patterns with tapping instruments. Listen to and comment upon a range of music. <i>*Use Charanga Reception Spring unit 2</i> Memorise short choreographed dance sequences to accompany songs in pairs or groups.</p> <p><u>Sing up</u> Farmer in the dell Shake my sillies out</p> | <p><u>Charanga</u> Dance, sing and play Exploring sounds</p> <p><u>Sing up</u> Just like me Football Menu song Acka backa Come dance with me</p> <p><u>Performance opportunities:</u> in assembly times</p> | <p><u>Charanga</u> Playing in an orchestra Investing a musical story</p> <p><u>Sing up</u> The friendly robot Grandma rap Here comes Sally Eh memarie</p> <p><u>Performance opportunities:</u> in assembly times</p> | <p><u>Wider opportunities</u> Recorder</p> <p><u>Charanga</u> Three Little birds The Dragon song</p> <p><u>Sing up</u> My dog The bare necessities Step back baby Chilled out clap rap</p> <p><u>Performance opportunities:</u> in assembly times</p> | <p><u>Wider opportunities</u> Recorder</p> <p><u>Charanga</u> -Stop! Lean on me</p> <p><u>Sing up</u> The Giant’s garden My fantasy football team Janie mama Be cool</p> <p><u>Performance opportunities:</u> in assembly times</p> | <p><u>Wider opportunities</u> Ukulele Debut Rock School Ukulele pre-grade 1</p> <p><u>Charanga</u> -Make you feel my love -Fresh Prince of Bel Air</p> <p><u>Sing up</u> Mama don’t allow Madina Tun Nabi Firework</p> <p><u>Performance opportunities:</u> in assembly times</p> | <p><u>Charanga</u> A New Year Carol You’ve got a friend in me</p> <p><u>Sing up</u> Dona nobis pacem Wonder Ain’t gonna let nobody Anderson’s coast</p> <p><u>Performance opportunities:</u> in assembly times</p> |
| <p>Summer Term</p> | | | | | | | |
| <p>Summer Term: I can pitch match an adult when singing songs (high, low) and match the dynamics (quiet, loud). I can remember and sing 1 entire song or nursery rhyme. I can change the pitch of my voice when I am singing. I can join in with the actions of dancing and ring games.</p> | <p><u>Charanga</u> Big Bear Funk Reflect, rewind, replay (Consolidation of all skills covered over the year)</p> <p>Summer 1: Move rhythmically on the spot and while travelling, using hands or feet to mark the beat. Echo simple short rhythmic phrases with untuned percussion. Discuss the pitch contrasts in tuned percussion.</p> | <p><u>Charanga</u> Learning to listen Having fun with improvisation</p> <p><u>Sing up</u> The animals went in two by two The king is in the castle Mr Double</p> | <p><u>Charanga</u> Recognising different sounds Exploring improvisation</p> <p><u>Sing up</u> Jump Jim Joe Minibeasts Tanczomy Labada The rock pool rock</p> | <p><u>Wider opportunities</u> Recorder</p> <p><u>Charanga</u> Bringing us together Reflect, rewind, replay (Consolidation of all skills covered over the year)</p> <p><u>Sing up</u> Sunshine in my</p> | <p><u>Wider opportunities</u> Recorder</p> <p><u>Charanga</u> Blackbird Reflect, rewind, replay (Consolidation of all skills covered over the year)</p> <p><u>Sing up</u> I wish I knew how it</p> | <p><u>Wider opportunities</u> Ukulele</p> <p><u>Charanga</u> -Dancing in the street Reflect, rewind, replay (Consolidation of all skills covered over the year)</p> | <p><u>Wider opportunities</u> Samba drumming (charanga course)</p> <p><u>Charanga</u> Music and Me Reflect, rewind, replay (Consolidation of all skills covered over the year)</p> <p><u>Sing up</u> Nobody knows</p> |

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| | <p><i>*Use Charanga Reception Summer unit 1</i> Take part in call and response songs. Summer 2: Use body percussion and instrumental sound effects to tell a story.</p> <p><i>*Use Charanga Reception Summer unit 2</i> Learn simple sea shanties. Listen to Caribbean music and know that countries have different musical traditions. Use dance gestures and movements to tell a story.</p> <p><u>Sing up</u> Five fine bumblebees Slap clap clap Bow bow bow Belinda</p> | <p>trouble As I was walking down the street</p> | | <p>heart Senwa dedende Four White Horses BBQ blues</p> | <p>would feel to be free Tongo Consider yourself Baiao De Ninar</p> | <p><u>Sing up</u> Akeelie Baloo baleerie Kis nay banaayaa Life is a highway</p> | <p>Ames au vala tara bal Shabuya We are the champions</p> <p><u>Performance opportunities:</u> Leavers’ assembly or end of term production</p> <p>Samba parade (Mouth of the Tyne)</p> |
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