



THE
GILES NURSERY
AND
INFANTS' SCHOOL



Curriculum Journey

Music

Nursery

Subject: Expressive Arts and Design

Term: Autumn

Topic: Nursery Rhymes and celebrations

Nursery Key Vocabulary song, sound, fast/slow, quietly/quiet, loudly/loud, tambourine, drum, triangle, shaker, cymbal, bells, listen, play, sing, voice, instruments, clap

Exposed Vocabulary Classical, Pop

Music Genres Nursery rhymes, age appropriate songs, moving to percussion instrumental sounds, Classical, Pop

Child initiated learning (indoor & outdoor free-flow - all areas of EYFS curriculum covered)

Daily routines and activities (Autumn main focus C & L and PSED but all areas of EYFS curriculum covered)

Morning greeting & getting ready for class Stop, look & listen Singing x 3 Story & rhyme time x 2 Handwashing and toilet time, Snack time

Counting activities, shape songs and activities Adult led activity/Circle Time Group discussion and sharing news Preparing for home time

Music

Activity	Skills	Knowledge
Nursery Rhyme: One two three little ladybirds. Acting out the rhyme.	Enjoy and take part in action songs	To remember and sing some songs
Nursery Rhyme: 5 currant buns Acting out the rhyme.	Enjoy and take part in action songs	To remember and sing some songs
Nursery Rhymes: Humpty Dumpty Acting out the rhyme.	Enjoy and take part in action songs	To remember and sing some songs
Nursery Rhyme: Twinkle twinkle little star Acting out the rhyme.	Enjoy and take part in action songs	To remember and sing some songs
Autumn songs and rhymes	Shows an interest in the way musical instruments sound.	Remember and sing entire songs
Nursery Rhyme: Incy Wincey spider Acting out the rhyme.	Enjoy and take part in action songs	To remember and sing some songs

<p>To use musical instruments together as a group Encourage the children to describe what they heard and saw. Watch and listen to fireworks display. Move like a rocket.</p>	<p>Listen with increased attentions to sounds Respond to what they have heard</p>	<p>Knowing the words to the different nursery rhymes. Knowing the actions that accompany the nursery rhymes.</p>
<p>Teddy bear and birthday songs and stories.</p>	<p>Enjoy and take part in action songs</p>	<p>To remember and sing some songs</p>

Nursery

Subject: Expressive Arts and Design

Term: Spring

Topic: Jungle animals and growing

Nursery Key Vocabulary song, sound, fast/slow, quietly/quiet, loudly/loud, tambourine, drum, triangle, shaker, cymbal, bells, listen, play, sing, voice, instruments, clap

Exposed Vocabulary Classical, Pop

Music Genres Nursery rhymes, age appropriate songs, moving to percussion instrumental sounds, Classical, Pop

Daily routines and activities & Child Initiated Learning (indoor & outdoor free-flow - all areas of EYFS curriculum covered)

Morning greeting & getting ready for class

Stop, look & listen Singing x 3 Story & rhyme time x 2 Handwashing and toilet time, Snack time

Counting activities, shape songs and activities Adult led activity/Circle Time Group discussion and sharing news Preparing for home time

Music

Activity	Skills	Knowledge
Music and instruments from Africa.	Playing different classroom instruments correctly. Listen to different music	Knowing some different instruments and how they create sound
Rhythm of animal names.	To clap or tap to the pulse of songs and music To tap the syllables of the names of jungle animals	Understanding how to use instruments safely. Knowing what the different instruments are. Knowing the words to the different nursery rhymes.
Music: "The Animal Boogie".	To respond to what they have heard and move in different ways	Knowing the words to the different nursery rhymes. Knowing the actions that accompany the nursery rhymes.
In and out the dusty bluebells.	To respond to what they have heard and move in different ways	Knowing the actions that accompany the nursery rhymes.
5 Hot Cross Buns.	Remember and sing entire songs	Knowing the actions that accompany the nursery rhymes.
Vivaldi's Four Seasons.	To respond to what they have heard and move in different ways	Knowing some different instruments and how they create sound

Nursery

Subject: Expressive Arts and Design

Term: Summer

Topic: Sand and water

Nursery Key Vocabulary song, sound, fast/slow, quietly/quiet, loudly/loud, tambourine, drum, triangle, shaker, cymbal, bells, listen, play, sing, voice, instruments, clap

Exposed Vocabulary Classical, Pop

Music Genres Nursery rhymes, age appropriate songs, moving to percussion instrumental sounds, Classical, Pop

Daily routines and activities & Child Initiated Learning (indoor & outdoor free-flow - all areas of EYFS curriculum covered)

Morning greeting & getting ready for class Stop, look & listen Singing x 3 Story & rhyme time x 2 Handwashing and toilet time, Snack time

Counting activities, shape songs and activities Adult led activity/Circle Time Group discussion and sharing news Preparing for home time

Music

Activity	Skills	Knowledge
Seaside song and shanties	Being able to join in singing with nursery rhymes. Playing instruments in time with a song. Performing the actions along with the nursery rhymes.	Knowing what the different instruments are. Understanding how to use instruments safely. Knowing the words to the different nursery rhymes. Knowing the actions that accompany the nursery rhymes.
A sailor went to sea, sea, sea, One little, two little, pirates.	Being able to join in singing with nursery rhymes. Playing instruments in time with a song. Performing the actions along with the nursery rhymes.	Knowing the words to the different nursery rhymes. Knowing the actions that accompany the nursery rhymes.
Music 'Under the sea'	Playing different classroom instruments correctly. Listen to different music To clap or tap to the pulse of songs and music	Knowing the words to the different nursery rhymes. Knowing the actions that accompany the nursery rhymes.

Reception

Subject: Expressive Arts and Design

Topic: Autumn 1 – Imaginative story telling linked to the Three Little Pigs

Autumn 2 – Wolves and environments

Term: Autumn

Revisit Nursery Key vocabulary song, sound, fast/slow, quietly/quiet, loudly/loud, tambourine, drum, triangle, shaker, cymbal, bells, listen, play, sing, voice, instruments, clap

Reception Key vocabulary silence, xylophone, chime bars, castanets, tap, beat, guitar, piano, musician, conductor, perform

Exposed vocabulary Classical, Bhangra, Folk, Jazz, Pop, Rock'n'Roll, Jazz, Reggae, Indie, Funk, violin, trumpet, trombone

Activity	Skills	Knowledge
Learning songs linked to the daily routine at school – settling song, goodbye song, days of the week, number songs.	Being able to join in with singing new and familiar songs. Being able to remember lyrics and tune to new songs.	Knowing the lyrics to the different songs. Knowing the routine of the day and when each song is sung. Knowing the expectation of behaviour as a result of the song.
Responding to Bhangra music	Coordinating movements and moving arms across the body.	Knowing what Bhangra dancing is and the basic Bhangra moves
<p>Charanga Music Autumn 1 ‘Me!’ – objectives continue throughout all lessons within the half term. Listening and responding to different styles of music. Embedding foundations of interrelated styles of music.</p> <p>Learning to sing or sing along with nursery rhymes and action songs linked to growing, homes, colours, toys, how I look.</p> <p>Improvising leading to playing classroom instruments. Sharing and performing the songs learnt.</p>	<p>Being able to join in singing with nursery rhymes.</p> <p>Being able to listen to different types of music.</p> <p>Responding to different types of music.</p> <p>Using the musical vocabulary – pulse, rhythm, lyrics, beat.</p> <p>Playing instruments in time with a song.</p> <p>Performing the actions along with the nursery rhymes.</p> <p>Playing different classroom instruments correctly.</p> <p>Beginning to name different types of music.</p>	<p>Understanding how to use instruments safely.</p> <p>Knowing what the different instruments are.</p> <p>Knowing the words to the different nursery rhymes.</p> <p>Knowing the actions that accompany the nursery rhymes.</p> <p>Knowing the different types of music.</p> <p>Knowing and understanding the musical vocabulary.</p> <p>Knowing how to play instruments.</p> <p>Knowing how best to hold your body when singing and performing.</p>
<p>Charanga Music Autumn 2 ‘My Stories’ – objectives continue throughout all lessons within the half term.</p>	<p>Being able to join in singing with nursery rhymes.</p> <p>Being able to listen to different types of music.</p> <p>Responding to different types of music.</p>	<p>Understanding how to use instruments safely.</p> <p>Knowing what the different instruments are.</p> <p>Knowing the words to the different nursery rhymes.</p>

<p>Listening and responding to different styles of music. Embedding foundations of interrelated styles of music. Learning to sing or sing along with nursery rhymes and action songs linked to imagination, Christmas, Festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time. Improvising leading to playing classroom instruments. Sharing and performing the songs learnt.</p>	<p>Using the musical vocabulary – pulse, rhythm, lyrics, beat. Playing instruments in time with a song. Performing the actions along with the nursery rhymes. Playing different classroom instruments correctly. Beginning to name different types of music.</p>	<p>Knowing the actions that accompany the nursery rhymes. Knowing the different types of music. Knowing and understanding the musical vocabulary. Knowing how to play instruments. Knowing how best to hold your body when singing and performing.</p>
<p>Learning the songs linked to our class assembly all about the Three Little Pigs and Christmas.</p>	<p>Being able to remember lyrics. Being able to join in with familiar songs. Becoming familiar with different styles of music. Being able to perform in front of an audience. Being able to perform the actions linked with the songs.</p>	<p>Knowing the lyrics to the different songs. Understanding that there are different styles of music. Knowing how best to hold your body when singing and performing.</p>
<p>Learning songs associated with Christmas and the festive season.</p>	<p>Being able to join in with singing new and familiar songs. Being able to remember lyrics and tune to new songs.</p>	<p>Knowing the lyrics to the different songs. Understanding that there are different styles of music.</p>

Reception

Subject: Expressive Arts and Design

Topic: Spring 1 – Food technology and science investigations linked to The Gingerbread Man

Spring 2 – Safe Journeys

Term: Spring

Revisit Nursery Key vocabulary song, sound, fast/slow, quietly/quiet, loudly/loud, tambourine, drum, triangle, shaker, cymbal, bells, listen, play, sing, voice, instruments, clap

Reception Key vocabulary silence, xylophone, chime bars, castanets, tap, beat, guitar, piano, musician, conductor, perform

Exposed vocabulary Classical, Bhangra, Folk, Jazz, Pop, Rock'n'Roll, Jazz, Reggae, Indie, Funk, violin, trumpet, trombone

Activity	Skills	Knowledge
<p>Charanga Music Spring 1 ‘Everyone!’ – objectives continue throughout all lessons within the half term. Listening and responding to different styles of music. Embedding foundations of interrelated styles of music. Learning to sing or sing along with nursery rhymes and action songs linked to family, friends, people and music from around the world. Improvising leading to playing classroom instruments. Singing and learning to play instruments within a song. Sharing and performing the songs learnt.</p>	<p>Being able to join in singing with nursery rhymes. Being able to listen to different types of music. Responding to different types of music. Using the musical vocabulary – pulse, rhythm, lyrics, beat. Playing instruments in time with a song. Performing the actions along with the nursery rhymes. Playing different classroom instruments correctly. Beginning to name different types of music.</p>	<p>Understanding how to use instruments safely. Knowing what the different instruments are. Knowing the words to the different nursery rhymes. Knowing the actions that accompany the nursery rhymes. Knowing the different types of music. Knowing and understanding the musical vocabulary. Knowing how to play instruments. Knowing how best to hold your body when singing and performing. Understanding that music sounds different around the world.</p>
<p>Charanga Music Spring 2 ‘Our World’ – objectives continue throughout all lessons within the half term. Listening and responding to different styles of music. Embedding foundations of interrelated styles of music. Learning to sing or sing along with nursery rhymes and action songs linked to animals, jungle,</p>	<p>Being able to join in singing with nursery rhymes. Being able to listen to different types of music. Responding to different types of music. Using the musical vocabulary – pulse, rhythm, lyrics, beat. Playing instruments in time with a song. Performing the actions along with the nursery rhymes. Playing different classroom instruments correctly.</p>	<p>Understanding how to use instruments safely. Knowing what the different instruments are. Knowing the words to the different nursery rhymes. Knowing the actions that accompany the nursery rhymes. Knowing the different types of music. Knowing and understanding the musical vocabulary. Knowing how to play instruments. Knowing how best to hold your body when singing and performing.</p>

<p>minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space</p> <p>Improvising leading to playing classroom instruments.</p> <p>Singing and learning to play instruments within a song.</p> <p>Sharing and performing the songs learnt.</p>	<p>Beginning to name different types of music.</p>	
<p>Learning the songs linked to our class assembly all about the Gingerbread Man.</p>	<p>Being able to remember lyrics.</p> <p>Being able to join in with familiar songs.</p> <p>Becoming familiar with different styles of music.</p> <p>Being able to perform in front of an audience.</p> <p>Being able to perform the actions linked with the songs.</p>	<p>Knowing the lyrics to the different songs.</p> <p>Understanding that there are different styles of music.</p> <p>Knowing how best to hold your body when singing and performing.</p>
<p>Learning songs associated with Easter for the Easter Parade.</p>	<p>Being able to join in with singing new and familiar songs.</p> <p>Being able to remember lyrics and tune to new songs.</p> <p>Being able to perform the actions linked with the songs.</p> <p>Being able to perform in front of an audience.</p>	<p>Knowing the lyrics to the different songs.</p> <p>Understanding that there are different styles of music.</p> <p>Knowing the actions that accompany the songs.</p> <p>Knowing how best to hold your body when singing and performing.</p>

Reception

Subject: Expressive Arts and Design

Topic: Summer 1 – Life cycles linked to The Little Red Hen

Summer 2 – Growing

Term: Summer

Revisit Nursery Key vocabulary song, sound, fast/slow, quietly/quiet, loudly/loud, tambourine, drum, triangle, shaker, cymbal, bells, listen, play, sing, voice, instruments, clap

Reception Key vocabulary silence, xylophone, chime bars, castanets, tap, beat, guitar, piano, musician, conductor, perform

Exposed vocabulary Classical, Bhangra, Folk, Jazz, Pop, Rock'n'Roll, Jazz, Reggae, Indie, Funk, violin, trumpet, trombone

Activity	Skills	Knowledge
<p>Learning the songs linked to our class assembly all about the Little Red Hen and the Little Red Hen rap.</p>	<p>Being able to remember lyrics. Being able to join in with familiar songs. Becoming familiar with different styles of music. Being able to perform in front of an audience. Being able to perform the actions linked with the songs.</p>	<p>Knowing the lyrics to the different songs. Understanding that there are different styles of music. Knowing how best to hold your body when singing and performing.</p>
<p>Charanga Music Summer 1 'Big Bear Funk' – objectives continue throughout all lessons within the half term. Listening and appraising Funk music. Embedding foundations of the interrelated dimensions of music using voices as instruments. Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs. Playing instruments within the song. Improvisation using voices and instruments. Riff-based composition Sharing and performing the learning that has taken place.</p>	<p>Being able to join in with singing Funk music. Being able to recognise and identify Funk music. Being able to join in singing with nursery rhymes. Being able to listen to different types of music. Responding to different types of music, specifically Funk music Using the musical vocabulary – pulse, rhythm, lyrics, beat. Playing instruments in time with Funk music. Performing the actions along with the nursery rhymes. Playing different classroom instruments correctly. Beginning to name different types of music. Being able to compose music as a class. Being able to perform to an audience. Being able to improvise using both instruments and voice.</p>	<p>Understanding how to use instruments safely. Knowing what the different instruments are. Knowing the words to the different nursery rhymes and the Big Bear Funk songs. Knowing the actions that accompany the nursery rhymes. Knowing the different types of music. Knowing and understanding the musical vocabulary. Knowing how to play instruments. Knowing how best to hold your body when singing and performing. Understanding that music sounds different around the world. Knowing what Funk music is. Knowing what Funk music sounds like. Understanding how to compose music. Understanding how to improvise and create new music. Understanding how all music is interrelated.</p>

<p>Charanga Music Summer 2 'Reflect, Rewind and Replay' – objectives continue throughout all lessons within the half term.</p> <p>Listening and appraising different music.</p> <p>Continuing to embed the foundations of the interrelated dimensions of music using voices and instruments.</p> <p>Sing and revisit nursery rhymes and action songs.</p> <p>Play instruments within songs.</p> <p>Improvisation using voices and instruments.</p> <p>Riff-based composition</p> <p>Sharing and performing the learning that has taken place.</p> <p>Contextualising the history of music.</p>	<p>Being able to join in singing with nursery rhymes.</p> <p>Being able to listen to different types of music.</p> <p>Using the musical vocabulary – pulse, rhythm, lyrics, beat.</p> <p>Playing instruments in time with music.</p> <p>Performing the actions along with the nursery rhymes.</p> <p>Playing different classroom instruments correctly.</p> <p>Beginning to name different types of music.</p> <p>Being able to compose music as a class.</p> <p>Being able to perform to an audience.</p> <p>Being able to improvise using both instruments and voice.</p>	<p>Understanding how to use instruments safely.</p> <p>Knowing what the different instruments are.</p> <p>Knowing the words to the different nursery rhymes.</p> <p>Knowing the actions that accompany the nursery rhymes.</p> <p>Knowing the different types of music.</p> <p>Knowing and understanding the musical vocabulary.</p> <p>Knowing how to play instruments.</p> <p>Knowing how best to hold your body when singing and performing.</p> <p>Understanding that music sounds different around the world and in different time periods.</p> <p>Understanding how to compose music.</p> <p>Understanding how to improvise and create new music.</p> <p>Understanding how all music is interrelated.</p>
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Year 1

Subject: Music

Topic: Ourselves and Our Senses, The Natural World

Term: Autumn 1

Revisit Reception Key vocabulary silence, xylophone, chime bars, castanets, tap, beat, guitar, piano, musician, conductor, perform

KS1 Key vocabulary chorus, verse, beat/**pulse, rhythm**/long & short sounds, **tempo, dynamics**, melody, high/low/**pitch, harmony**, mood / **timbre**, sound/**texture**, body percussion, untuned percussion, guiro, claves, maracas, glockenspiel, audience, improvise, compose

Activity	Skills	Knowledge
<p>Charanga Unit 1 Introducing Beat. How can we make friends when we sing together?</p>	<p>Use body percussion, instruments and voices. Find and keep a steady beat. Move and dance with the music. Talk about feelings created by the music. Recognise some band and orchestral instruments. Join in sections of the song, eg chorus. Sing, rhyme, rap, chant and use spoken word. Demonstrate good singing posture. Copy back intervals of an octave and a fifth Sing in unison. Rehearse and learn to play a simple melodic instrumental part. Improvise simple vocal patterns using call and response. Create a story using instruments. Explore and invent your own symbols to notate.</p>	<p>Understand how beat sets the pace of the music. Learn about singing and vocal health. Begin to understand where music fits in the world Begin to understand about different styles of music Recognise how graphic notation can represent sounds.</p>
<p>Cross-curricular work: The First Musician by Amanda Graham (English / RE / Music)</p>	<p>Create musical sound effects in response to a story Play some simple instrumental parts Enjoy and have fun performing</p>	<p>Understand that music can express an idea. Understand how instruments can make different sounds according to how you play them. Understand that you can compose music.</p>

Year 1

Subject: Music

Topic: The Natural World, Toys

Term: Autumn 2

Revisit Reception Key vocabulary silence, xylophone, chime bars, castanets, tap, beat, guitar, piano, musician, conductor, perform

KS1 Key vocabulary chorus, verse, beat/**pulse**, **rhythm**/long & short sounds, **tempo**, **dynamics**, melody, high/low/**pitch**, **harmony**, mood / **timbre**, sound/**texture**, body percussion, untuned percussion, guiro, claves, maracas, glockenspiel, audience, improvise, compose

Activity	Skills	Knowledge
Charanga Unit 2 Adding rhythm and pitch How does music tell stories about the past?	Copy back simple rhythmic patterns Copy back simple melodic patterns Listen for rhythm patterns Listen for pitch patterns Explore ways of representing high and low sounds and long and short sounds using symbols Play some simple instrumental parts	Music has different dimensions. Understand the difference between a rhythm pattern and a pitch pattern. Understand the difference between creating a rhythm pattern and a pitch pattern.
Christmas Performances Learn songs for school nativity. Perform as the choir in the school nativity (public performance for parents and families). Learn Christmas carols for church carol concert Perform carols in a local church as a public event.	Sing in time and in tune. Enjoy and have fun performing Choose a song or songs to perform for a well known audience Prepare a song to perform Communicate the meaning of the song Add actions to the song Sing songs from memory	Understand how music contributes to celebrations. Understand that music can affect or reflect our feelings, confidence. Understand that music is a way of communicating.
Cross-curricular work: Performance poetry (English)	Learn a poem by heart. Use spoken word. Create actions to express the poem. Perform the poem to a well-known audience.	Spoken word has a rhythm. We can choose different ways to perform for an audience.

Year 1

Subject: Music

Topic: Winter, Traditional Tales

Term: Spring 1

Revisit Reception Key vocabulary silence, xylophone, chime bars, castanets, tap, beat, guitar, piano, musician, conductor, perform

KS1 Key vocabulary chorus, verse, beat/**pulse**, **rhythm**/long & short sounds, **tempo**, **dynamics**, melody, high/low/**pitch**, **harmony**, mood / **timbre**, sound/**texture**, body percussion, untuned percussion, guiro, claves, maracas, glockenspiel, audience, improvise, compose

Activity	Skills	Knowledge
<p>Charanga Unit 3 Introducing tempo and dynamics How does music make the world a better place?</p>	<p>Describe tempo as fast or slow Describe dynamics as loud and quiet Use body percussion, instruments and voices. Move and dance with the music. Talk about feelings created by the music. Recognise some band and orchestral instruments. Join in sections of the song, eg chorus. Sing, rhyme, rap, chant and use spoken word. Demonstrate good singing posture. Copy back intervals of an octave and a fifth Sing in unison. Rehearse and learn to play a simple melodic instrumental part. Improvise simple vocal patterns using call and response. Create a story using instruments. Explore and invent your own symbols to notate.</p>	<p>Understand how tempo and dynamics change the effect of music.</p>
<p>Cross-curricular work: Goldilocks song (English)</p>	<p>Sing in time and in tune. Enjoy and have fun performing Choose a song or songs to perform for a well known audience Prepare a song to perform Communicate the meaning of the song Add actions to the song Sing songs from memory</p>	<p>Understand that music can be used to tell a story.</p>

Year 1

Subject: Music

Topic: Fairy Tales, Local Area

Spring: Term 2

Revisit Reception Key vocabulary silence, xylophone, chime bars, castanets, tap, beat, guitar, piano, musician, conductor, perform

KS1 Key vocabulary chorus, verse, beat/**pulse**, **rhythm**/long & short sounds, **tempo**, **dynamics**, melody, high/low/**pitch**, **harmony**, mood / **timbre**, sound/**texture**, body percussion, untuned percussion, guiro, claves, maracas, glockenspiel, audience, improvise, compose

Activity	Skills	Knowledge
<p>Charanga Unit 4 Combining pulse, rhythm and pitch. How does music help us to understand our neighbours?</p>	<p>Find and keep a steady beat. Describe tempo as fast or slow Describe dynamics as loud and quiet Copy back simple rhythmic patterns Copy back simple melodic patterns Listen for rhythm patterns Listen for pitch patterns Explore ways of representing high, low, long and short sounds using symbols Use body percussion, instruments and voices. Move and dance with the music. Talk about feelings created by the music. Recognise some band and orchestral instruments. Join in sections of the song, eg chorus. Sing, rhyme, rap, chant and use spoken word. Demonstrate good singing posture. Copy back intervals of an octave and a fifth Sing in unison. Rehearse and learn to play a simple melodic instrumental part. Improvise simple vocal patterns using call and response. Create a story using instruments. Explore and invent your own symbols to notate.</p>	<p>Understand that pulse, rhythm and pitch work together.</p>
<p>Cross-curricular work: spring poetry (English)</p>	<p>Learn a poem by heart. Use spoken word. Create actions to express the poem. Perform the poem to a well-known audience.</p>	<p>Spoken word has a rhythm. We can choose different ways to perform for an audience.</p>

Year 1

Subject: Music

Topic: Plants

Term: Summer 1

Revisit Reception Key vocabulary silence, xylophone, chime bars, castanets, tap, beat, guitar, piano, musician, conductor, perform

KS1 Key vocabulary chorus, verse, beat/**pulse, rhythm**/long & short sounds, **tempo, dynamics**, melody, high/low/**pitch, harmony**, mood / **timbre**, sound/**texture**, body percussion, untuned percussion, guiro, claves, maracas, glockenspiel, audience, improvise, compose

Activity

Charanga Unit 5 (original scheme): Your Imagination

Create your own lyrics and listen to songs and music about using your imagination.

Mixed styles: Your Imagination by Joanna Mangona and Pete Readman, Supercalifragilisticexpialidocius from Mary Poppins, Pure Imagination from Willy Wonka and The Chocolate Factory soundtrack, Daydream Believer by The Monkees, Rainbow Connection from The Muppet Movie, A Whole New World from Aladdin

Children are inspired by music they hear to create their own lyrics and songs.

Through the unit children progress to using instruments with the unit song, and composing their own lyrics.

Skills

Find the pulse.

Listen.

Compose own lyrics.

Choose and play instruments for effect.

Perform.

Imagination.

Creating a story through song.

Knowledge

Creating lyrics.

Using imagination.

Year 1

Subject: Music

Topic: Seaside

Term: Summer 2

Revisit Reception Key vocabulary silence, xylophone, chime bars, castanets, tap, beat, guitar, piano, musician, conductor, perform

KS1 Key vocabulary chorus, verse, beat/**pulse, rhythm**/long & short sounds, **tempo, dynamics**, melody, high/low/**pitch, harmony**, mood / **timbre**, sound/**texture**, body percussion, untuned percussion, guiro, claves, maracas, glockenspiel, audience, improvise, compose

Activity

Charanga Unit 6 (original scheme): Reflect, Rewind and Replay

The children review what they have learnt through the year. They recall the musical styles they have encountered and indicate preferences. They also experience western classical music.

They continue to play musical games, listen to appraise music and develop performance skills.

Skills

Reflection.
Recall.
Performance.

Knowledge

Recognition of different genres of music.
Understand chronology of musical styles.
Encounter western classical music.

Year 2

Subject: Music

Topics: Healthy Me / An Island Home

Term: Autumn

Revisit Reception Key vocabulary silence, xylophone, chime bars, castanets, tap, beat, guitar, piano, musician, conductor, perform

KS1 Key vocabulary chorus, verse, beat/**pulse, rhythm**/long & short sounds, **tempo, dynamics**, melody, high/low/**pitch, harmony**, mood / **timbre**, sound/**texture**, body percussion, untuned percussion, guiro, claves, maracas, glockenspiel, audience, improvise, compose

Activity	Skills	Knowledge
<p>Charanga Unit 1 MMC: How does music help us to make friends? Exploring simple patterns How does music help us to make friends?</p> <p>Lessons throughout the unit follow the structure: Musicianship - Understanding music Listening – Listen and respond Singing – learn to sing the song Playing – play your instruments Performing – perform the song</p>	<p>Use body percussion, instruments and voices. Find and keep a steady beat / different steady beats. Walk in time to the beat of a piece of music. Move and dance with the music / beat confidently. Identify the beat groupings in a piece of music you sing and listen to (2 time, 3 time etc). 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. Join in sections of a song, eg call and response, chorus Explore ways of representing high, low, long and short sounds using symbols and any appropriate form of notation. Explore standard notation using crotchets, quavers, minims and semibreves. Recognise music notation on a staff of five lines. Rehearse and learn to play a simple melodic instrumental part. Explore improvisation within a major scale on three notes. Work with a partner and in the class to improvise simple question and answer phrases (sung or on untuned percussion). Create and perform your own rhythm patterns with stick notation including crotchets, quavers and minims. Create a simple melody using crotchets and minims. Practise, rehearse and share a song from memory or notation with increasing confidence.</p>	<p>Recognise some band and orchestral instruments. Start to talk about the style of a piece of music. Start to talk about where music might fit in the world. Talk about the difference between rehearsing a song and performing it. Know there are different beat groupings. Know the importance of correct posture and good vocal health. Know that music can be written down. Know that music can be created. Know that music can be shared and enjoyed with others.</p>

	<p>Decide on any actions, instrumental parts, compositions or improvisations to be included in the performance.</p> <p>Talk about what the song means and why it was decided to share it.</p>	
<p>Autumn and Christmas Concerts</p> <p>Seasonal and class concert songs for performance.</p>	<p>Sing as part of a choir.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory.</p> <p>Sing to communicate the meaning of the words.</p> <p>Sing in unison and sometimes in parts with more pitching accuracy.</p> <p>Understand and follow the leader or conductor.</p> <p>Add actions to a song.</p> <p>Know the meaning of dynamics and tempo and be able to demonstrate them when singing by responding to) the leader's instructions</p>	<p>Know that music can be made, shared and enjoyed with others.</p>

Year 2

Subject: Music

Topics: A Land Far, Far Away (Antarctica and Native Americans)

Term: Spring

Revisit Reception Key vocabulary silence, xylophone, chime bars, castanets, tap, beat, guitar, piano, musician, conductor, perform

KS1 Key vocabulary chorus, verse, beat/**pulse, rhythm**/long & short sounds, **tempo, dynamics**, melody, high/low/**pitch, harmony**, mood / **timbre**, sound/**texture**, body percussion, untuned percussion, guiro, claves, maracas, glockenspiel, audience, improvise, compose

Activity	Skills	Knowledge
<p>Charanga Unit 4 Inventing a musical story How does music teach us about our neighbourhood?</p> <p>Lessons throughout the unit follow the structure: Musicianship - Understanding music Listening – Listen and respond Singing – learn to sing the song Playing – play your instruments Performing – perform the song</p>	<p>Create musical sound effects and short sequences of sounds in response to music and video stimulus.</p> <p>Use graphic symbols, dot notation, and stick notation as appropriate to keep a record of composed pieces.</p> <p>Create a story, choosing and playing instruments.</p> <p>Use body percussion, instruments and voices.</p> <p>Find and keep a steady beat / different steady beats.</p> <p>Walk in time to the beat of a piece of music.</p> <p>Move and dance with the music / beat confidently.</p> <p>Identify the beat groupings in a piece of music you sing and listen to (2 time, 3 time etc).</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p> <p>Complete vocal warm-ups.</p> <p>Sing short phrases independently.</p> <p>Join in sections of a song, eg call and response, chorus</p> <p>Explore ways of representing high, low, long and short sounds using symbols and any appropriate form of notation.</p> <p>Explore standard notation using crotchets, quavers, minims and semibreves.</p> <p>Recognise music notation on a staff of five lines.</p> <p>Rehearse and learn to play a simple melodic instrumental part.</p> <p>Explore improvisation within a major scale on three notes.</p>	<p>Recognise some band and orchestral instruments.</p> <p>Start to talk about the style of a piece of music.</p> <p>Start to talk about where music might fit in the world.</p> <p>Talk about the difference between rehearsing a song and performing it.</p> <p>Know there are different beat groupings.</p> <p>Know the importance of correct posture and good vocal health.</p> <p>Know that music can be written down.</p> <p>Know that music can be created.</p> <p>Know that music can be shared and enjoyed with others.</p> <p>Know that the speed and volume can be changed to create different effects.</p> <p>Know that music can be made, shared and enjoyed with others.</p>

	<p>Work with a partner and in the class to improvise simple question and answer phrases (sung or on untuned percussion).</p> <p>Create and perform your own rhythm patterns with stick notation including crotchets, quavers and minims.</p> <p>Create a simple melody using crotchets and minims.</p> <p>Practise, rehearse and share a song from memory or notation with increasing confidence.</p> <p>Decide on any actions, instrumental parts, compositions or improvisations to be included in the performance.</p> <p>Talk about what the song means and why it was decided to share it.</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud or quiet.</p> <p>Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</p> <p>Sing as part of a choir.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory and / or notation.</p> <p>Sing to communicate the meaning of the words.</p> <p>Sing in unison and sometimes in parts with more pitching accuracy.</p> <p>Understand and follow the leader or conductor.</p> <p>Add actions to a song.</p> <p>Know the meaning of dynamics and tempo and be able to demonstrate them when singing by responding to a) the leader's instructions and b) visual symbols (eg crescendo, decrescendo, pause)</p>	
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Year 2

Subject: Music

Topics: Nature Detectives

Term: Summer

Revisit Reception Key vocabulary silence, xylophone, chime bars, castanets, tap, beat, guitar, piano, musician, conductor, perform

KS1 Key vocabulary chorus, verse, beat/**pulse, rhythm**/long & short sounds, **tempo, dynamics**, melody, high/low/**pitch, harmony**, mood / **timbre**, sound/**texture**, body percussion, untuned percussion, guiro, claves, maracas, glockenspiel, audience, improvise, compose

Activity	Skills	Knowledge
Charanga Unit 3 (original scheme) I Wanna Play in a Band Learn the song I Wanna Play in a Band by Joanna Mangona Learn about rock music Learn to sing and play in an ensemble.	Learn to cooperate with others to perform music. Learn to play a tuned instrument and name the notes.	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. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Listen with concentration and understanding to a range of high-quality live and recorded music.
Summer Concert Seasonal and class concert songs for performance.	Sing as part of a choir. Demonstrate good singing posture. Sing songs from memory. Sing to communicate the meaning of the words. Sing in unison and sometimes in parts with more pitching accuracy. Understand and follow the leader or conductor. Add actions to a song. Know the meaning of dynamics and tempo and be able to demonstrate them when singing by responding to) the leader's instructions	Know that music can be made, shared and enjoyed with others.

Glossary

beat – basic unit of time in music / **pulse** – underlying steady beat this is what we clap or tap our foot along with.

duration – length of a sound

dynamics - variation in loudness between notes or phrases

harmony – sounding of two or more notes at a time

melody – sequence of notes or rhythms

ostinato- a continually repeated musical phrase or rhythm

pitch – how high or low a sound is

pizzicato- plucking the strings of a violin or other stringed instrument with one's finger

rhythm – combinations of long and short sounds that convey movement

texture – the layers of sound in a musical work and the relationship between them

tempo – the speed of the music

timbre – the particular tone that distinguishes a sound or combination of sounds