



Music Curriculum Map

Music Curriculum Intent

At Heather Avenue Infant School, we understand and recognise the needs of all our children and families, and in response offer a story rich, topic based curriculum, underpinned by the Early Years Foundation Stage or National Curriculum.

In Music we provide a diverse and creative program where children develop their skills, ideas and knowledge so that they are of an open mind and have a positive approach to Music.

Children are supported to develop skills needed to learn music, including the ability to listen and appraise different genres of music with intrigue and excitement, to develop the skills required to play tuned and untuned instruments, to sing with precision, improvise and compose their own music and evaluate their own and other performances. Children develop their skills to become confident performers, able to work independently or collaboratively.

We learn about the interrelated dimensions of music (please see our curriculum map below for a more detailed overview). Our children develop a knowledge and understanding of the correct vocabulary for each of the areas.

We encourage children to develop a respect for the instruments and equipment that they are using during our music lessons.

We believe that each child should complete their time with us as an enthusiastic learner across all areas of a broad and balanced curriculum, ready for the next phase of their educational journey. We strive to prepare pupils for the opportunities, responsibilities and experiences of the next phase of their education and future life by giving them a wide range of real-life, memorable experiences.

Music Curriculum Implementation

All staff members are given training on our Music curriculum and how to effectively implement it; the majority of this is completed as part of our staff meetings and led by the Music subject leader, as well as by relevant external providers as required. Teachers have a good understanding of music and its component parts, including; listening and appraising, playing instruments and singing with precision, improvisation and composing music and evaluating performances.



Music is taught using a specific scheme called Charanga with external training provided and revisited during staff meetings or coaching sessions. This ensures that the Charanga music scheme is taught correctly and in line with the research on which the scheme is based.

Music is taught as a stand-alone lesson each week, this ensures that learning is built on progressively allowing children to develop their knowledge and skills effectively, as well as giving time to use and apply their learning.

All staff ensure that there are high expectations across school, with high challenge/low threat activities leading to a growth mindset and lots of genuine positive praise for positive behaviours, progress and success.

Teachers are adept at assessing children using their own professional knowledge via formative and summative assessments, assessments are recorded on Classroom Monitor and Tapestry, with additional evidence being saved on the google drive. Children who require additional support are quickly identified and supported via differentiation / intervention. Those requiring extension are identified and mastery approaches used to further progress their learning.

Consistently high standards of teaching are implemented across the curriculum and can be seen via learning walks, book scrutiny and through discussions with children and staff. SLT and subject leaders play a pivotal role in monitoring this process. Our Local Advisory Board and Trust further monitor our provision.

Music Curriculum Impact

Children achieve well at Heather Avenue Infant School and leave with firm foundations in music. They have the skills to appraise different genres of music, to play instruments and sing with precision, to improvise and compose their own music and to evaluate their own and others musical work. Children are prepared for continued success and the next phase of their educational journey.



Music Curriculum Map

	<u>Knowledge</u>	<u>Skills</u>	<u>Charanga Units</u>
Rec ..	<p>Listen and appraise: To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes.</p> <p>Explore and create: To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures.</p>	<p>Listen and appraise: To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.</p> <p>Explore and create: There are progressive musical activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song within each topic:</p> <ul style="list-style-type: none">● Activity A Games Track Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.● Activity B Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s.● Activity C High and Low	<p>Autumn: Me/ My Stories</p> <p>Spring: Everyone/ Our World</p> <p>Summer: Big Bear Funk/ Reflect, Rewind, Replay</p>



<p>Singing: To sing or rap nursery rhymes and simple songs from memory. Songs have sections.</p> <p>Share and Perform: A performance is sharing music.</p>	<p>Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</p> <p>•Activity D Create Your Own Sounds Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</p> <p>•Extension Activity Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.</p> <p>Singing: To sing along with a pre-recorded song and add actions. To sing along with the backing track.</p> <p>Share and Perform: Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part.</p>	
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		Record the performance to talk about.	
	<u>Knowledge</u>	<u>Skills</u>	<u>Charanga Units</u>
Y1	<p>Listen and appraise:</p> <p>To know 5 songs by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use.</p> <p>Games:</p> <p>To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals.</p>	<p>Listen and appraise:</p> <p>To learn how they can enjoy moving to music for example by dancing, marching, being animals or pop stars.</p> <p>Games:</p> <p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> ● Game 1 – Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse ● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. ● Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy ● Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat ● Game 4a – Pitch Copy Back and Vocal Warm-up 2 	<p>Autumn: Hey you/ Rhythm in the way we walk and banana rap</p> <p>Spring: In the groove/ Round and round</p> <p>Summer: Your Imagination/ Reflect, Rewind, Replay</p>



	<p>Singing: To confidently sing or rap five songs from memory and sing them in unison.</p> <p>Playing: 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.</p> <p>Improvisation: Improvisation is about making up your own tunes on the spot.</p>	<p>Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</p> <p>Singing: 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 or say words in rhythm. Learn to start and stop singing when following a leader.</p> <p>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 one of the differentiated parts (a one-note part, a simple part, medium part). • Listen to and follow musical instructions from a leader.</p> <p>Improvisation: Use the improvisation tracks provided. Improvise using the three challenges:</p>	
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<p>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>Everyone can improvise!</p> <p>Composition:</p> <p>Composing is like writing a story with music.</p> <p>Everyone can compose.</p> <p>Performance:</p> <p>A performance is sharing music with other people, called an audience.</p>	<ol style="list-style-type: none">1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.3. Improvise! – Take it in turns to improvise using one or two notes. <p>Composition:</p> <p>Help to create a simple melody using one, two or three notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Performance:</p> <p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>	
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	<u>Knowledge</u>	<u>Skills:</u>	<u>Charanga Units</u>
Y2	<p>Listen and appraise:</p> <p>To know five songs by heart.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p> <p>Games:</p> <p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.</p>	<p>Listen and appraise:</p> <p>To learn how they can enjoy moving to music for example by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea</p> <p>Games:</p> <p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> ● Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse. ● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. ● Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy. ● Game 4 – Pitch Copy Back and Vocal Warm-up 1 	<p>Autumn: Hands, Feet, Heart/ HoHoHo</p> <p>Spring: I Wanna Play In A Band/ Zootime</p> <p>Summer: Friendship Song/ Reflect, Rewind, Replay</p>



	<p>Singing:</p> <p>To confidently know and sing five songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p> <p>Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>To know why we need to warm up our voices.</p> <p>Playing:</p> <p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Know the names of untuned percussion instruments played in class.</p> <p>Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat.</p> <p>Game 4a – Pitch Copy Back and Vocal Warm-up 2</p> <p>Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</p> <p>Singing:</p> <p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a leader.</p> <p>Playing:</p> <p>Treat instruments carefully and with respect.</p> <p>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).</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>	
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<p>Improvisation:</p> <p>Improvisation is making up your own tunes on the spot.</p> <p>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>Everyone can improvise, and you can use one or two notes.</p> <p>Composition:</p> <p>Composing is like writing a story with music.</p> <p>Everyone can compose.</p> <p>Performance:</p> <p>A performance is sharing music with an audience.</p> <p>A performance can be a special occasion</p>	<p>Improvisation:</p> <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>Composition:</p> <p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Performance:</p> <p>Choose a song they have learnt from the Scheme and perform it.</p>	
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<p>and involve a class, a year group or a whole school. An audience can include your parents and friends.</p>	<p>They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p>	
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