



Chandag Infant School Music Curriculum

Intent: Our intent for Music at Chandag Infant School is that all children will be given the opportunity to play a variety of tuned and untuned instruments and that they will experience music-making in groups and as individuals. They will be encouraged to sing and use their own 'natural instrument' and they will learn to compare, listen to and be critical of their own music and music composed by others. The children will be taught to develop the ability to respond to direction and they will be supported to start to use notation in music making. Links between music and other curriculum areas will be highlighted and promoted. They will be encouraged to develop an awareness of music from our own and other cultures, as well as developing a love and understanding of music and to share those aspects with others.

Implement: Our curriculum is organised into a thoughtfully devised skills progression which allows for the introduction of new skills and learning whilst providing frequent opportunities for deep learning through revisiting prior learning and application of skills in different contexts or subject areas. Through secure subject knowledge, teachers support and challenge pupils in learning new skills during discrete music sessions, whilst providing opportunities for meaningful application of music skills across the curriculum. The skills taught reflect those outlined in the National Curriculum 2014. To ensure deep learning and progression, these skills have been written into long term and medium term planning across KS1. Each term, children will experience a range of first-hand experiences of music and singing, regularly using the Sing Up website to learn new songs and to sing favourites. These are regularly shared with other members of the school community and the local community through our School Choir and Dance Umbrella. The children's progression in musical skills will be achieved by the provision of a stimulating learning environment and the maintenance of an appropriate selection of instruments and resources. They will use the variety of resources appropriately and also have the opportunity of seeing and listening to live musicians who deliver a variety of music to help develop learning and understanding. Teachers use the Early Years [Foundation Stage \(EYFS\) framework](#), National Curriculum framework for Key Stage 1, the [Charanga Musical School Scheme](#) and curriculum remodelling to ensure continuity and progression. Music is chosen by all staff for Assemblies and music is an integral part of our classroom environments through use in Mindfulness. School productions for Christmas and parents assemblies use many types of music and songs which the children enjoy learning. Children who are showing a flair for music attend the annual Gifted and Talented Enrichment Workshop through the Infant Union.

Impact: We measure outcomes through both formative and summative assessments. Through devising desired knowledge, skills and vocabulary in long term and medium term planning, teachers can confidently use formative assessments, to which inform their short term planning. Annotations on planning, observation notes, photographs, video clips, concerts, performances, alongside examples of quality work in children's books are used to evidence impact. However, due to the practical nature of our curriculum, listening to learners is used as a central measure of impact when measuring pupil outcomes. In term 6 a summative teacher assessment against the intended outcomes for the end of each year group is made by the class teacher for each child; this is shared with subject leader and SLT, providing important information regarding which pupils are exceeding, at or below age related expectations. This information informs future curriculum action plans and provision to ensure a responsive and ever evolving school curriculum.

EYFS

Music is incorporated in prime and specific areas of learning and their associated Early Learning Goals.

Communication and Language development involves giving children opportunities to speak and listen in a range of situations.

ELG 01 Listening and attention: Children listen attentively in a range of situations,

ELG 02 Understanding: Children follow instructions involving several ideas or actions.

Physical development: opportunities to be active and interactive and to develop their co-ordination, control and movement.

Personal, social and emotional development: helping children to develop a positive sense of themselves and others; to understand appropriate behaviour in groups and to have confidence in their own abilities.

ELG 06 Self-confidence and self-awareness: children are confident to try new activities, and to say why they like some activities more than others; and choose the resources they need for their chosen activity.

ELG 07 Managing feelings and behaviour: children work as part of a group or class.

ELG 08 Making relationships:

Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity.

Expressive arts and design involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

ELG 16 Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them.

ELG 17 Being imaginative: Children represent their own ideas, thoughts and feelings through . . . art, music, dance, role play and stories.

First hand experiences and pupil offer:

Music is experienced through enabling environments and meaningful interactions in our EYFS classes. Music is used as part of classroom routines and is used to explore feelings and moods. Children are given the opportunity to make up alliterative jingles with adults and their peers, drawing attention to the similarities in sounds at the beginning of words and emphasise the initial sound. Core rhymes are carefully chosen each term and children get regular opportunities to practice and learn how to sing or say rhymes, (talking about the similarities in the rhyming words). Exploring rhythm and beat through rhymes. Children also get to make up alternative endings and have fun playing around with words. As part of EYFS provision children can enjoy rhymes and stories when initiating their own learning. As part of whole school events, assemblies and children experience regular short periods when individuals listen to others, such as singing a short song, sharing an experience or describing something they have seen or done as part of physical development sessions, music is sometimes used to stimulate exploration with rhythmic movements. Music of the term is carefully chosen by the EYFS team and a range of music is explored over the year. The provision of pictures, paintings, poems, music of the term, dance and stories allows children to explore their own musicality.

Year 1 Outcomes	Year 2 Outcomes
<p>I am developing my ability to sing with control</p> <p>I am starting to use my voice expressively</p> <p>I can concentrate when listening to music</p> <p>I am starting to recall lyrics and music</p> <p>I can respond by moving to music</p> <p>I can recognise a beat</p> <p>I can match a rhythm</p> <p>I am developing my ability to explore sounds</p> <p>I can show control when using untuned instruments</p>	<p>I can sing accurately with control</p> <p>I can use my voice expressively</p> <p>I can listen attentively and give an opinion</p> <p>I can remember a variety of lyrics and music</p> <p>I can learn patterns of movement related to music</p> <p>I can recognise a beat</p> <p>I can match a variety of rhythms</p> <p>I can explore melody and accompaniments</p> <p>I can show increasing control when using tuned and untuned instruments</p> <p>I can compose my own tunes, linked to a theme</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Listen, respond and compose.</p> <p>Harvest Songs and performance</p> <p>Charanga Unit: Hey You!</p> <p>Style: Old School Hip Hop</p> <p>Topic and cross curricular links: Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.</p>	<p>Play un-tuned instruments</p> <p>Playing percussion instruments.</p> <p>Expressive and creative Nativity – singing</p> <p>Charanga Unit: Rhythm In The Way We Walk and The Banana Rap</p> <p>Style: Reggae, Hip Hop</p> <p>Topic and cross curricular links: Action songs that link to the foundations of music</p>	<p>Listen, respond and compose.</p> <p>Charanga Unit: In The Groove</p> <p>Style: Blues, Latin, Folk, Funk, Baroque, Bhangra</p> <p>Topic and cross curricular links: Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures.</p>	<p>Play tuned and un-tuned instruments</p> <p>Charanga Unit: Round And Round</p> <p>Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion</p> <p>Topic and cross curricular links: Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.</p>	<p>Learn and play</p> <p><i>Walking in the Jungle – Matching instruments to animal and forest sounds.</i></p> <p><i>Timbre</i></p> <p>Charanga Unit: Your Imagination</p> <p>Style: Coming soon!</p> <p>Topic and cross curricular links: Coming soon!</p> <p>Links to other units: Coming soon!</p>	<p>Expressive and creative</p> <p><i>Seaside songs</i></p> <p>Charanga Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 1</p> <p>Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>

<p>Year 2</p>	<p>Expressive and creative by singing songs and speaking chants and rhymes</p> <p>Make own Charlie and the Chocolate factory jingles using instruments.</p> <p>Harvest songs and performance</p> <p>Charanga Unit: Hands, Feet, Heart</p> <p>Style: South African styles</p> <p>Topic and cross curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.</p>	<p>Listen and Respond to music</p> <p>Composers - Holst</p> <p>BBC Ten Pieces DVD – no 1 Mars from ‘The Planets’</p> <p>Space music/sounds</p> <p>Charanga Unit: Ho Ho Ho</p> <p>Style: Christmas, Big Band, Motown, Elvis, Freedom Songs</p> <p>Topic and cross curricular links: Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.</p>	<p>Listen respond and compose.</p> <p>Listen to adventure theme tunes from movies e.g. Indiana Jones, Jurassic park. Create own adventure theme tunes using a range of un-tuned instruments.</p> <p>Expressive and creative by singing songs and speaking chants and rhymes</p> <p>Charanga Unit: I Wanna Play in a Band</p> <p>Style: Rock</p> <p>Topic and cross curricular links: Teamwork, working together. The Beatles. Historical context of musical styles.</p>	<p>Learn and play traditional British playground songs from the past.</p> <p>London’s burning etc.</p> <p>Charanga Unit: Zootime</p> <p>Style: Reggae</p> <p>Topic and cross curricular links: Animals, poetry and the historical context of musical styles.</p>	<p>Listen and respond to high quality music...</p> <p>No Place Like by Kerry Andrew</p> <p>Finlandia by Jean Sibelius</p> <p>The Lark Ascending by Vaughan Williams</p> <p>Charanga Unit: Friendship Song</p> <p>Style: Coming soon!</p> <p>Topic and cross curricular links: Coming soon!</p>	<p>Play tuned and un-tuned instruments</p> <p>Ocarinas with HB</p> <p>Making Rainmaker and African drum – African music.</p> <p>Learning songs for leavers show.</p> <p>Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 2</p> <p>Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
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