



Music

Curriculum Map



PORTWAY INFANT SCHOOL

Music INTENT

At Portway Infant School we believe that “music is like magic” (Charanga Music School); it can change the way someone feels, thinks or acts and is a powerful and unique form of communication that transcends different cultures, abilities and generations. Every child is born with the potential to become a musician; we aim to provide a high-quality music education which engages and inspires our pupils to be **curious** and develop a life-long love of music with a commitment to building their **cultural capital** and talent as musicians, and so increase their self-confidence, well-being, **creativity** and sense of achievement.

Through our curriculum our intention is for children to:

Perform and compose using a wide range of classroom instruments, their bodies and voices and ICT equipment where appropriate

Develop necessary skills and concepts associated with rhythm, pitch, dynamics, tempo and pulse

Develop discriminative listening skills when hearing music (recorded or otherwise)

Develop a capacity to express ideas and feelings through the medium of sound and to begin to interpret those of other people

Develop social skills and awareness by making music together

Develop an awareness of musical expression in various cultures and societies

Listen to and talk about a wide range of music using appropriate **vocabulary**

Develop a **love of reading** through music

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Development Matters (Non-Statutory) Reception Year Early Learning Goals (Statutory) End of Reception		How?	Notes
Singing	- sing in a group or on my own, increasingly matching the pitch and following the melody. - sing a range of well-known nursery rhymes and songs.	Know at least twenty nursery rhymes off by heart. Know the stories of some of the nursery rhymes. Sing or rap nursery rhymes or simple songs. Know that songs have sections and sing along with pre-recorded songs or backing tracks. Embed pulse, rhythm and pitch – find the pulse of the song, copy-clap rhythms of names, small phrases, explore high/low sounds using voices/high/low pitch in the songs.	Perform songs learnt on dojo, to parents and rest of school. Nativity. Christmas Carol Concert.
		Autumn 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	
		Autumn 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	
		Spring 1 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, Knees And Toes	
		Spring 2 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	
		Summer 1 Big Bear Funk Songs : Big Bear Funk	
		Summer 2 Reflect, Rewind and Replay Songs : Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat	

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Development Matters (Non-Statutory) Reception Year Early Learning Goals (Statutory) End of Reception		How?	Notes
Listening and Responding	- listen attentively, move to and talk about music, expressing feelings and responses	Enjoy moving to music by dancing, marching, being animals or pop stars. Learn that music can touch your feelings. Listen to a wide variety of musical styles including pop, funk and classical. Embed pulse, rhythm and pitch – find the pulse of the music, copy-clap rhythms of small phrases, explore high/low sounds using voices and high/low pitch in the songs.	Listening music in assembly. Ukulele and Rock Steady Performances.
		Autumn 1 Me! : Celebration Kool and The Gang Happy Pharell Williams Sing Carpenters Sing A Rainbow Peggy Lee Happy Birthday Stevie Wonder Our House Madness	
		Autumn 2 My Stories : Roll Alabama Bellowhead Boogie Wonderland Earth Wind and Fire Don't Go Breaking My Heart Elton John/ Kiki Dee Ganesh is Fresh MC Yogi Frosty The Snowman Ella Fitzgerald Spiderman Michael Buble	
		Spring 1 Everyone! : We Are Family Sister Sledge Thula Baba Hlabalela Ensemble ABC The Jackson 5 My Mum Is Amazing (feat. Zain Bhikha) Zimtech Productions Conga Miami Sound Machine Horn Concerto No 4: Third Movement – Rondo by Mozart	
		Spring 2 Our World : Lovely Day Bill Withers Beyond The Sea Robbie Williams Mars from The Planets Suite Gustav Holst Frog's Legs And Dragon's Teeth Bellowhead Ain't No Mountain High Enough Marvin Gaye and Tammi Terral Singing In The Rain Gene Kelly	
		Summer 1 Big Bear Funk : Big Bear Funk Joanna Mangona I Feel Good James Brown Don't You Worry ' Bout a Thing Incognito My Promise Earth Wind And Fire Superstition Stevie Wonder Pick Up The Pieces Average White Band	
		Summer 2 Reflect, Rewind and Replay : William Tell Overture Rossini Dance Of The Sugar Plum Fairy Tchaikovsky Flight Of The Bumblebee Rimsky Korsakov Jupiter, The Bringer Of Jollity Gustav Holst Fantasia On A Theme Thomas Tallis by Ralph Vaughan Williams E.T. Flying Theme by John Williams	

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Development Matters (Non-Statutory) Reception Year Early Learning Goals (Statutory) End of Reception		Notes
Musicianship (Performing)		How?
	- watch and talk about musical performances expressing feelings and responses. - explore and engage in music making, performing solo or in groups. - perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music	Know that a performance is sharing music. Perform the above songs to each other and others. Explore tuned and untuned classroom instruments and voices. Perform any nursery rhymes or songs and add a simple instrument part. Or actions or dance. Record the performances to talk about. Embed pulse, rhythm and pitch – find the pulse of the song, keep the beat of the song with a pitched note, add pitched notes to the rhythm of the words or phrases in the song, enjoy playing patterns using a combination of any of the three notes C, D and E, invent a pattern to go with a song using one note, use the starting note to explore melodic patterns using one or two notes, explore high/low sounds using glockenspiels.
		Perform songs learnt on dojo, to parents and rest of school. Nativity.

Year 1 Music

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Department for Education Statutory Guidance		How?		Notes	
Singing	- use voice expressively and creatively by singing songs.	Sing, rap, rhyme, chant and use spoken word, demonstrate good singing posture. Sing songs from memory, copy back intervals of an octave and fifth (high, low). Sing in unison, enjoy and have fun performing. Choose a song/songs to perform to a well-known audience. Prepare a song to perform, Communicate the meaning of the song. Add actions to the song.		Perform songs learnt on dojo, to parents and rest of school. Nativity.	
	- use voice expressively and creatively by speaking chants and rhymes.	Autumn 1 My Musical Heartbeat Find The Beat Hip Hop 1-2-3-4-5 Jazz Head, Shoulders, Knees and Toes Hip Hop Shapes Pop We Talk To The Animals Pop We Are Together Gospel	Autumn 2 Dance, Sing and Play! Twinkle Twinkle Little Star Reggae In The Orchestra Orchestral Daisy Bell Orchestral Dancing Dinosaurs Pop Rock-a-Bye-Baby Gospel I'm A Little Teapot Pop		
		Spring 1 Exploring Sounds If You're Happy and You Know It Pop Sing Me A Song Waltz Sparkle Pop Rhythm In They We Walk Reggae Big Bear Funk Funk Baby Elephant Lullaby	Spring 2 Learning To Listen Days of The Week Jazz : Swing Name Song Pop Cuckoo Waltz Upside Down Waltz Hush Little Baby Lullaby Who Took The Cookie Pop		
		Summer 1 Having Fun With Improvisation Getting Dressed Pop Dress Up Jazz Swing Brush Our Teeth Pop Get Ready Pop Up and Down Pop Star Light, Star Bright Lullaby	Summer 2 Let's Perform Together! The Bear Went Over The Mountain Pop In The Sea Orchestral Alice The Camel Marching Band Ten Green Bottles Country ZooTime Reggae She'll Be Coming Round The Mountain Gospel		

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Department for Education Statutory Guidance	How?	Notes
Listening (Respond/Analyse)	- listen with concentration and understanding to a range of high quality live music	Listening music in assembly. Ukulele and Rock Steady Performances.
	- listen with concentration and understanding to a range of high quality recorded music.	
	Move and dance with the music, find the steady beat. Talk about feelings created by music, recognise some band and orchestral instruments. Describe tempo as fast or slow, describe dynamics as loud and quiet. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to understand about different styles of music.	
	Autumn 1 My Musical Heartbeat Find The Beat Hip Hop 1-2-3-4-5 Jazz Head, Shoulders, Knees and Toes Hip Hop Shapes Pop We Talk To The Animals Pop We Are Together Gospel Piano Sonata 11 Mozart	
	Autumn 2 Dance, Sing and Play! Twinkle Twinkle Little Star Reggae In The Orchestra Orchestral Daisy Bell Orchestral Dancing Dinosaurs Pop Rock-a-Bye-Baby Gospel I'm A Little Teapot Pop Sleigh Ride Orchestral	
	Spring 1 Exploring Sounds If You're Happy and You Know It Pop Sing Me A Song Waltz Sparkle Pop Rhythm In The Way We Walk Reggae Big Bear Funk Funk Baby Elephant Lullaby Cinderella Prokofiev	
	Spring 2 Learning To Listen Days of The Week Jazz : Swing Name Song Pop Cuckoo Waltz Upside Down Waltz Hush Little Baby Lullaby Who Took The Cookie Pop The Planets, Mars Holst	
	Summer 1 Having Fun With Improvisation Getting Dressed Pop Dress Up Jazz : Swing Brush Our Teeth Pop Get Ready Pop Up and Down Pop Star Light, Star Bright Lullaby Sonata in C Major Haydn Classical	
	Summer 2 Let's Perform Together! The Bear Went Over The mountain Pop In The Sea Orchestral Alice The Camel Marching Band Ten Green Bottles Country Zootime Reggae She'll Be Coming Round the Mountain Gospel The Pink Panther Theme Mancini Jazz	

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Department for Education Statutory Guidance	How?	Notes
Composing - learn about and experiment with the inter-related dimensions of pulse/beat, rhythm and pitch. - create, select and combine sounds using the inter-related dimensions of pulse/beat, rhythm and pitch.	Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G Improvise simple vocal patterns using 'Question and Answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern. Use simple notation if appropriate: Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D	

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Department for Education Statutory Guidance		How?	Notes
Musicianship (Performing)	- play tuned and untuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch. - respond musically to recorded/live music using the inter related dimension of pulse/beat, rhythm and pitch.	Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. Find and keep a steady beat together. 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 with a copy back option to use Solfa.	Perform glockenspiels on dojo, to parents and rest of school. Ukulele and Rock Steady Performances. Nativity.
	Musical Elements	Pulse/Beat/Metre Watch, follow, feel and move to a steady beat with others. Find and enjoy moving to music in different ways. Respond to the pulse in recorded/live music through movement and dance. Rhythm Recognise and clap long sounds and short sounds, and simple combinations. Perform short, copycat rhythm patterns accurately, led by the teacher. Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat. Perform word-pattern chants; create, retain and perform your own rhythm patterns. Pitch (Melody) Recognise, sing and play high and low-pitched notes. Explore singing and playing C, D, E from the C major scale. Explore singing and playing F, G, A from the F major scale. Tempo Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Dynamics Talk about loud sounds and quiet sounds and give some examples. Timbre Identify different sounds in the environment, indoors and outside. Identify the sounds of the instruments played in school.	

		Identify some of the sounds of the instruments heard when listening to music. Texture Sing together. Listen out for combinations of instruments together. Structure (Form) Add movement to key sections of a song. Understand when to sing in a verse and a chorus.	
Vocabulary	Pulse, rhythm, pitch, rap, improvise, compose, high, low, melody, bass guitar, drums, perform, singers, keyboard, percussion, trumpets, saxophones, Funk, groove, audience, imagination, song, tempo, Hip Hop, Jazz, Lullaby, Musicals, orchestra, Pop, Reggae, waltz.		

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Department for Education Statutory Guidance		How?	Notes
Singing	- use my voice expressively and creatively by singing songs. - use my voice expressively and creatively by speaking chants and rhymes	Sing as part of a choir, Demonstrate good singing posture. 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. Move confidently to a steady beat, talk about feelings created by the music/song. Recognise some band and orchestral instruments. Describe tempo as fast or slow, join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to talk about and understand the style of the music. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause). Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Decide on any actions, instrumental parts/improvisatory videos/composed passages to be practised and included in the performance. Talk about what the song means and why it was chosen to share. Talk about the difference between rehearsing a song and performing it.	All Aboard Topic Learn to sing Sea Shanties - e.g. Blow The Man Down, A Hundred Years Ago, Bobby Shafto, What Shall We Do With A Drunken Sailor? Perform songs learnt on dojo, to parents and rest of school. Nativity. Christmas Carol Concert.
		Autumn 1 Pulse, Pitch and Rhythm Music is in My Soul Gospel Hey Friends Jazz Hello! Pop	Autumn 2 Playing in an Orchestra Sparkle in the Sun Jazz Listen Pop The Orchestra Song Orchestral
		Spring 1 Inventing a Musical Story Rainbows Pop Hands, Feet, Heart Kwela All Around The World Pop	Spring 2 Recognising Different Sounds Helping Each Other Pop The Music Man Marching Band Let's Sing Together Gospel
		Summer 1 Exploring Improvisation I Wanna Play in a Band Rock Music is all Around Jazz Saying Sorry Calypso	Summer 2 Our Big Concert The Sunshine Song Pop Four White Horses Calypso Down By The Bay Reggae

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Department for Education Statutory Guidance		How?	Notes
Listening (Respond/Analyse)	- listen with concentration and understanding to a range of high quality live music. - listen with concentration and understanding to a range of high quality recorded 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, eg 2-time, 3-time etc. 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 and dynamics as loud or quiet. Join in sections of the song, eg 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.	Listening music in assembly. Ukulele and Rock Steady Performances.
		Autumn 1 Pulse, Pitch and Rhythm Music is in My Soul Gospel Hey Friends Jazz Hello! Pop Bolero Maurice Ravel Orchestral Eye of the Tiger Survivor Rock	
		Autumn 2 Playing in an Orchestra Sparkle in the Sun Jazz Listen Pop The Orchestra Song Orchestral For The Beauty Of The Earth John Rutter Orchestral/Choral Fascination Rhythm Georga/Ira Gershwin Jazz	
		Spring 1 Inventing a Musical Story Rainbows Pop Hands, Feet, Heart Kwela All Around The World Pop Maple Leaf Rag Scott Joplin Jazz, Ragtime Let's Twist Again Karl Mann/Dave Appell Rock n Roll	
		Spring 2 Recognising Different Sounds Helping Each Other Pop The Music Man Marching Band Let's Sing Together Gospel Piano Trio in A Minor Amy Beach Romantic/Orchestral Swing Time ;The Way You Look Tonight Jerome Kern/ Dorothy Fields Jazz Swing	
		Summer 1 Exploring Improvisation I Wanna Play in a Band Rock Music is all Around Jazz Saying Sorry Calypso Flying Theme ET John Williams Film Music Moon River Henry Mancini Pop/Jazz	
		Summer 2 Our Big Concert The Sunshine Song Pop Four White Horses Calypso Down By The Bay Reggae No More Dinosaur Chris Madin Rock Que Llueva, Que Llueva Unknown Funk	

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Department for Education Statutory Guidance		How?	Notes
Composing	- learn about and experiment with the inter-related dimensions of pulse/beat, rhythm and pitch. - create, select and combine sounds using the inter-related dimension of pulse/beat, rhythm and pitch	Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Create a story, choosing and playing classroom instruments. Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. Use music technology, if available, to capture, change and combine sounds. Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.	Use notation if appropriate: Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F)

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Department for Education Statutory Guidance		How?	Notes
Musicianship (Performing)	- play tuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch. - play untuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch - respond musically to recorded/live music using the inter related dimensions of pulse/beat, rhythm and pitch.	Use body percussion, instruments and voices. In the key centres of: C major, G major and A minor. 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 with a copy back option to use Solfa. Sing short phrases independently. Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major. Rehearse and learn a simple instrumental part by ear or from notation, using the notes G, A, B, B$\flat$, C, E and F. Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F$\sharp$ F, G, A, B$\flat$, C, D, E A, B, C, D, E Identify hand signals as notation, and recognise music notation on a stave of five lines.	Perform glockenspiels on dojo, to parents and rest of school. Ukulele and Rock Steady Performances. Nativity. Christmas Carol Concert.

Musical Elements

Pulse/Beat/Metre Watch and follow a steady beat.
Find a steady beat.
Recognise the time signature 4/4 by ear and notation.
Understand that the speed of the beat can change, creating a faster or slower pace (tempo).
Rhythm Recognise long sounds and short sounds, and match them to syllables and movement.
Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion.
Create rhythms using word phrases as a starting point.
Pitch (Melody) Identify the high notes and low notes in a melody.
Join in part of a melody.
Rehearse and play a simple instrumental melody as a part to go with a song.
Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C.
Use body percussion and untuned and tuned percussion instruments with a song, and listen to how the sounds blend together.
Identify and play by ear or notation notes in the tonality of C major.
Tempo Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.
Change the speed of a steady beat, moving from fast to slow, slow to fast.
Understand that the speed of the beat can change, creating a faster or slower pace.
Dynamics Identify loud and quiet sections of music, and discuss what makes the music loud and quiet.
Understand the meaning of loud and quiet (forte and piano).
Timbre Know the difference between a speaking voice and a singing voice.
Identify friends from the sound of their voice.
Texture Understand that singing and playing together creates a musical texture.
Add body percussion accompaniments.
Structure (Form) Join in with a repeated section of a song: the chorus, the response.
Join in with the main tune when it is repeated.

Vocabulary

Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, glockenspiel, band, bass guitar, brass band, percussion, piano accompaniment, lullaby, Musicals, orchestra, Pop, Rock, Soul, Opera, major, minor, introduction, verse, chorus.