



Holmesdale Infant School: Music Curriculum Overview and Knowledge and Skills Progression Map

We follow the Charanga Music Scheme. Each Unit of Work comprises the strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities - through warm up games, singing, playing instruments, improvisation and composing.
3. Performing

Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Daily songs and rhymes around routines, phonics, maths etc. Songs and rhymes related to topics Nursery rhymes Exploring instruments individually and with others Listening to music and commenting on what is heard and feelings it evokes.					
EYFS	Charanga Unit 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 Learn and perform harvest song to an audience. Daily songs and rhymes around routines, phonics, maths etc.	Charanga Unit 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 Learn and perform Christmas music to an audience Daily songs and rhymes around routines, phonics, maths etc.	Charanga Unit 3 - 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, Daily songs and rhymes around routines, phonics, maths etc.	Charanga Unit 4 - Our world Songs Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Coke Daily songs and rhymes around routines, phonics, maths etc.	Charanga Unit 5 - Big bear funk Song - Big bear funk Daily songs and rhymes around routines, phonics, maths etc.	Reflect, rewind and replay Revisit songs from the previous units Daily songs and rhymes around routines, phonics, maths etc.
YEAR 1	Charanga Unit 1 - MMC Introducing Beat Songs: Find the beat 1 - 2 -3 -4 -5	Charanga Unit 2 - MMC Adding rhythm and pitch Twinkle Twinkle Little star	Awaiting updated unit based on MMC Original scheme Song	Awaiting updated unit based on MMC Original scheme Song	Awaiting updated unit based on MMC Original scheme Song	Awaiting updated unit based on MMC Reflect, rewind and replay



	Head, shoulders, knees and toes Shapes We talk to animals Learn and perform harvest song to an audience.	In the orchestra Daisy Bell Dancing Dinosaurs Rock a bye baby Learn and perform Christmas music to an audience	In the groove Learn and perform a song for end of term related to Spring or Easter	Round and round	Your imagination	
YEAR 2	Charanga Unit 1 MMC Exploring simple patterns Songs Music is in my soul Hey friends Hello Learn and perform harvest song to an audience	Charanga Unit 2 MMC Focus on dynamics and tempo. Songs Sparkle in the sun Listen The Orchestra song. Learn and perform Christmas music to an audience	Awaiting updated unit based on MMC Original scheme Song I wanna play in a band Learn and perform a song related to Spring or Easter to an audience	Awaiting updated unit based on MMC Original scheme Song Zootime	Awaiting updated unit based on MMC Original scheme Song Friendship song	Awaiting updated unit based on MMC Reflect, rewind and replay Learn and perform songs for leavers assembly to parents



Holmesdale Infant School Knowledge and Skills Progression Map:

Subject area: Music

Key Skills: Children should

- 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.

Music skill	Nursery	Reception	Year 1	Year 2
Musicianship Understanding music	<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Find the pulse of a simple nursery rhyme or song.</p> <p>Find different ways to keep the pulse.</p> <p>Copy basic rhythm patterns of single words, then phrases.</p> <p>Finding different ways to keep the pulse. •</p> <p>Explore high and low using voices and sounds of characters in songs.</p> <p>Listen to high and low pitched sounds on a glockenspiel.</p> <p>Create own sounds - invent a pattern using one pitched note.</p> <p>Keep the pulse with one pitched note.</p>	<p>Use body percussion, instruments and voices.</p> <p>Find and keep a steady beat.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</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>Use body percussion, instruments and voices.</p> <p>Find and keep a steady beat.</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>



Listening and appraising	<p>NURSERY Listen with increased attention to sounds.</p> <p>Respond to what has been heard. Express thoughts and feelings.</p>	<p>RECEPTION To learn that music can touch your feelings.</p> <p>To enjoy moving to music by dancing, marching, being animals or Pop stars.</p>	<p>YEAR 1 Move and dance with the music.</p> <p>Find the steady beat.</p> <p>Talk about feelings created by the music.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud and quiet.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to understand about different styles of music.</p>	<p>YEAR 2 Mark the beat of a listening piece) by tapping or clapping and recognising tempo, as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music. Identify the beat groupings in the music you sing and listen, 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. Describe dynamics as loud or quiet. Join in sections of the song, e.g. 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.</p>
Singing	<p>Sing a large repertoire of songs.</p>	<p>Learn rhymes and songs.</p> <p>Sing in a group or on own, increasingly matching the pitch and following the melody.</p> <p>Sing along with a pre-recorded song and add actions.</p> <p>Sing along with a backing track.</p>	<p>Sing, rap, rhyme, chant and use spoken word.</p> <p>Sing songs from memory.</p> <p>Sing in unison.</p>	<p>Sing songs from memory and/or from notation.</p> <p>Sing to communicate the meaning of the words.</p> <p>Sing in unison and sometimes in parts, and 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 (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing.</p>



Playing Instruments	NURSERY Play instruments with increasing control to express their feelings and ideas.	RECEPTION Explore and engage in music making.	YEAR 1 Rehearse and learn to accompany a piece of music with untuned instruments. Play a simple melodic instrumental part using tuned instruments.	YEAR 2 Rehearse and learn to play a simple melodic instrumental part by ear or from notation,
Notation			Follow patterns, signs and symbols which represent musical sounds. Explore ways of representing high, low, short and long signs using symbols.	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
Improvising	Create own songs, or improvise a song around one already known.		Explore improvisation with untuned and tuned instruments. Improvise simple vocal patterns. Understand the difference between creating a rhythm pattern and a pitch pattern.	Explore improvisation with untuned and tuned instruments. Improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.
Composing			Create musical sound effects and short sequences of sounds in response to music. Recognise how graphic notation can represent created sounds. Explore and invent own symbols.	Create musical sound effects and short sequences of sounds in response to music. Begin to use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Create and perform rhythm patterns with stick notation, including crotchets, quavers and minims.
Performing	Perform songs and rhymes with others.	Perform songs and rhymes, with others or on own and try to move in time with the music.	Enjoy and have fun performing. Prepare a song to perform. Communicate the meaning of the song. Add actions to the song.	Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Talk about the difference between rehearsing a song and performing it.