



Subject Curriculum Map and Rationale

Music

Music in the Early Years Foundation Stage

The foundations of our DT curriculum begin in EYFS where our children explore and learn through a balance of pupil initiated investigation and adult led learning. Our EYFS class focuses on high quality interactions and a language rich environment preparing every pupil for transition into Year 1 and the National Curriculum.

EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
Communication and Language	Sing a large repertoire of songs.	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	
Physical Development	Use large-muscle movements to wave flags and streamers, paint and make marks.	Combine different movements with ease and fluency.	
Expressive Arts and Design	<p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <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. Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>

Music Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Introducing Beat	Adding Rhythm and Pitch	Introducing Tempo and Dynamics	Combining Pulse, Rhythm and Pitch	Having Fun with Improvisation	Exploring Sound and Create a Story
Year 2	Exploring Simple Patterns	Focus on Dynamics and Tempo	Exploring Feelings Through Music	Inventing a Musical Story	Music that Makes You Dance	Exploring Improvisation
Year 3	Developing Notation Skills	Enjoying Improvisation	Composing Using Your Imagination	Sharing Musical Experiences	Learning More about Musical Styles	Recognising Different Sounds
Year 4	Interesting Time Signatures	Combining Elements to Make Music	Developing Pulse and Groove Through Improvisation	Creating Simple Melodies Together	Connecting Notes and Feelings	Purpose, Identity and Expression in Music
Year 5	Getting Started with Music Tech	Emotions and Musical Styles	Exploring Key and Time Signatures	Introducing Chords	Words, Meaning and Expression	Identifying Important Musical Elements
Year 6	Developing Melodic Phrases	Understanding Structure and Form	Gaining Confidence Through Performance	Exploring Notation Further	Using Chords and Structure	Respecting Each Other Through Composition

Year 4 Music is taught through fife and flute by Birmingham Music Services

Music Rationale

Guardian Angels follow the Charanga's Music Curriculum. This curriculum follows a differentiated, spiral approach to musical learning which responds to the national requirements for musical education. Within each unit of learning, students revisit existing knowledge and skills and then build upon and extend them incrementally. In this manner, learning is consolidated and augmented, allowing for increasing musical confidence, while constantly being gently challenged to go further.

The principle of our music curriculum is that it should be fun and engaging for all concerned, and that every child is a born musician. We believe that music has a role to play in every aspect of all of our lives, wherever and whoever we are. For this reason, following the Charanga long term plan, we divide the academic year into six units, each corresponding with one of our six recurring Social Themes, combined with a unique Musical Spotlight.

Each unit is structured into six steps which can be covered in weekly lessons. The first step of each unit introduces that unit's focus in terms of content, skills and knowledge; this is then developed by the middle steps; and a final sixth step assesses the learning through exciting performances and activities.

At the centre of each step - each lesson - is a song around which the musical learning is centred.