



## Music Curriculum Map – Becoming Musicians



### Music Curriculum Intent at Ghost Hill



***“Music is a world within itself, with a language we all understand.” – Stevie Wonder***

At Ghost Hill School, we seek to immerse children in music, supporting them to gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing. Using a wide variety of historical periods, styles, traditions, and musical genres supports children’s rich understanding of music. Music lessons will engage and inspire children to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the importance of all types of music.

Music at Ghost Hill is delivered via a scheme called Charanga.



### Composite (From National Curriculum)

### Progression Components (The building blocks to National Curriculum Composites)

### By the End of KS1 (Y2)

### The Building Blocks of Knowledge in the Early Years Foundation Stage

*In Early Years these building blocks will be observed and provided through rich opportunities in the environment for children to access independently. Music is predominantly observed within physical development and expressive art and design.*

### Year 1

### Year 2

### 1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes

### Nursery

1. Sing a large repertoire of songs.
2. Remember and sing entire songs.
3. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

### Reception (including ELG)

1. Learn rhymes, poems and songs.
2. Sing a range of well-known nursery rhymes and songs.
3. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

1. To know 5 songs off by heart.
2. To know what the songs are about.
3. To confidently sing or rap five songs from memory and sing them in unison.
4. Learn about voices, singing notes of different pitches (high and low).
5. Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.

1. To know some songs have a chorus or a response/answer part.
2. To know that songs have a musical style.
3. To confidently know and sing five songs from memory.
4. To know that unison is everyone singing at the same time.
5. Songs include other ways of using the voice e.g. rapping (spoken word).
6. To know why we need to warm up our voices.

			6. Learn to start and stop singing when following a leader	7. Learn how songs can tell a story or describe an idea. 8. Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). 9. Learn to find a comfortable singing position. 10. Choose a song they have learnt from the Scheme and perform it.
<b>2. Play tuned and un-tuned instruments musically</b>	1. Play instruments with increasing control to express their feelings and ideas. 2.. Sing the pitch of a tone sung by another person ('pitch match').	1. Sing in a group or on their own, increasingly matching the pitch and following the melody.	1. To know and recognise the sound and names of some of the instruments they use 2. Learn the names of the instruments they are playing. 3. Treat instruments carefully and with respect. 4. Play a tuned instrumental part with the song they perform. 5. 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). 6. Listen to and follow musical instructions from a leader. 7. Help to create a simple melody using one, two or three notes. 8. Learn how the notes of the composition can be written down and changed if necessary.	1. Learn the names of the notes in their instrumental part from memory or when written down. 2. Know the names of untuned percussion instruments played in class. 3, Play the part in time with the steady pulse. 4. Help create three simple melodies with the Units using one, three or five different notes. 5. Learn how the notes of the composition can be written down and changed if necessary
<b>3. Listen with concentration and understanding to a</b>	1. Use large-muscle movements to wave flags and streamers, paint and make marks.	1. Listen carefully to rhymes and songs, paying attention to how they sound.	1. To know that music has a steady pulse, like a heartbeat.	1. Rhythms are different from the steady pulse.

<b>range of high-quality live and recorded music</b>	2. Listen with increased attention to sounds. 3. Respond to what they have heard, expressing their thoughts and feelings.	2. Listen attentively, move to and talk about music, expressing their feelings and responses.	2. To know that we can create rhythms from words, our names, favourite food, colours and animals. 3. Enjoy moving to music by dancing, marching, being animals or pop stars. 4. Understand pulse, rhythm and pitch.	2. We add high and low sounds, pitch, when we sing and play our instruments.
<b>4. Experiment with, create, select and combine sounds using the interrelated dimensions of music</b>	1. Create their own songs, or improvise a song around one they know.	1. Explore, use and refine a variety of artistic effects to express their ideas and feelings. 2. Return to and build on their previous learning, refining ideas and developing their ability to represent them. 3. Create collaboratively, sharing ideas, resources and skills. 4. Explore and engage in music making and dance, performing solo or in groups	1. Learn the names of the notes in their instrumental part from memory or when written down. 2. Understand Improvisation is about making up your own tunes on the spot. 3. Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise. 4. Composing is like writing a story with music. 7. A performance is sharing music with other people, called an audience. 9.	1. Everyone can improvise, and you can use one or two notes. 2. Composing is like writing a story with music. Everyone can compose. Composing is like writing a story with music. 3. A performance can be a special occasion and involve a class, a year group or a whole school. 4. An audience can include your parents and friends 5. They can add their ideas to the performance. 6. Record the performance and say how they were feeling about it.

