



Long Term Curriculum Map for Music

Updated September 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>In Nursery the curriculum progression for EYFS is used in line with guidance from Development matters to ensure that the building blocks of skill and knowledge and skills for music are built through real-life experiences, opportunities to experiment and the children's immediate interests planned through topics and as opportunities arise across the year.</p> <p>Reception take part in all assemblies where the music from the Composer of the Week is listened to and talked about, and are introduced to tempo, pitch, instruments and genre in preparation for the Year 1 music curriculum. Children are encouraged to describe the music they can hear and sometimes clap along to the beat. The Composer of the Week's music is played throughout the week in class and children's comments and ideas about the music are captured.</p> <p>Character Education: Curiosity. Children are taught how to be curious about the music, by being encouraged to ask questions. Eg why is the music loud and then quiet? How long ago was this music written? How does this music make people feel? Are we all the same with our feelings when listening to the music? (eg: happy, sad, excited) Children in EYFS can explore and be curious with musical instruments and with their voices.</p>					
Year One *Character Education: TEAMWORK and COMMUNITY AWSRENESS	Hey You <i>How pulse, rhythm and pitch work together</i> Style of main song: Old School Hip-Hop	Rhythm In The Way We Walk and The Banana Rap <i>Pulse, rhythm and pitch, rapping, dancing and singing</i> Style of main song: Reggae	In The Groove <i>How to be in the groove with different music styles</i> Style of main song: Blues, Baroque, Latin, Bhangra, Folk, Funk	Round and Round <i>Pulse, rhythm and pitch in different styles of music</i> Style of main song: Bossa Nova	Your Imagination <i>Using your imagination</i> Style of main song: Pop	Reflect, Rewind and Replay <i>The history of music, look back and consolidate learning, learn some of the language of music</i> Style of main song: Classical

Year Two *Character Education: TEAMWORK and COMMUNITY AWARENESS	Hands, Feet, Heart <i>South African Music</i> Style of main song: Afropop, South African	Rhythm In The Way We Walk and The Banana Rap <i>Festivals and Christmas</i> Style of main song: A song with rapping and improvising for Christmas	In The Groove <i>Playing together in a band</i> Style of main song: Rock	Round and Round <i>Reggae and animals</i> Style of main song: Reggae	Your Imagination <i>A song about being friends</i> Style of main song: Pop	Reflect, Rewind and Replay <i>The history of music, look back and consolidate learning, learn some of the language of music</i> Style of main song: Classical

Rationale:

- The music offer at Ghost Hill supports an integrated, practical, exploratory, and child-led approach to musical learning
- A spiral based curriculum supports children to understand musical concepts through different musical activities, supporting a more secure, deeper learning and mastery of musical knowledge and skills
- The map ensures that the interrelated dimensions of music (pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation) are at the centre of all learning and consistently revisited to deepen knowledge and understanding through application to different contexts
- The interrelated dimensions of music are weaved throughout the units children study during their time at Ghost Hill, supporting the development of musical skills through listening and appraising, differing musical activities (including creating and exploring) and performing
- The long-term map (adapted from Charanga) supports children's skills to listen and appraise – supporting their behaviours for learning and communication and language across the curriculum
- Due to the range of music studied from across the world – our long-term plan for music also links with our 'Golden Threads for Personal Development' at Ghost Hill – allowing children to experience different countries and their cultures through music
- All pupils have the opportunity to review, consolidate and deepen their understanding through the final unit of Reflect, Rewind and Reply – also supporting the mastery approach
- * **Character Education** – This is an important focus for all subjects across the whole school. We want our four chosen character virtues to be taught, caught and sought. Music lends itself to being **curious** in the early years – children can learn to appreciate and explore the music (composer of the week) by asking and answering questions. Children in EYFS can explore and be **curious** with musical instruments and with their voices. The word, '**curious**' will be used to start to embed the understanding of that character virtue. KS1 lends itself to **teamwork and community awareness**, with the composition work, as well as the performing, as part of our intergenerational work and Year 2 leadership work. These character virtues will explicitly be named and referred to as often as possible within music lessons, assemblies and community work and children will start to use these words themselves, and will be able to recognise the virtues in others.

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