

Music Pathway



NB: The music curriculum is made up of 6 key areas. These are singing, playing, improvising, composing, listening and SMSC (Social, Moral, Spiritual and Cultural). They are presented individually here to understand the key processes that are taught in music, however it is important to remember that music is taught in a holistic fashion and not as individual skills.

	Nursery	Reception	Year 1	Year 2	Expectation
Overview	<p>Taken from EYFS development matters Age 3-4</p> <p>Music skills taught through a combination of adult led focussed activities and through the continuous provision</p>	<p>Taken from EYFS development matters Reception and Charanga music scheme.</p> <p>Music skills taught through a combination of continuous provision activities and through Charanga.</p>	<p>Skills learnt through the teaching of music through Charanga Music scheme</p>	<p>Skills learnt through the teaching of music through Charanga Music scheme</p>	<p>Pupils should be taught to:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>
Singing	<p>Sing a large repertoire of songs.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p>	<p>Learn about voices, singing notes of different pitches (high and low).</p>	<p>Learn about voices singing notes of different pitches (high and low).</p>	

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	<p>Know many rhymes Remember and sing entire songs Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Learn rhymes, poems and songs. Learning to sing or sing along with nursery rhymes and action songs Singing and learning to play instruments within a song</p>	<p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader.</p>	<ul style="list-style-type: none"> ● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). ● Learn to find a comfortable singing position. ● Learn to start and stop singing when following a leader. 	
<p>Composing <i>(including notation for Year 1 and 2)</i></p>	<p>Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>	<p>Explore and engage in music making and dance, performing solo or in groups. Embedding foundations of the interrelated dimensions of music</p>	<p>Help to create a simple melody using one, two or three notes. ● Learn how the notes of the composition can be written down and changed if necessary. <i>Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way</i></p>	<ul style="list-style-type: none"> ● Help create three simple melodies with the Units using one, three or five different notes. ● Learn how the notes of the composition can be written down and changed if necessary. <p><i>Records own compositions through simple notation</i></p>	
<p>Improvising</p>	<p>Create their own songs or improvise a song around one they know.</p>	<p>Explore and engage in music making and dance, performing solo or in groups. Improvising leading to playing classroom instruments</p>	<p>Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your</p>	<p>Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your</p>	

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		Improvisation using voices and instruments	own answer (rhythms of words). 2. Sing, Play and Improve – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.	own answer (rhythms of words). 2. Sing, Play and Improve – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.	
Playing	Play instruments with increasing control to express their feelings and ideas.	Explore and engage in music making and dance, performing solo or in groups. Learn rhymes, poems and songs. Share and perform the learning that has taken place Singing and learning to play instruments within a song	Treat instruments carefully and with respect. ● Play a tuned instrumental part with the song they perform. ● 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). ● Listen to and follow musical instructions from a leader.	Treat instruments carefully and with respect. ● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). ● Play the part in time with the steady pulse. ● Listen to and follow musical instructions from a leader.	
Critical Engagement	Listen with increased attention to sounds.	Listen carefully to rhymes and songs, paying attention to how they sound.	● To learn how they can enjoy moving to music by dancing, marching,	● To learn how they can enjoy moving to music by dancing, marching,	

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<p>(listening, appraising, evaluating)</p>	<p>Respond to what they have heard, expressing their thoughts and feelings</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Listening and responding to different styles of music</p> <p>Listening and appraising Funk music</p>	<p>being animals or pop stars.</p> <ul style="list-style-type: none"> • To learn how songs can tell a story or describe an idea. 	<p>being animals or pop stars.</p> <ul style="list-style-type: none"> • To learn how songs can tell a story or describe an idea. 	
<p>Social, moral, spiritual, and cultural (SMSC)</p>	<p>Christmas concert</p> <p>Indian music-Divali</p> <p>Chinese dragon dancing- Chinese New Year. Listening to Chinese music to accompany dance.</p> <p>Drumming-Handa's Surprise</p>	<p>Christmas concert</p>	<p>Christmas production</p>	<p>Celebration of South African music- 'Hands, Feet Heart' from Charanga</p> <p>Christmas Carol concert at Emmanuel Church</p> <p>Learning Ho, Ho, HO (song from Charanga)</p>	
<p>Technology</p>	<p>Experiences simple music technology eg CD player</p> <p>Watches rhymes and songs on whiteboard</p>	<p>Listens to and makes recordings of own voice</p> <p>Engages with Charanga using the whiteboard</p>	<p>Experiences music technology to capture, change and combine sounds</p> <p>Engages with Charanga using the whiteboard</p>	<p>Records a composition using music technology, then discuss the performance</p>	

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				Offer helpful and thoughtful comments and feedback about others Engages with Charanga using the whiteboard	
<p>Vocabulary</p> <p>NB: This vocabulary will be introduced in nursery and then built upon each year with their new vocabulary list in the relevant boxes (see across)</p>	<ul style="list-style-type: none"> • Music • Play • Instruments • Tap/pat/clap/hit/shake/scrape/bang • Rhyme • Loud/quiet (dynamics) • Fast/slow (tempo) • Listen • Perform 	<ul style="list-style-type: none"> • Beat • Low/high (pitch) • Melody • Call • Instruments • Pulse • Compose • Perform • Voice • share 	<ul style="list-style-type: none"> • sing back • improvise • rap • pulse • rhythm • pulse • pitch • dancing singing • vocal • glockenspiel • Latin • Pop • Jazz • Big band • Imagination • Improvisation using voices and instruments • Composition • Share and perform 	<ul style="list-style-type: none"> • Improvise • style • South African • Christmas • Rock • Reggae • Friends 	<ul style="list-style-type: none"> • Use of all previous musical terms learnt