



## Great Ponton's Music Curriculum

As Music is a broad-ranging subject, we have designed Great Ponton's Music curriculum with careful consideration to the different elements. We wanted to ensure that we had the correct balance of breadth and depth as well as ensuring that our curriculum was relevant to the children. Our children's Music journey begins in EYFS and is carefully mapped throughout school, with knowledge building year upon year. We have identified how knowledge relates to past and future learning to help children build, connect and remember different aspects of the curriculum in the long term. This helps teachers to emphasise how knowledge is interconnected, enabling children to build a strong schema to remember more. We chose to break our substantive content knowledge into 7 key areas: *Understanding Music, Listening, Singing, Notation, Playing, Creating and Performing.*

When designing our Music curriculum, we identified key concepts which run throughout our curriculum. These concepts help both teachers and children to group Music knowledge into more manageable units which helps to draw out the links between ideas and processes as children progress through school.

Key Concepts/Golden Strands
Understanding Music
Listening
Singing
Notation
Playing
Creating – Improvising and Composing.
Performing

Great Ponton's Curriculum Overview – Music – Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		<i>Nativity</i>		<b>Charanga:</b> My Stories	<b>Charanga:</b> Hey You	<b>Charanga:</b> Everyone!
Y1/2		<i>Nativity</i>		<b>Charanga:</b> My Stories	<b>Charanga:</b> Hey You	<b>Charanga:</b> Everyone!
Y3/4	<b>Charanga:</b> Hands, Feet, Heart	<b>Charanga:</b> Christmas		<b>Charanga:</b> Let your spirit fly	<b>Charanga:</b> Three little birds	<b>Charanga:</b> RRR
Y5/6	<b>Charanga:</b> Livin' On A Prayer		<b>Charanga:</b> Jazz 1	<b>Charanga:</b> Dancing in the street		<b>Charanga:</b> Practice for a performance

Great Ponton's Curriculum Overview – Music – Cycle A			
	Autumn	Spring	Summer
EYFS	<b>Enquiry Question:</b> What Nursery Rhymes do we know?	<b>Enquiry Question:</b> What are action songs?	<b>Enquiry Question:</b> What types of songs can we sing?
	<b>Intent:</b> Children will be able to respond to music through dance or own movement. Children will be able to name characters and stories from songs.	<b>Intent:</b> Children will be able to listen to music and respond to different speeds through dancing or other movements. Children will use familiar stories and songs to place/act out events in the correct order. Children will be able to work together to create a performance or piece of art (through adult lead modelling to begin with	<b>Intent:</b> Children will know a range of famous nursery rhymes throughout the year. Children will be able to recall nursery rhymes with friends throughout the year.
	<b>Future Learning:</b> Children will be able to move and dance with the music. Find the steady beat. Talk about feelings created by the music.	<b>Future Learning:</b> Children will begin to add actions to a song and move confidently to a steady beat.	<b>Future Learning:</b> Children will be able to sing songs from memory and/or from notation.

<b>Year 1/2</b>	<b>Enquiry Question:</b> What songs do we know?	<b>Enquiry Question:</b> What are action songs?	<b>Enquiry Question:</b> How to sing different songs?
	<b>Builds on:</b> Children will be able Sing, rap, rhyme, chant and use spoken word. Children will demonstrate good singing posture. Children will be able to sing songs from memory, sing in unison, sing as part of a choir and demonstrate good singing posture. Children will sing songs from memory and/or from notation, sing to communicate the meaning of the words.	<b>Builds on:</b> Children will be able to sing to communicate the meaning of the words. Children will be able to sing in unison and sometimes in parts, and with more pitching accuracy. Children will show they understand and follow the leader or conductor. Children will begin to add actions to a song.	<b>Builds on:</b> Children will explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Children will use graphic symbols, dot notation, stick notation, as appropriate, to keep a record of composed pieces. Children will begin to create a story, choosing and playing classroom instruments. Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.
	<b>Future Learning:</b> Children will begin to talk about the different styles of singing used for different styles of song, and about how the songs and their styles connect to the world.	<b>Future Learning:</b> Children will begin to compose a simple song.	<b>Future Learning:</b> Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.
<b>Year 3/4</b>	<b>Enquiry Question:</b> What music is like South Africa?	<b>Enquiry Question:</b> What is R&B Music?	<b>Enquiry Question:</b> What is Reggae Music?
	<b>Builds on:</b> Children will be able to show how they can enjoy moving to music. Children will be able to describe how songs can tell a story or describe an idea. Children will learn how to sing notes in different pitches. Children will learn how the notes of composition are written down.	<b>Builds on:</b> Children will be confidently identify and move to the pulse. Children will be able to think about what the words of a song means. Children will be able to describe how the song makes them feel. Children will be able to sing in unison or two parts. Children will be able to on a tuned instrument using notation or from memory.	<b>Builds on:</b> Children will be confidently identify and move to the pulse. Children will be able to think about what the words of a song means. Children will be able to describe how the song makes them feel. Children will be able to sing in unison or two parts.

	Children will be able to record and describe how they feel about their performance.	Children will be able to plan and create a section of music.	Children will be able to on a tuned instrument using notation or from memory. Children will be able to plan and create a section of music.
	<b>Future Learning:</b> Children will be able to find out more about South African Music. Children will continue to build on their key concepts of music.	<b>Future Learning:</b> Children will be able to find out more about RnB Music. Children will continue to build on their key concepts of music.	<b>Future Learning:</b> Children will be able to find out more about Reggae Music. Children will continue to build on their key concepts of music.
<b>Year 5/6</b>	<b>Enquiry Question:</b> What is Rock Music?	<b>Enquiry Question:</b> What is Jazz Music?	<b>Enquiry Question:</b> How to create a performance?
	<b>Builds on:</b> Children will be able to move to the pulse with ease. Children will think about messages of songs. Children will begin to compare two songs of the same style and describe similarities and differences. Children will be able to sing in unison and sing backing vocals. Children will be able to select and learn a instrumental part for the song to their ability. Children will be able to create simple melodies and be able to explain the structure.	<b>Builds on:</b> Children will be able to move to the pulse with ease. Children will think about messages of songs. Children will begin to compare two songs of the same style and describe similarities and differences. Children will be able to sing in unison and sing backing vocals. Children will be able to select and learn a instrumental part for the song to their ability. Children will be able to create simple melodies and be able to explain the structure.	<b>Builds on:</b> Children will be able perform and create a programme. Children will be able to communicate the meaning of the words clearly. Children will be able to record and compare the performance. Children will be able to discuss and talk musically about it.
	<b>Future Learning:</b> See KS3/4 grid below.	<b>Future Learning:</b> See KS3/4 grid below.	<b>Future Learning:</b> See KS3/4 grid below.

**Great Ponton's Curriculum Overview – Music – Cycle B**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EYFS</b>	<b>Charanga: Me!</b>	<b><i>Nativity</i></b>	<b>Charanga:Everyone</b>	<b>Charanga: Our World</b>	<b>Charanga: Big bear funk</b>	<b>Charanga: RRR</b>
<b>Y1/2</b>	<b>Charanga: I Wanna Play in a Band</b>	<b><i>Nativity</i></b>		<b>Charanga: Round and Round</b>		<b>Charanga: Zootime</b>
<b>Y3/4</b>	<b>Charanga: Lean on Me</b>		<b>Charanga: Glock 1</b>		<b>Charanga: The Dragon Song</b>	<b>Charanga: RRR Practise for a performance.</b>
<b>Y5/6</b>		<b>Charanga: French Prince of Bel Air</b>		<b>Charanga: Music and Identity</b>	<b>Charanga:RRR</b>	<b>Charanga: Practice for a performance</b>

## Great Ponton's Curriculum Overview – Music – Cycle B

	Autumn	Spring	Summer
<b>EYFS</b>	<p><b>Enquiry Question:</b> What are Nursery Rhymes?</p>	<p><b>Enquiry Question:</b> What are Action Songs?</p>	<p><b>Enquiry Question:</b> What is Funk music?</p>
	<p><b>Intent:</b> Children will learn that music can touch your feelings. Children will enjoy moving to the music by dancing. Children will begin to have an understanding of pulse, rhythm and pitch. Children will sing along to pre-recorded songs. Children will sing along with backing tracks.</p>	<p><b>Intent:</b> Children will learn that music can touch your feelings. Children will enjoy moving to the music by dancing. Children will begin to understand pulse, rhythm and pitch. Children will sing along to pre-recorded songs. Children will sing along with backing tracks.</p>	<p><b>Intent:</b> Children will learn that music can touch your feelings. Children will enjoy moving to the music by dancing. Children will begin to have an understanding of pulse, rhythm and pitch. Children will sing along to pre-recorded songs. Children will sing along with backing tracks.</p>
	<p><b>Future Learning:</b> Children will begin to recognise different types of music. Children will begin to understand and describe different styles of music.</p>	<p><b>Future Learning:</b> Children will begin to recognise different types of music. Children will begin to understand and describe different styles of music.</p>	<p><b>Future Learning:</b> Children will begin to recognise different types of music. Children will begin to understand and describe different styles of music.</p>
<b>Year 1/2</b>	<p><b>Enquiry Question:</b> What is Rock music?</p>	<p><b>Enquiry Question:</b> What is Latin music?</p>	<p><b>Enquiry Question:</b> What is Reggae Music?</p>
	<p><b>Builds on:</b> Children will be able to show they can enjoy moving to music. Children will learn to treat instruments carefully and respectfully. Children will learn how to play a tuned instrument. Children will begin to play the part in time to a steady pulse.</p>	<p><b>Builds on:</b> Children will be able to show they can enjoy moving to music. Children will learn about using their voices to sing notes of different pitches. Children will begin to change the sound of their voices to rap or say words in a rhythm.</p>	<p><b>Builds on:</b> Children will learn how they can enjoy music by dancing, being animals or pop stars. Children will create simple melodies. Children will begin to compose using 3-5 notes in their composition.</p>
	<p><b>Future Learning:</b> Children will be able to listen to and follow the musical instructions from a leader. Children will begin to understand and describe different styles of music.</p>	<p><b>Future Learning:</b> Children will be able to listen to and follow the musical instructions from a leader. Children will begin to understand and describe different styles of music.</p>	<p><b>Future Learning:</b> Children will be able to listen to and follow the musical instructions from a leader. Children will begin to understand and describe different styles of music.</p>

<b>Year 3/4</b>	<b>Enquiry Question:</b> What is Soul/Gospel Music?	<b>Enquiry Question:</b> What is the language of music through a glockenspiel?	<b>Enquiry Question:</b> What have I learnt so far? (RRR)
	<b>Builds on:</b> Children will confidently identify and move to the pulse. Children will be able to talk about the different music dimensions. Children will be able to explain how music makes them feel. Children will begin to sing with awareness of being in tune. Children will rehearse and perform their part within the context of the song.	<b>Builds on:</b> Children will treat instruments carefully and with respect. Children will be able to play one, or all four notes on a tuned instrument. Children will rehearse and perform their part in the song. Children will begin to listen to and follow musical instructions from a leader. Children will plan and create a section of music that can be performed. Children will be able to present a musical performance to an audience.	<b>Builds on:</b> Children will be able to identify different styles of music and how they are structured. Children will be able to identify the language of music.
	<b>Future Learning:</b> Children will be able to find out more about Soul and Gospel music. Children will continue to build on their key concepts of music.	<b>Future Learning:</b> Children will begin to listen to and reflect upon compositions and make musical decisions to change their composition.	<b>Future Learning:</b> Children will be able to perform and describe, evaluate and improve the performance.
<b>Year 5/6</b>	<b>Enquiry Question:</b> What is Hip Hop Music?	<b>Enquiry Question:</b> What is Music and it's identity?	<b>Enquiry Question: RRR</b> What have I learnt so far?
	<b>Builds on:</b> Children will be able to identify and move to the pulse of the music. Children will be able to sing in unison and sing with backing vocals. Children will begin to experience rapping and solo singing. Children will begin to create simple melodies using up to five notes and simple rhythms.	<b>Builds on:</b> Children will be able to identify and move to the pulse of the music. Children will be able to explain the messages within the songs.. Children will begin to compare two songs of the same style. Children will be able to talk about the musical dimensions. Children will be able to talk about the music and how it makes them feel.	<b>Builds on:</b> Children will be able to identify and move to the pulse of the music. Children will be able to identify different styles of music they know. Children will begin to compare two songs of the same style. Children will be able to talk about the musical dimensions. Children will be able to talk about the music and how it makes them feel.
	<b>Future Learning:</b> See KS3/4 grid below.	<b>Future Learning:</b> See KS3/4 grid below.	<b>Future Learning:</b> See KS3/4 grid below.

### **KS3/4 National Curriculum Objectives**

To play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.

To improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.

To use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.

To identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.

To listen with increasing discrimination to a wide range of music from great composers and musicians.

To develop a deepening understanding of the music that they perform and to which they listen, and its history.