

West Norfolk Academies Trust (Primary) – Curriculum Map – Music (Charanga)



| | Autumn | Spring | Summer |
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| EYFS Knowledge | <p>All about me!</p> <p>I can sing nursery rhymes. I can use instruments to accompany myself when I perform indoors/outdoors on the stage – I can clap along to the rhymes</p> <ul style="list-style-type: none"> • 1, 2, 3, 4, 5, Once I Caught a Fish Alive • This Old Man • Five Little Ducks • Name Song • Things For Fingers <p>I can listen to and describe in simple terms different styles of music, focusing on Beatles (past) and Pharrell Williams (present) I can listen to and describe in simple terms different styles of music, focusing on Beatles (past) and Pharrell Williams (present) I can hear the difference between one voice and a group of voices.</p> | <p>Everyone, including the Queen</p> <p>I can learn a wider range of songs and rhymes, clapping to the beat and rhythm</p> <ul style="list-style-type: none"> • Rock-a-bye Baby • Five Little Monkeys Jumping On The Bed • Twinkle Twinkle • If You're Happy And You Know It • Head, Shoulders, Knees And Toes <p>I can listen to music that is classical and instrumental (coronation music) I can hear and name some instruments.</p> <p>I can respond and describe my feelings by listening to the music. I can enjoy reggae with Bob Marley's song one love.</p> | <p>Big Bear Funk</p> <p>I can enjoy music linked to animals. I can hear how the music creates a sound like an animal Carnival of the Animals San Cere / Flight of the bumblebee Korsakov)</p> <p>I can describe my ideas to others and explain what I like and don't like.</p> <p>I can use instruments to create sounds like animals and create a repeating pattern</p> |
| EYFS Vocabulary | Listen, sing, pitch, happy, volume, beat, rhythm, enjoyment, disco music | Loud, slow, trumpet, piano, violin, cello, classical music, reggae music | Instruments, perform, orchestra, fast, slow, sweet, enjoy |
| Year 1 Knowledge | <p>Rhythm in the way we walk & Banana Rap</p> <p>I have listened to reggae style music. I can clap along with the pulse if someone is leading. I can hear the difference between singing and rapping and I joined in with Banana Rap. I can clap back a simple rhythm and I can make up my own rhythm. I am getting more confident at singing in a group.</p> | <p>Round and Round</p> <p>I recognise Latin bossa nova style and can identify some of the sounds and instruments I hear. I can describe music using musical terms like tempo and dynamics. I know that vocal warm-ups are important to protect my voice. I listen carefully when I sing to try to stay in tune with others.</p> | <p>Your Imagination</p> <p>I can talk with my friends about how the music I hear makes me feel. I pay attention and concentrate when my friends talk about the music we listen to and I respect their ideas. I do my best to sing in tune and in time with others. I take care to play classroom instruments properly.</p> |
| Year 1 Vocabulary | pulse rhythm pitch reggae rap | bossa nova tempo dynamics instruments tambourine triangle | percussion listen orchestra respect claves maracas |
| Year 2 Knowledge | Ho Ho Ho | Zoo Time | Friendship Song |

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| | I have listened to and compared different musical styles such as rock'n'roll and jazz. I enjoy clapping the pulse to the music along with everyone else. I know that a song has different sections such as verses and choruses. I can follow the colour chart which shows the different sections when we listen. | I recognise some of the style indicators of reggae music such as the slow tempo and important bass and drum groove. When I sing I pay attention to how my sound blends with others in our ensemble and I follow directions to sing louder or quieter. I have had the chance to play some classroom instruments along with our music. | I listen to music carefully and think about what it means to me. When I perform on a musical instrument I listen carefully to check I am in time with others and I start and stop when directed. Sometimes I compose a short melody (tune) to fit with our music or I improvise my own rhythm part. |
| Year 2 Vocabulary | rock'n'roll drum kit guitar verse chorus guiro | ensemble keyboard bass groove woodblock cymbal | melody compose improvise perform agogo bell |
| Year 3 Knowledge | Let Your Spirit Fly I have listened to and can sing a ballad in R&B style. I know that R&B songs use synthesizers and drum machines. I can demonstrate a melisma! I understand the importance of working in an ensemble or choir and do my best to contribute musically to our sound | The Dragon Song I have listened to music from different countries and I can name some instruments from other parts of the world. When I sing I know I need to sit or stand up straight so that my posture is good, I can breathe properly and produce a good sound. I can sometimes create a 'listening map' which visually describes the music I hear. | Bringing us Together I recognise some of the style indicators of disco music such as the energetic bass line and steady dance groove. I am becoming more confident at singing and feel comfortable enough to attempt a solo – even if it is only a very short echo warm-up! With the teacher's help I learn simple melodic parts on an instrument to play along with our music. |
| Year 3 Vocabulary | R&B ballad choir melisma synthesizer | posture listening map <i>dizi tabla zurna rebabah</i> | disco solo melodic bass line |
| Year 4 Knowledge | Mamma Mia I recognise some style indicators of 1970's pop music by Abba including the hook and the way the four voices are used. I can describe the structure of Mamma Mia and I can compare the musical texture of different parts of the song. I can feel the pulse inside me when I'm singing with the class and I can move in time with the music. | Lean on Me I have explored gospel music and I know it usually has religious lyrics and a history which goes back to the 18 th century. I can explain call and response style. I have tried singing a harmony part (in a group) whilst others are singing the main melody. I have improvised a simple instrumental part within our performance. | Blackbird I know The Beatles became famous in the 1960's and influenced many other musicians. When I listen to music I consider the tempo changes, the dynamics, the instruments and sounds and talk about these with others. In a song I can usually identify the chorus and verses and work out the structure. Sometimes I improvise simple vocal parts in our song. |
| Year 4 Vocabulary | Abba hook structure texture backing bridge introduction ending xylophone | lyrics harmony call and response gospel music glockenspiel | The Beatles influence riff glockenspiel |
| Year 5 Knowledge | Classroom Jazz 1 I have explored more Latin American bossa nova songs and recognise the distinctive rhythms used. I can name some instruments used in jazz music and I know what they | The Fresh Prince of Bel Air I recognise 'old school hip hop' style and can demonstrate how rapping is different to singing. I am more confident in my rhythmic and vocal skills and I can rap with a strong | Dancing in the Street I recognise motown style and know what a brass section is. I am aware different instruments have their own timbre (type of sound) and when instruments and voices |

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| | <p>sound like. I can play a melody based on 3 notes in time with the backing and perform quite confidently. I can improvise my own melody on 3 notes and I know when to start and stop playing.</p> | <p>sense of pulse. I have tried making up my own rap and have performed with others to a rhythmic backing. I enjoy listening to others perform and can comment constructively on their performances. I can make a simple graphic score to help remember my part.</p> | <p>combine in different ways the timbre changes. I sing clearly and confidently in a group and I sometimes volunteer to sing solo. I understand the importance of a conductor/leader when performing.</p> |
| Year 5 Vocabulary | <p>saxophone trumpet head middle 8 piano rhythm section</p> | <p>scratching 'old school hip hop' graphic score rap decks appraise</p> | <p>trombone brass section motown timbre conductor soul</p> |
| Year 6 Knowledge | <p>Classroom Jazz 2 I know that blues music was created by African-American communities at the end of the 19th Century who had suffered through slavery. I can use some of the notes of the C major scale to improvise and I know I should start and end on the 'home note' (C). I composed my own blues music and was able to write it down in simple notation on the worksheet provided.</p> | <p>Happy I can compare songs in different styles and describe their similarities and differences using musical language. I understand how we can use musical elements like tempo, pitch, dynamics, texture and timbre to create a mood. I can use graphic scores and simple staff notation to record my musical ideas. I can perform my role in an ensemble with awareness of the overall effect.</p> | <p>You've got a Friend I am confident about sharing my musical ideas with others and I listen with interest and respect to other people's ideas. I understand that working together well, careful rehearsing and singing/playing with an awareness of the whole ensemble are important for a successful performance. I sometimes take the lead and I can often tell if someone gets out of time with the group – sometimes I can help them to feel the pulse again.</p> |
| Year 6 Vocabulary | <p>blues spirituals work songs chord sequence C major scale Duke Ellington big band</p> | <p>staff notation treble clef stave awareness musical elements</p> | <p>diminuendo crescendo string section</p> |