

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

	Autumn	Spring	Summer
<b>PreSchool Knowledge</b>  <b>Nursery Rhymes</b>	<p style="text-align: center;"><b>Friends and Family</b></p> <p>Five Little Ducks, Five Currant Buns, Five Little Men in a Flying Saucer, Twinkle Twinkle Little Star, Hey Diddle Diddle, Mulberry Bush</p> <p>Listen and Respond to music You got a friend in me Randy Newman, Happy Diwali Nagada Sang Dhol</p> <p>Enjoy and move to the music, clap and accompany the tunes</p>	<p style="text-align: center;"><b>Are we there yet?</b></p> <p>There was a princess long ago, The Owl and the Pussycat, Goldilocks, Row, row, row your boat, Wheels on the Bus, Horsey, Horsey, don't you stop</p> <p>Listen and respond to music - Sailing Away ( Shipping forecast) Glenn Miller - Chattanooga Choo Choo</p> <p>Name some wind instruments, describe the sounds and style of music</p>	<p style="text-align: center;"><b>Seaside</b></p> <p>Incy wincey spider, Little Miss Muffet, Five little peas in a pea pod, Theres a tiny caterpillar on a leaf, When I was one, I'd just begun, the day I went to sea, Tongue twister: she sells sea shells on the sea shore, I do like to be beside the seaside</p> <p>Listen and respond to music Vivaldi Storm</p> <p>Name string instruments, describe the sounds and style of music</p>
<b>Pre School Vocabulary</b>	<p>Sing, loud, high, low, quiet, clap, rhythm, beat, chorus, altogether, solo, listen, fast, instruments</p>	<p>Piano, cello, sing, loud, high, low, quiet, clap, rhythm, beat, chorus, altogether, solo, listen, fast,</p>	<p>Violin, flute, loud, high, low, quiet, clap, rhythm, beat, chorus, altogether, solo, listen, fast, instruments</p>
<b>YR Knowledge</b>	<p style="text-align: center;"><b>All about me!</b></p> <p>I can sing nursery rhymes. I can use instruments to accompany myself when I perform indoors/outdoors on the stage – <b>I can clap along to the rhymes</b></p> <ul style="list-style-type: none"> <li>● 1, 2, 3, 4, 5, Once I Caught a Fish Alive</li> <li>● This Old Man</li> <li>● Five Little Ducks</li> <li>● Name Song</li> <li>● Things For Fingers</li> </ul> <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 style="text-align: center;"><b>Everyone, including the Queen</b></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"> <li>● Rock-a-bye Baby</li> <li>● Five Little Monkeys Jumping On The Bed</li> <li>● Twinkle Twinkle</li> <li>● If You're Happy And You Know It</li> <li>● Head, Shoulders, Knees And Toes</li> </ul> <p>I can listen to music that is classical and instrumental (coronation music) <b>I can hear and name some instruments.</b></p> <p>I can respond and describe my feelings by listening to the music. <b>I can enjoy reggae with Bob Marley's song one love.</b></p>	<p style="text-align: center;"><b>Big Bear Funk</b></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) <b>I can describe my ideas to others and explain what I like and don't like.</b></p> <p>I can use instruments to create sounds like animals and create a repeating pattern</p>

<b>YR Vocabulary</b>	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
<b>Year 1 Knowledge</b>	<b>Rhythm in the way we walk &amp; Banana Rap</b> 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.	<b>Round and Round</b> 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.	<b>Your Imagination</b> 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.
<b>Year 1 Vocabulary</b>	pulse rhythm pitch reggae rap	bossa nova tempo dynamics instruments tambourine triangle	percussion listen orchestra respect claves maracas
<b>Year 2 Knowledge</b>	<b>Ho Ho Ho</b> 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.	<b>Zoo Time</b> 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.	<b>Friendship Song</b> 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.

<b>Year 2 Vocabulary</b>	rock'n'roll   drum kit   guitar verse   chorus   guiro	ensemble   keyboard   bass   groove woodblock   cymbal	melody   compose   improvise   perform agogo bell
<b>Year 3 Knowledge</b>	<b>Let Your Spirit</b> 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	<b>The Dragon Song</b> 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.	<b>Bringing us Together</b> 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.
<b>Year 3 Vocabulary</b>	R&B   ballad   choir   melisma synthesizer	posture   listening map <i>dizi   tabla   zurna   rebab</i>	disco   solo   melodic   bass line