



Dobcroft Infant School Curriculum Map



Year		2022-2023		
Subject		Music		
WHOLE SCHOOL INTENT:		At Dobcroft Infant School, our intent is to create an exceptional, well-sequenced and ambitious curriculum, which challenges and excites all learners. Through quality first teaching and effectively planned provision, children will develop their ability to “know more, remember more and do more” to achieve clear end points.		
SUBJECT INTENT:		At Dobcroft Infant School, we weave music throughout all our learning and throughout the year. We see the vital importance of embedding music and enable pupils to listen too, appraise and compose music at each stage of their time here. We intend to have all pupils be able to access and appreciate music see music as a way to not only increase musical ability, but also self-esteem and act as a medium to support all learning. At Dobcroft Infant School, pupils take part in dedicated music lessons, as well as it being embedded throughout our school life.		
		Autumn	Spring	Summer
<b><u>FS2</u></b>	<b><u>Key Concepts:</u></b> voice, listening, music, singing, beat			
	<p><b><u>Perform (Singing/Playing)</u></b> Charanga – ME! Unit</p> <p><b><u>Listening and Appraising</u></b> Celebration Happy Sing Sing a Rainbow Happy Birthday Our House</p> <p><b><u>Nursery Rhymes</u></b> <b>Autumn 1:</b> Pat-a-cake 1, 2, 3, 4, 5 Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers</p>	<p><b><u>Perform (Singing/Playing)</u></b> Charanga – Everyone Unit – Spring 1</p> <p><b><u>Listening and Appraising</u></b> Roll Alabama Boogie Wonderland Don't go breaking my heart Frosty the snowman Spiderman We are family Thula Baba ABC My mum is amazing Conga Mozart's horn</p> <p><b><u>Nursery Rhymes</u></b> <b>Spring 1</b> Wind the Bobbin Up Rock-a-bye Baby</p>	<p><b><u>Perform (Singing/Playing)</u></b> Charanga – Big Bear Funk Unit</p> <p><b><u>Listening and Appraising</u></b> I Feel Good Don't You Worry About a Thing My Promise Superstition Pick up the Pieces</p> <p><b><u>Composing</u></b> Make own instruments. Discovery centre to have instruments made from jars filled with varying volumes of water to experiment with pitch. Children make a simple instrument and use it when creating small group compositions</p> <p><b><u>Key Vocab</u></b> Tap the beat, fast, slow, male voice, female voice, instrument</p>	

	<p><b>Music and Movement:</b> Wally Wombat Dough Disco</p> <p><b>Key Vocab:</b> singing, voice, listen, rhyme, stop, start</p>	<p>Twinkle, Twinkle If You're Happy and You Know It Heads, Shoulders, Knees and Toes</p> <p><b>Composing:</b> ICT Music – lessons to model the use of music using 2 Simple</p> <p><b>Key Vocab:</b> together, rhyme, high, low , tap the beat</p>	
<p><b>Wider Opportunities</b></p>	<p>Whole school trip to Music in the Round at the Crucible Theatre to see and perform</p> <p>Polly Ives (Music in the Round) visit into school with selection of instruments to show for the class</p> <p>Winter performance</p> <p>Daily maths moments which include songs/chants</p>	<p>Easter bonnet parade</p> <p>Daily maths moments which include songs/chants</p> <p>Dance/Music workshop – Chinese New Year.</p>	<p>Daily maths moments which include songs/chants</p> <p>Weekly whole school singing assemblies</p>
<p><b>End Points:</b></p>	<p>Listen to sounds and respond verbally or with movement. Speak and/or chant short phrases together. Sing/chant/play along to music with purpose and enjoyment</p>	<p>Identify if a sound is high or low Begin to tap along with a beat Sing and/or chant short phrases on their own Say if they like a piece of music or not</p>	<p>Respond appropriately to classroom routine songs Identify if a song/rhyme is fast or slow Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>
<p><b><u>Y1</u></b></p>	<p><b>Key Concept:</b> beat, tempo, pitch, composing, appraising music</p>		
	<p><b>Perform (Singing/Playing)</b> Charanga – Rhythm in the Way We Walk/Banana Rap <b>Listening and Appraising</b> Rhythm in the Way we Walk (Joanna Mangona)</p>	<p><b>Perform (Singing/Playing)</b> Charanga – Hey You! Unit <b>Listening and Appraising</b> Hip Hop songs:</p>	<p><b>Perform (Singing/Playing)</b> Charanga – Your Imagination unit <b>Listening and Appraising</b> Songs from Musicals =</p>

	<p>The Banana Rap (Jane Sebba)  The Planets, Mars (Gustav Holst)  Tubular Bells (Mike Oldfield)  Happy (Pharrell Williams)  When I'm 64 (The Beatles)</p> <p><b>First Thing Music – beat unit</b></p> <p>Copycat  Swing me Over the Water  Touch Your Shoulder  Ickle Ockle  Feet, Feet  Early in the Morning  Sally Go Round the Sun  One, Two, Three, Four  Queen, Queen Caroline  Jack be Nimble</p> <p><b>Key Vocab</b>  male/female voice, instrument, solo, tempo, beat, feeling, high/low, long/short sounds,</p>	<p>My, Myself and I (De la Soul)  Fresh Prince Of Bel Air (Will Smith)  Rapper's Delight (Sugarhill Gang)  U Can't Touch This (MC Hammer)  It's like that (Run DMC)</p> <p><b>Composing:</b>  Create a piece of music inspired by the Titanic/Great Fire of London using body percussion/percussion instruments.  Children will choose musical sound effects to match a picture, use graphics and symbols to portray the sounds they make and sequence these symbols to make a simple structure.</p> <p><b>Key Vocab</b>  tempo, beat, solo, duet, rhythm, dynamics, un tuned instruments (castanets, maraca, claves, bells, drum), compose</p>	<p>Supercalifragilisticexpialidocious  Pure Imagination  Daydream believer  Rainbow Connection  A Whole new World</p> <p><b>Key Vocab</b>  emotion, tempo, beat, rhythm, pitch, tuned instruments (electric guitar, trumpet, saxophone etc.) , compose, percussion</p>
<p><b>Wider Opportunities</b></p>	<p>Whole school trip to Music in the Round at the Crucible Theatre to see and perform</p> <p>Polly Ives (Music in the Round) visit into school with selection of instruments to show for the class</p> <p>Winter performance</p> <p>Weekly singing assemblies</p> <p>Daily maths moments which include chants and songs</p>	<p>Weekly singing assemblies</p> <p>Daily maths moments which include chants and songs</p> <p>Dance/Music workshop – Chinese New Year.</p>	<p>Weekly singing assemblies</p> <p>Daily maths moments which include chants and songs</p>
<p><b>End Points:</b></p>	<p>To sing and chant together  Sing/chant in time to a steady beat  Listen to a piece of music and move in time to its steady beat  Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment</p>	<p>To sing and chant together and as a solo/duet  Play loudly/quietly, quickly, slowly and identify this using key vocab  Begin to use musical terms (louder/quieter, faster/slower, higher/lower)  Compose own sequence of sounds and perform.</p>	<p>Recognise the sounds of the percussion instruments used in the classroom and identify and name them  Begin to articulate how changes in speed, pitch and dynamics effect the mood</p>

		Play instruments by shaking, scraping, rattling, tapping etc.	
<b><u>Y2</u></b>	<b><u>Key Concepts:</u></b> appraising, composition, beat, pitch, tempo, dynamics, rhythm, instrument awareness		
	<p><b><u>Perform (Singing/Playing)</u></b>  <b>Charanga – Hands, Feet, Heart unit</b></p> <p><b><u>Listening and Appraising</u></b>  The Click Song  The Lion Sleeps Tonight  Bring him back</p> <p><b><u>Christmas Carols</u></b>  Away In a Manger  12 Days of Christmas  Little Donkey  O Little Town of Bethlehem  We Wish You a Merry Christmas  Silent Night</p> <p><b><u>Key Vocab</u></b>  pitch, tempo, beat/pulse, rhythm, dynamics,, instrument, expression, percussion, claves, tune, soft voice, orchestra</p>	<p><b><u>Perform (Singing/Playing)</u></b>  <b>Charanga – The Friendship Song</b></p> <p><b><u>Listening and Appraising</u></b>  Count on me  We go together  You give a little love  That’s what friends are for  You’ve got a friend in me</p> <p><b><u>Composing:</u></b>  Children will use 2Beat to create a piece of music, later instruments and adjusting tempo and dynamics</p> <p>Children will choose musical sound effects to match a picture using percussion instruments including glockenspiels, use graphics and symbols to portray the sounds they make and sequence these symbols to make a simple structure.</p> <p><b><u>Key Vocab</u></b>  beat/pulse, pitch, tempo, instruments, appraising, dynamics, rhythm, texture, melody</p>	<p><b><u>Perform (Singing/Playing)</u></b>  <b>Charanga – Zootime by Joanna Mangona</b></p> <p><b><u>Listening and Appraising</u></b>  Reggae songs =  Kingston Town by UB40  Shine by ASWAD  I.G.Y. by Donald Fagen  Feel Like Jumping by Marcia Griffiths  I Can See Clearly Now by Jimmy Cliff</p> <p>Listen to a variety of musical pieces and use images and key vocabulary learn to describe the piece and how it makes them feel</p> <p><b><u>Key Vocab</u></b>  orchestra (string, woodwind, brass, percussion), reggae, tuned, untuned, pitch, note, tempo, beat/pulse, rhythm, dynamics, texture, compose</p>
<b><u>Wider Opportunities</u></b>	<p>Singing (Christmas Carols) trips to St Lukes’ Hospice and Ranulf Court in the local community</p> <p>Whole school trip to Music in the Round at the Crucible Theatre to see and perform</p> <p>Polly Ives (Music in the Round) visit into school with selection of instruments to show for the class</p> <p>Weekly singing assemblies</p>	<p>Weekly singing assemblies</p> <p>18 week violin lesson programme from a peripatetic teacher from Sheffield Music Hub (John Lyon)</p> <p>Daily maths moments which include chants and songs</p> <p>Dance/Music workshop – Chinese New Year.</p>	<p>Weekly singing assemblies</p> <p>18 week violin lesson programme from a peripatetic teacher from Sheffield Music Hib (John Lyon)</p> <p>Daily maths moments which include chants and songs</p> <p>Summer performance</p> <p>Violin showcase to families/ DJS</p>

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<p><b><u>End Points</u></b></p>	<p>Sing a variety of songs with more accuracy of pitch</p> <p>Keep a beat and rhythm using percussion instruments</p> <p>Identify some instruments in an orchestra</p> <p>Listen with concentration and understanding to a range of high quality recorded music</p>	<p>Sing with a sense of control of <b>dynamics</b> (volume) and <b>tempo</b> (speed)</p> <p>Play untuned and tuned instruments to play the beat and rhythm</p> <p>Listen a range of songs around a common theme and state our opinion on them, using key vocab (tempo, pitch, dynamics, instruments) to explain our opinion</p> <p>Combine sounds to create a soundscape for an image using and a range of untuned and tuned percussion instruments – selecting instruments and the elements to match the image</p> <p>Perform their own sequence of sounds with confidence and use musical terminology to describe it.</p>	<p>Sing with an increasing sense of control of <b>dynamics</b> (volume) and <b>tempo</b> (speed)</p> <p>Identify instruments in an orchestra and which sort into their ‘family’ group.</p> <p>Listen with concentration and understanding to a range of high quality recorded music, using music vocabulary to describe and expressing opinions about music.</p> <p>Play with control: a) maintaining steady beat b) getting faster or slower c) getting louder or quieter</p> <p>To play the violin with some awareness of rest position, bow and the notes to copy simple pieces</p> <p>.</p>