Abbeyfields Music Curriculum
Nursery to Year 4

At Abbeyfields we predominantly follow the Charanga scheme and resources to deliver the National Curriculum and enhance the children's experience of learning music. Music also plays an integral part in promoting the wellbeing of all children.

	TERM 1: AUTUMN TERM		TERM 2: SPRING TERM		TERM 3: SUMMER TERM	
YEAR GROUP	**T1a**	**T1b**	**T2a**	**T2b**	**T3a**	**T3b**
Nursery (Songs and skills supplemented by Original Scheme Charanga)	**What makes me Special?** Build a repertoire of familiar songs and dances. - Use musical instruments and your own bodies to make different sounds. -listen to sounds with increased attention (environmental - everyday sounds)	**1,2,3,4,5 lets find out about 'Nursery Rhymes'** Use musical instruments to accompany stories, songs and play -Build a repertoire of familiar songs and rhymes -listen to sounds with increased attention (environmental - everyday sounds and musical instruments)	**What can we learn about 'Houses and Homes'?** Use musical instruments to accompany singing and play -Listen with increased attention to sounds. -keep a steady beat -follow simple patterns/rhythms	**What can we find out about 'Journeys and wheels'?** Use musical instruments to accompany stories, songs and play -Sing songs and use instruments to accompany pattern and rhythm -keep a steady beat -follow simple patterns/rhythms	**Tell me a story...'Favourite books and stories'** Use musical instruments to accompany stories, songs and play -Continue to build a repertoire of familiar songs and rhymes -sing a matching tune to another person (pitch match) -sing the melodic shape	**What could we find 'Down at the bottom of the garden'?** Use musical instruments to accompany stories, songs and play Respond to what they have heard, expressing their thoughts and feelings. Create their own songs, or improvise a song around one they know. -play instruments with increasing control to express feelings and ideas
Nursery	**In music across the Nursery year children will be given opportunities to;** -remember and sing entire songs -respond to what they have heard, expressing their thoughts and feelings -create own songs, improvise around known songs -explore musical instruments **EYFS Nursery Rhyme Spine**					

Reception (Original Scheme Charanga) **Rec. continued**	**All about me/ I wonder what's special?** **Charanga Unit** **Me!** **Musical Learning Focus** -Listening and responding to different styles of music -Embedding foundations of the interrelated dimensions of music -Learning to sing or sing along with nursery rhymes and action songs -Improvising leading to playing classroom instruments -Share and perform **Cross-curricular/topic-based focus: Me! -** explore: growing, homes, colour, toys, how I look	**Once upon a time/ Can you tell me a story?** **Charanga Unit** **My Stories** **Musical Learning Focus** -Listening and responding to different styles of music -Embedding foundations of the interrelated dimensions of music -Learning to sing or sing along with nursery rhymes and action songs -Improvising leading to playing classroom instruments -Share and perform **Cross-curricular and topic-based focus:** My Stories - explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time	**My Toy Box/ What shall I play with?** **Charanga Unit** **Everyone!** **Musical Learning Focus** -Listening and responding to different styles of music -Embedding foundations of the interrelated dimensions of music -Learning to sing or sing along with nursery rhymes and action songs -Singing and learning to play instruments with a song -Share and perform **Cross-curricular and topic-based focus**: Everyone! - explore: family, friends, people and music from around the world	**Getting around/ Are we nearly there yet?** **Charanga Unit** **Our World** **Musical Learning Focus** -Listening and responding to different styles of music -Embedding foundations of the interrelated dimensions of music -Learning to sing or sing along with nursery rhymes and action songs -Singing and learning to play instruments with a song -Share and perform **Cross-curricular and topic-based focus:** Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space	**People who help us/ What do grown ups do all day?** **Charanga Unit** **Big Bear Funk** **Musical Learning Focus** -Listening and appraising Funk music -Embedding foundations of the interrelated dimensions of music using voices and instruments -Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs -Playing instruments within the song -Improvisation using voices and instruments Riff-based composition **Big Bear Funk - A Transition Unit:** 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share	**All creatures great and small/ Why do Zebras have stripes?** **Charanga Unit** **Reflect, Rewind and Replay** **Musical Learning Focus** -Listening and appraise -Continue to embed the interrelated dimensions of music -Sing and revisit nursery rhymes and action songs -Play instruments within the song
	EYFS Nursery Rhyme Spine					

Year 1 (Model Curriculum Charanga)	**Charanga Unit** **My musical heartbeat** **Focus: Pulse (heartbeat)** Explore the Musical Spotlights and Social Questions throughout Find and keep the pulse or steady beat together. You might march, clap or sway in time - find a movement that helps you to keep the beat. Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G	**Charanga Unit** **Dance Sign and Play** **Focus: Rhythm and Pitch (patterns of sounds)** Dance, sing, and play instruments with the music in this unit, explore these sounds and how they work together. Compose and create their own sounds and melodies using the Compose with the Song and Graphic Score resources (throughout)	**Charanga Unit** **Exploring sounds** **Focus: Exploring sounds (pitch, dynamics)** Learn that music is a language made up of high and low and long and short sounds.	**Charanga Unit** **Learning to listen** **Focus: Listening and feeling the music** Listen to and learn about many different styles of music.	**Charanga Unit** **Having fun with improvisation** **Focus: Improvisation (melodies and rhythms)** Enjoy dancing and learning about the songs. Begin to explore improvisation.	**Charanga Unit** **Let's perform together** **Focus: Performing (singing, dancing, playing)** Sing, move and dance to specially-written songs. Play classroom percussion instruments with the songs they learn to sing. Perform their choice of songs and musical activities to an audience.
Year 2 (Model Curriculum Charanga)	**Charanga Unit** **Pulse, rhythm, pitch**	**Charanga Unit** **Playing in an orchestra**	**Charanga Unit** **Inventing a musical story**	**Charanga Unit** **Recognising different sounds**	**Charanga Unit** **Exploring improvisation**	**Charanga Unit** **Our big concert**

<table>
<tr><td>Y2</td><td colspan="6">Throughout year 2, children will develop: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A

Explore the Musical Spotlights and Social Questions within each unit.

Demonstrate that music is a combination of pulse, rhythm and pitch - the foundations of every song they learn.

Continue to listen to and learn about many different styles of music - begin to recognise more different sounds and hear how they create harmony together.

Sing and move together with more of an understanding of how pulse, rhythm and pitch work together.

Play instruments together and have fun learning to play in a band or ensemble.

Explore improvisation a bit further and try to use some more notes.

Explore composition to tell stories using the Create a Graphic Score and Music Explorer resources.

Put together a big Concert and celebrate the lovely musical year.</td></tr>
<tr><td>Year 3
(Model Curriculum Charanga)
and
Musical theatre - weekly sessions delivered bt MPN</td><td><u>Charanga Unit</u>

Writing down music</td><td><u>Charanga Unit</u>

Playing in a band</td><td><u>Charanga Unit</u>

Compose using your imagination</td><td><u>Charanga Unit</u>

More musical styles</td><td><u>Charanga Unit</u>

Enjoying improvisation</td><td><u>Charanga Unit</u>

Opening Night</td></tr>
<tr><td></td><td colspan="6">Throughout the Y3 units, the children will: Explore the Musical Spotlights and Social Questions within each unit.
Begin to use music notation and start to put sound together with symbol where appropriate.

Listen to and learn about musical styles and how music has changed and shaped lives around the world.

Think about and explore how singing and playing together can create beautiful sounds and experiences.

Play instruments together with more confidence and expression.

Explore where they improvise in a song.

Using their imaginations when composing using graphic scores and Music Explorer.

Plan and create a performance with an understanding of the songs they are singing and where they fit in the world.

Create their own band using the simple band parts provided. Every instrument is there!</td></tr>
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Year 4 (Model Curriculum Charanga)	**Charanga Unit** **Musical Structures**	**Charanga Unit** **Exploring feelings when you play**	**Charanga Unit** **Compose with your friends**	**Charanga Unit** **Feelings through music**	**Charanga Unit** **Expression and improvisation**	**Charanga Unit** **The Show must go on!**
Y4 continued	**Throughout the Y4 units, children will:** Explore the Musical Spotlights and Social Questions within each unit. Continue to explore music notation through playing their instruments and the Music Notepad, Continue to listen to and learn about musical styles and how they help us to communicate different feelings. Explore how music and lyrics/words work together. How the music can make words sound even more special. Play instruments using the band parts provided and enjoy playing together confidently, knowing whereabouts they will play in the song. Make their simple improvisations more expressive, adding some dynamics. Use simple dynamics to express their feelings when composing. Choose from songs they have learnt within each unit and plan a performance. Introduce the performance with an understanding of what the songs are about, and any other connections. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B ♭					
Additional whole school opportunities for the children to develop their musical knowledge and skills:	**KEVI High School Sixth Form and Head of Music** - Music Assembly to introduce a variety of instruments to the children and students to talk about the journey to becoming performers and study A level music **Music Partnership North (MPN)** - individual and group lessons within school, for those children signed up and opportunities for PP children **Termly assemblies** -children who play instruments have the opportunity to perform to the whole school **MPN** - Music ensembles and musical theatre groups offered to the children after school and in school holidays. **MPN Folk Music** taster session to the children through a whole school assembly **Year 3 and 4 - Annual Musical show** performed at Chantry Middle School (After School and Saturday rehearsals for 5 months) e.g. Joseph in 2024 **Year 3 - weekly Musical Theatre** lessons with an Music Partnership North expert for the 2 classes (Tuesday mornings) with performances to parents **Year 4 Choir** - weekly lunchtime rehearsals and performances to parents and within the community (residential homes) (Music Lead) **Performances for all** - Every Year group performs a musical show at Christmas and in the Summer term to parents.					

	Community and Charity Events - singing together with local schools in aid of comic relief