



## 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
	Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.		
<b><u>FS2</u></b>	<b><u>Key Concepts:</u></b> voice, listening, music, singing, beat		
	<p><b><u>Perform (Singing/Playing)</u></b>  <b>Charanga – ME! Unit</b>  <b><u>Singing</u></b>  <b>Nursery Rhymes</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>Listening and Appraising</u></b>            Celebration            Happy            Sing            Sing a Rainbow            Happy Birthday            Our House</p>	<p><b><u>Perform (Singing/Playing)</u></b>  <b>Charanga – Everyone Unit</b>  <b><u>Singing</u></b>  <b>Nursery Rhymes</b>            Wind the Bobbin Up            Rock-a-bye Baby            Twinkle, Twinkle            If You’re Happy and You Know It            Heads, Shoulders, Knees and Toes</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</p>	<p><b><u>Perform (Singing/Playing)</u></b>  <b>Charanga – Big Bear Funk Unit</b>  <b><u>Singing</u></b>  <b>Nursery Rhymes</b>            Five speckled frogs            Ten green bottles            Down in the Jungle            Five Little Monkeys</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>Explore and Create</u></b> Using voices and use classroom instruments (glockenspiels)</p> <p><b><u>Share and Perform</u></b> Children work independently or in small groups to perform a short song with or without musical instruments</p> <p><b><u>Musicianship</u></b> <b><u>Music and Movement:</u></b> Wally Wombat Dough Disco Movement and Music Tapping knees and clapping hands in time with the music</p> <p><b><u>Key Vocab:</u></b> singing, voice, listen, rhyme, stop, start, fast, slow</p>	<p>Conga Mozart's horn</p> <p><b><u>Explore and Create</u></b> ICT Music – lessons to model the use of music using 2 Simple</p> <p><b><u>Share and perform</u></b> Children work independently or in small groups to perform a short song with or without musical instruments</p> <p><b><u>Musicianship</u></b> Start to use body percussion (clapping, tapping to the beat), classroom percussion (sticks, shakers), play repeated rhythm patterns, and pitch patterns on tuned instruments (e.g glockenspiels)</p> <p><b><u>Key Vocab:</u></b> together, rhyme, high, low , tap the beat, instrument</p>	<p><b><u>Explore and Create</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>Musicianship</u></b> Use body percussion to create animal noises or plant noises (how would a lion move – fast/ slowly)</p> <p><b><u>Key Vocab</u></b> Tap the beat, fast, slow, male voice, female voice, instrument</p>
<p><b><u>Wider Opportunities</u></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><u>End Points:</u></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 Improvise and create short songs using instruments or voice.</p>	<p>Identify if a sound is high or low Begin to tap along with a beat – clapping, tapping knees Experiment using tuned instruments to play repeated patterns and pitch patterns (using glockenspiels) 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.</p>

			Sing in a group or on their own, increasingly matching the pitch and following the melody.
<b><u>Y1</u></b>	<b><u>Key Concept:</u></b> singing, listening, appraising, musicianship		
	<p><b><u>Perform (Singing)</u></b>  <b>Charanga –</b>  <b>Rhythm in the Way We Walk/Banana Rap</b>  <b>FirstThing Music – beat unit</b>  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>Christmas performance songs  Music in the Round performance songs</p> <p><b><u>Listening and Appraising</u></b>  Rhythm in the Way we Walk (Joanna Mangona)  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><u>Composing</u></b>  Use music technology to retell story of the Gruffalo  Chrome Lab</p> <p><b><u>Musicianship</u></b></p>	<p><b><u>Perform (Singing)</u></b>  <b>Charanga – Hey You! Unit</b></p> <p><b><u>Listening and Appraising</u></b>  Hip Hop songs:  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><u>Composing:</u></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><u>Musicianship</u></b>  <b><u>Pulse/ beat</u></b>  Respond to pulse of live/ recorded performance:  Pirates of the Caribbean theme – Hans Zimmer</p> <p><b><u>Rhythm</u></b>  Perform short copycat songs led by teacher  Feet, Feet  Early in the Morning  Sally Go Round the Sun</p> <p><b><u>Pitch</u></b>  Experiment using percussion to add to storytelling,  Billy and the Dragon, The Great Explorer</p>	<p><b><u>Perform (Singing)</u></b>  <b>Charanga – Your Imagination unit</b></p> <p><b><u>Listening and Appraising</u></b>  Songs from Musicals =  Supercalifragilisticexpialidocious  Pure Imagination  Daydream believer  Rainbow Connection  A Whole new World</p> <p><b><u>Composing:</u></b></p> <p><b><u>Musicianship:</u></b>  <b><u>Pulse/ beat</u></b>  Walk, move, clap to beat of music with others, increasing movement as tempo increases</p> <p><b><u>Rhythm</u></b>  Perform short copycat songs led by teacher  One, Two, Three, Four  Queen Queen Caroline  Jack be Nimble</p> <p><b><u>Pitch</u></b>  Compare high and low sounds of different animals</p> <p><b><u>Key Vocab</u></b>  emotion, tempo, beat, rhythm, pitch, tuned instruments (electric guitar, trumpet, saxophone etc.) , compose, percussion</p>

	<p><b><u>Pulse/ beat</u></b> Experiment using body percussion to create sequences of sounds (e.g. rustling leaves, sticks snapping on walk through the wood)</p> <p><b><u>Rhythm</u></b> Perform short copycat songs led by teacher (First Music: copycat, touch your shoulders, touch your knees)</p> <p><b><u>Pitch</u></b> Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound.</p> <p><b><u>Key Vocab</u></b> male/female voice, instrument, solo, tempo, pulse, feeling, high/low, pitch, long/short sounds, rhythm</p>	<p><b><u>Key Vocab</u></b> tempo, beat/ pulse, solo, duet, rhythm/ duration, loud, quiet, dynamics, un tuned instruments (castanets, maraca, claves, bells, drum), compose</p>	
<p><b><u>Wider Opportunities</u></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><u>End Points:</u></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 Perform with confidence and ownership during Christmas play performance.</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. Play instruments by shaking, scraping, rattling, tapping etc.</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>

## Y2

Key Concepts: singing, listening, appraising, musicianship

### Perform (Singing/Playing)

**Charanga – Hands, Feet, Heart unit**

### Listening and Appraising

The Click Song  
The Lion Sleeps Tonight  
Bring him back

### **Christmas Carols**

Away In a Manger  
12 Days of Christmas  
Little Donkey  
O Little Town of Bethlehem  
We Wish You a Merry Christmas  
Silent Night

### Key Vocab

pitch, tempo, beat/pulse, rhythm, dynamics,,  
instrument, expression, percussion, claves, tune,  
soft voice, orchestra

### Perform (Singing/Playing)

**Charanga – The Friendship Song**

### Listening and Appraising

Count on me  
We go together  
You give a little love  
That's what friends are for  
You've got a friend in me

### Composing:

Children will use 2Beat to create a piece of music,  
later instruments and adjusting tempo and dynamics

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.

### Key Vocab

beat/pulse, pitch, tempo, instruments, appraising,  
dynamics, rhythm, texture, melody

### Perform (Singing/Playing)

**Charanga – Zootime by Joanna Mangona**

### Listening and Appraising

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

Listen to a variety of musical pieces and use images and  
key vocabulary learn to describe the piece and how it  
makes them feel

### Key Vocab

orchestra (string, woodwind, brass, percussion), reggae,  
tuned, untuned, pitch, note, tempo, beat/pulse, rhythm,  
dynamics, texture, compose

### Wider Opportunities

Singing (Christmas Carols) trips to St Lukes'  
Hospice and Ranulf Court in the local community

Whole school trip to Music in the Round at the  
Crucible Theatre to see and perform

Polly Ives (Music in the Round) visit into school  
with selection of instruments to show for the class

Weekly singing assemblies

18 week violin lesson programme from a  
peripatetic teacher from Sheffield Music Hib (John  
Lyon)

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Daily maths moments which include chants and  
songs

Dance/Music workshop – Chinese New Year.

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teacher from Sheffield Music Hib (John Lyon)

Daily maths moments which include chants and songs

Summer performance

Violin showcase to families/ DJS

	Daily maths moments which include chants and songs		
<b>End Points</b>	<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>