



Chadsmead Curriculum Coverage of Music

Nursery Music at Chadsmead



Hello! I'm Rosie, the founder of 'London Rhymes' - an initiative where me and my team of fab musicians collaborate together and with families and young children to create new, fun and exciting original songs!

We're really looking forward to developing more content for you and the children in your classrooms this year. Do find out more about us at www.londonrhymes.comor find more of our material on YouTube or Spotify.

We are passionate about original, creative and fun material for children in the early years.. but also for the adults that live and work with them!

You can find all the units from Sing Up's curriculum page at www.singup.org/music/sing-up-music-curriculum/sing-up-music

A note on learning goals as we move through the units. We'll be using two guidelines as references to observe the children's learning and musical development:

LEARNING GOALS

1.2021 Early Learning Goals (ELG)

2. Musical Development Matters

Our unit topics throughout the year will be inspired by the 2021 Early Learning Goals - specifically themes that relate to 'Personal, Social and Emotional Development' and 'Understanding the world'.

MUSICAL DEVELOPMENT MATTERS

We'll be also using a document called 'Musical Development Matters' which I would recommend <u>looking at online</u>, as well as <u>downloading the PDF</u> if you haven't already! It's a fantastic guide to the categories of musical learning in babies and children up to the age of 5, giving us ideas on how to support their musical growth and develop their innate musicality. 'It has been written to offer examples and possibilities of what children often naturally do and how this can be recognised, valued and nurtured'.

These categories are designed to help us **observe** the children, rather than being goals, or categories to mark the attainment of children. Musicality in young children is innate, and there is lots that we can do to support and encourage a child's musical journey. This document helps us as adults to recognise different ways we can do that. Our goals are not to (for example) 'get children to sing in tune', but rather to support their exploration and creativity, play and enjoyment of music!

There are 4 categories that we'll be using to help us look out and encourage the children in their musical development: <u>Hearing and listening</u>, <u>Vocalising and singing</u>, <u>Moving and dancing</u>, <u>Exploring and playing</u>. We'll try to incorporate all 4 categories in each unit, using it to help us guide you in your observations, as well as to incorporate ideas for further activities.



Nursery Sing Up Units

Term 1: Let's Be Friends

Travel and Movement

Term 2: This Is Me

Animal Tea Party

Term 3: I've Got Feelings



Reception: Curriculum Coverage of Music at Chadsmead



		National Curri	culum	1												
In addition to classic leads		music lessons, children sing regularly in sessions with the	l've Got a Grumpy Face	The Sorcerer's Apprentice	Witch, Witch	Christmas Songs	Row, Row, Row your Boat	Bird Spotting	Shake My Sillies Out	Up and Down	Five Fine Bumble Bees	Easter Songs	Down There Under the Sea	lť s Oh So Quiet	Slap, Clap, Clap	Bow, Bow, Bow Belinda
	1	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2	Pupils play tuned and untuned instruments musically.			✓		√		√	√	√		√	√	√	√
Programme of Study	3	Pupils listen with concentration and understanding to a range of high-quality live and recorded music.	✓	√		√		√	✓	✓	✓	√	✓	√	√	✓
	4	Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.	√						√		√			√		
		Statutory Framewo	rk For	EYFS	·				ı		ı		ı	ı		
Communication	а	Listen attentively and respond to what they hear with relevant questions, comments, and actions.	√	√	✓	√	√	✓	✓	✓	✓	√	✓	✓	√	✓
and Language	b	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	✓				√		✓	✓	✓		✓	✓	√	✓
Personal, Social and Emotional	а	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	✓	✓	✓	✓	~	✓	✓	✓	✓	~	✓	✓	✓	✓
Development	b	Work and play cooperatively and take turns with others.	✓		✓			√	✓	✓	✓		✓	✓	✓	✓
Physical Development	а	Negotiate space and obstacles safely, with consideration for themselves and others.	√	√	✓		√	✓		✓	✓				✓	✓
Development	b	Use a range of small tools (e.g. instrument beaters).	✓		✓		✓		✓		✓		✓	✓	✓	✓
Literacy	а	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems, and during role play.	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓		
Expressive Arts and Design	а	Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Year 1/2 Curriculum Coverage of Music at Chadsmead



		National Curr	iculur	n												
PoS 1: Singing	ex _l	oressively and o high quality recorded music.	Menu Song	Christmas Songs / Listening tasks	Football	Who Stole My Chickens/ Easter	Dancing and Drawing to Nautilus	Cat and Mouse	Come Dance with Me	Tony Chestnut	Christmas Songs / Listening tasks	Grandma Rap	Swing along with Shostakovich	Charlie Chaplin/Easter	Rockpool Rock	Tanczmy Labada
	1	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Drogramma	2	Pupils play tuned and untuned instruments musically.	✓	✓	✓	✓		✓	✓	✓	✓	✓			✓	✓
Programme of Study	3	Pupils listen with concentration and understanding to a range of high-quality live and recorded music.	✓	✓	✓	✓	✓	✓	√	✓	✓	✓	✓		✓	✓
	4	Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.	✓		✓			✓	✓	✓		✓		✓		

Year 3/4 Curriculum Coverage of Music at Chadsmead



		National Curriculum												
PoS 1: Perform fluency, contr PoS 4: Use and PoS 5: Appreci great compos	m in ol a d ui iate	ensemble contexts, using their voices with increasing accuracy, and expression inderstand staff and other musical notations. and understand a wide range of high-quality recorded music from and musicians. understanding of the history of music.	l've Been to Harlem/Harvest	Chilled Out Clap Rap/Christmas	Latin Dance	March from The Nutcracker/Easter	Samba with Sergio	Fly with the Stars	This Little Light of Mine	My Fantasy Football Team	The Doot Doot Song	Fanfare for the Common Man/Easter	Global Pentatonics	Favourite Song
	1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	✓	✓	✓			✓	✓	✓	✓	✓	✓	
Programme of Study	3	Listen with attention to detail and recall sounds with increasing aural memory.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
·	4	Use and understand staff and other musical notations.	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓
	5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	✓	✓	✓	✓	√		✓		✓	✓	✓	✓
	6	Develop an understanding of the history of music.			✓	✓	√		✓		√		✓	✓

Year 5/6 Curriculum Coverage of Music at Chadsmead



		National Curriculum												
PoS 1: Perform fluency, contr PoS 4: Use and PoS 5: Apprec great compos	n in ol a d ur iate ers	ensemble contexts, using their voices with increasing accuracy,	What Shall We Do with the Drunken Sailor/Harvest	Why We Sing / Christmas	Madina tun Nabi	Building a Groove / Easter	Baloo Baleerie	Kisne Banaaya	Hey, Mr Miller/Harvest	Shadows / Christmas	Dona Nobis Pacem	Ain't Gonna Let Nobody	Exploring Identity Through Song	Ame Sau Vala Tara Bal
	1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	√	✓	√	✓	√	√	✓	✓	✓	√	√	✓
	2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	√	✓	✓	√	✓	✓	✓		√	✓		✓
Programme of Study	3	Listen with attention to detail and recall sounds with increasing aural memory.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
-	4	Use and understand staff and other musical notations.	✓			✓	✓	✓	✓		✓	✓		✓
	5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	✓	✓	✓	✓	√	✓	✓	✓	✓	√	√	√
	6	Develop an understanding of the history of music.	✓	✓	✓	✓	✓		✓		√	✓	✓	✓