



**Barley and Barkway (VA) C of E First Schools Federation**  
 Church End, Barley, SG8 8JW | 84 High Street, Barkway, SG8 8EF  
 Tel: 01763 848281 | 01763 848283  
 Email: admin@barleybarkway.herts.sch.uk  
 Website: www.barleybarkway.herts.sch.uk



## Music Curriculum Map

	Communication and Language	Physical Development	Expressive Arts and Design
<b>Three and Four-Year-Olds</b>	Sing a large repertoire of songs.	Use large-muscle movements to wave flags and streamers, paint and make marks.	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
<b>Reception</b>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>	Combine different movements with ease and fluency.	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
	Expressive Arts and Design		Being Imaginative and Expressive
<b>EL G</b>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>		

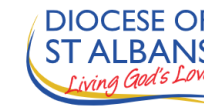
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	AUT- 1	AUT - 2	SPR - 1	SPR - 2	SUM - 1	SUM - 2
<b>Reception</b> Untuned instruments	<b>Me!</b> Pulse & Rhythm	<b>My Stories</b> Pulse & Rhythm Composition: Invent a pattern to go with a song using one note	<b>Everyone!</b> Pulse & Rhythm Composition: Use the starting note to explore melodic patterns using one or two notes.	<b>Our World</b> Pulse & Rhythm Composition: Use the starting note to explore melodic patterns using one or two notes.	<b>Big Bear Funk</b> Pulse & Rhythm	<b>Reflect, Rewind &amp; Replay</b> Pulse & Rhythm
<b>Year 1</b> Glockenspiel & Recorder	<b>Hey You</b> How pulse, rhythm and pitch work together.  Old School hip-hop  C	<b>Rhythm In The Way We Walk and The Banana Rap</b> Pulse, rhythm and pitch, rapping, dancing and singing.  Reggae	<b>In the Groove</b> How to be in the groove with different styles of music.  Blues, Baroque, Latin, Bhangra, Folk, Funk  C + D	<b>Round and Round</b> Pulse, rhythm and pitch in different styles of music.  Bossa Nova  D + F + C + D	<b>Your Imagination</b> Using your imagination.  Pop  C + G	<b>Reflect, Rewind &amp; Replay</b> The history of music, look back and consolidate your learning, learn some of the language of music.  Classical
<b>Year 2</b> Glockenspiel & Recorder	<b>Hands, Feet, Heart</b> South African music  Afropop, South African  G + A + C	<b>Ho, Ho, Ho</b> Festivals and Christmas  G + A + B	<b>I Wanna Play in a Band</b> Playing together in a band  Rock  D + C	<b>Zootime</b> Reggae and animals  Reggae  C + D	<b>Friendship Song</b> A song about being friends  Pop  E + G	<b>Reflect, Rewind &amp; Replay</b> The history of music, look back and consolidate your learning, learn some of the language of music.  Classical
<b>Year 3</b> Glockenspiel & Recorder	<b>Let Your Spirit Fly</b> RnB and other styles  R&B  C, F + G	<b>Glockenspiel Stage 1</b> Exploring & developing playing skills  N/A  D + E and D + C	<b>Three Little Birds</b> Reggae and animals  Reggae  G + A	<b>The Dragon Song</b> Music from around the world, celebrating our differences and being kind to one another  Pop that tells a story  G	<b>Bringing Us Together</b> Disco, friendship, hope and unity  Disco  C	<b>Reflect, Rewind &amp; Replay</b> The history of music, look back and consolidate your learning, learn some of the language of music.  Classical
<b>Year 4</b> Glockenspiel & Recorder	<b>Mamma Mia</b> ABBA's music  Pop  G	<b>Glockenspiel 2</b> Exploring and developing playing skills using the glockenspiel  Mixed styles  C + D	<b>Stop!</b> Writing lyrics linked to a theme  Grime	<b>Lean On Me</b> Soul/Gospel music and helping one another  Gospel  C + F	<b>Blackbird</b> The Beatles, equality and civil rights  The Beatles/Pop  C + B	<b>Reflect, Rewind &amp; Replay</b> The history of music, look back and consolidate your learning, learn some of the language of music.  Classical

At Barley Barkway Federation we follow the Charanga scheme, this scheme has been carefully collated to ensure that all areas of the curriculum are covered.



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## The Interrelated Dimensions of Music

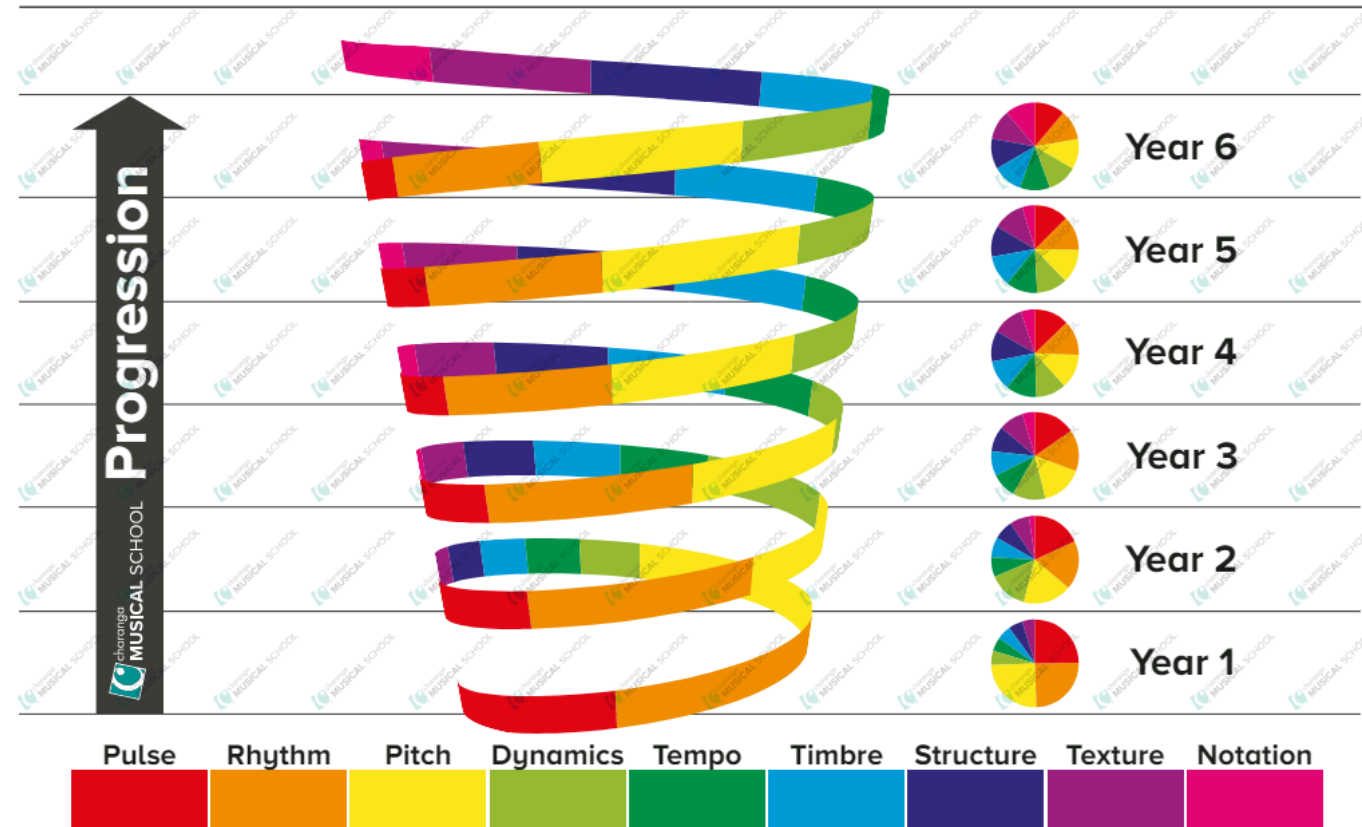
Progression through Charanga Musical School



Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



## Learning progression

Depth of learning through Charanga Musical School



### National Curriculum 2014:

"...learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence..."

"Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory."

"Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression."

