



Linton Mead Subject Curriculum Overviewfor Music:

Charanga Creative Music Curriculum (EYFS Little Wandle Rhyme Time)

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	RHYME TIME Children use Little Wandle Rhyme Time to learn familiar rhymes and songs to develop their awareness of sound patterns, rhyme, rhythm and beats. They listen carefully, join in with repeated rhythms and rhymes, follow a steady beat and respond to music through actions and movement to develop their listening, coordination, confidence and sense of rhythm.					
1	Rhyming In Time Children learn to keep a steady beat and move in time following rhythmic patterns. They sing, rap and chant in time following simple cues.	Let's Start Singing Children learn to warm up their voices before singing. They learn and perform songs following their melodic shape and begin to grow in confidence when performing.	Music Inspired By the World Around Us Children listen to music from different historical periods and understand that music tells a story. They use music in the world around them to make music with their voice and instruments.	Exploring Rhythm Children learn about repeating patterns and identify, copy and create simple rhythm patterns in music. They can perform a simple piece of music including singing and clapping together.	Sounds and Pictures Children match and create pictures and symbols to represent sound. They sequence and change sounds to make a musical story. They learn about the pitch, tempo and dynamics by using their voice and body.	Highs and Lows Children learn the difference between rhythm and pitch pattern, identifying different pitches in music and sounds around the school.
2	Questions and Answers Children identify percussion instruments by their sound and improvise using Question and Answer phrases on untuned instruments.	Let's Keep Singing Children enjoy learning to sing songs and start to understand the phrase 'in tune with each other'. They demonstrate an understanding of dynamics and tempo following written or visual instructions and use expressions or gestures to bring the story or mood of the song to life.	Sound And Symbol 1 Children begin to learn to play the Glockenspiel. Playing 3 notes they understand which is the lowest, middle and highest pitch. They learn to play short pieces of music, using one, two or three notes.	Sound and Symbol 2 Children continue to learn how to play the Glockenspiel. They recognise, write and play music using dots, sticks or stave notation. They can demonstrate changes in dynamics.	Around The World Children listen to music from around the world, exploring the tempo and understanding that music can be at different speeds. They sing songs using high and low notes and the right beat. They talk about how performing music makes them feel and what they like about a song.	The Power of Communication Children communicate the meaning of a song with voices and sign language. They sing short vocal phrases independently.
3	A Shining Performance Children become confident with reading and playing G, A and B (doh re me) in a new context using a recorder or glockenspiel. They use creative ideas inspired by different stimuli to improve a performance.	Sing and Move Children sing songs with attention to expression and dynamics, following the conductor's cues. Children perform actions with accuracy and confidence. They can reflect on how different songs express culture and meaning.	Music and Video Children use storyboards to sequence and structure a music video. They explore self-representation through portraits and personalised avatars. They listen to music and explain how it makes them feel. They	You Gotta Try Children perform simple rhythmic and melodic patterns accurately and expressively, applying understanding of pulse, syncopation, dynamics, tempo, structure, and timbre. They collaborate effectively within an ensemble	Music and Sound Children identify and describe the key features of Baroque music and its instruments, comparing it to music from a different time period. They compose, notate using a graphic score, and perform a piece of music inspired by the	Sound Exploration Children appreciate and respond to music from across historical periods through understanding dynamics, tempo, texture and timbre. They present a multi-art form performance of a song by creating artwork.

			can dance, sing along and make sounds that go with a song's word or tune.	(using voice, percussion, glockenspiel, and/or descant recorder) to rehearse, refine, and deliver a confident final performance.	seasons that conveys an original storyline.	They plan and perform a show using music and art to share a story or idea.
4	Create and Notate	Singing and Traditions	Recycling Songs	Exploring Musical Contrasts	FX Sound Effects	Round and Round
	Children copy and improvise short melodic phrases. They use Music Explore to create a composition with a structure. They make decisions about the overall structure of their improvisations using techniques such as repetition.	Children sing 2-part songs as duets or melody and accompaniment with accurate pitching and timing. They identify and describe contrasting traditions and stories. They reflect on how different songs express culture and meaning.	Children compose and perform an original song about plastic pollution using researched facts, with clear lyrics, rhythm, and expressive dynamics. They collaborate in groups to create a structured song and confidently record and present the performance.	Children develop instrumental and ensemble skills by performing vocal and instrumental parts with control of pitch, rhythm, dynamics, and contrasts such as staccato/legato and crescendo/decrescendo. They compose and interpret musical ideas by improvising and layering parts that convey emotion and maintain ensemble cohesion.	Children use sound effects to add drama and realism to a film clip. Begin to make compositional decisions, considering mood, timing, and narrative impact. Children collaborate with others to create a cohesive soundscape.	Children develop ensemble and vocal skills by performing rounds and songs with accurate pitch, rhythm, and expressive dynamics. They perform songs confidently in a school assembly, demonstrating their ability to work together as a class and to perform musically through effective performance techniques. They can reflect on their performance and suggest ways to improve.
5	Shaping Music	Unlocking Vocal Potential	Sounds Dramatic	Decoding Sound and Notation	Carnival Time	Music Speaks
	Children improvise confidently over a drone or groove. They compose a short ternary piece of music using Music Notepad and add details such as dynamics. They understand how different notes and time signatures work together to create rhythm.	Children sing with a sense of ensemble, paying attention to phrasing, pitching and musical style. They sing songs together and in two or three parts. They perform confidently.	In YuStudio children compose and arrange an original 'Spooky Story' track using major and minor chords, melody, rhythm, basslines and experiment with sound effects to create a specific atmosphere or mood. They enhance the overall effectiveness of their composition by evaluating their own creative, technical and musical decisions by performing compositions individually or in groups.	Children develop and expand musical understanding through critical listening and analysis of contrasting pieces. They listen carefully to music and identify key features, purpose and emotional impact. They read and perform notated melodies with confidence, applying knowledge of pitch, rhythm and musical expression. They work collaboratively to perform melodies and instrumental parts with control and expression.	Children develop ensemble and body percussion and instrumental skills by performing samba rhythms accurately and expressively demonstrating awareness of pulse, dynamics and coordination. They compose and perform original Call and Response sections, integrating learned patterns into full samba compositions. They perform confidently in front of an audience, reflecting on their own musical skills and creative decisions.	Using YuStudio children create and produce music with multiple sections that include repetition and contrasts. They use chord changes as part of a (sequenced) composition. They arrange their composition by looping, duplicating and removing sections to build an engaging song structure.
6	Discovering Grime	Express, Inspire and Perform	Music Reimagined	Musical Sketches	Music Remixed	The Grand Finale
	Children identify Grime's origins and key features. They use YuStudio to create a complete track, layering drum sounds, synths, and vocals and apply terms like tempo	Children perform songs in school and to a wider audience. They develop listening skills, balance between parts and vocal independence by	Children analyse and compare two contrasting musical interpretations of 'Spring' relating the differences to the theme of climate change.	Children plan and compose 8 bars of music using Music Notepad, that demonstrate melodic and rhythmic interest, using creative musical ideas inspired by a historical or	Using YuStudio, children create and arrange a remix of a song by layering original instrumental parts (drumbeats, basslines, melodies) with manipulated loops. They listen	Children sing a repertoire of songs including syncopated and partner songs with appropriate style, phrasing and expression. They perform confidently as part of an



	before a final mix. They make independent creative decisions to develop original music ideas. They present and reflect on the creative choices made.	experimenting with where they stand. They demonstrate confidence when performing.	They compose an original soundscape on YuStudio arranging loops, incorporating new sounds and applying mixing techniques with effects.	narrative context. Children perform and reflect on their own and others' work to improve their compositions.	critically to music in order to make informed creative decisions. They evaluate the creative process of their own and others' work.	ensemble, integrating solo lines, rounds or instrumental accompaniments. They can reflect on musical performance, identifying strengths in areas like rhythm, style and stage presence.
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