

Music Curriculum Map

Curriculum Intent

At Longshaw we believe that every child should have the opportunity to experience, enjoy and succeed in music. Our music curriculum is designed to inspire creativity, develop self-confidence and foster a lifelong appreciation of music.

We aim to develop confident children who can express themselves creatively, perform with increasing fluency and appreciate music from a range of cultures, traditions and historical periods. Regular singing, performance opportunities and collaborative music-making promote enjoyment, cultural understanding and a strong sense of belonging.

1. How do you ensure consistent delivery across all key stages?

The Charanga scheme supports consistent delivery across all key stages through a clearly sequenced, progressive curriculum that provides teachers with structured units, common musical vocabulary, and consistent pedagogical approaches.

2. How does the curriculum cater for disadvantaged, SEND and other minority group students?

Charanga supports all pupils through its inclusive spiral curriculum, practical and multi-sensory learning opportunities, adaptable teaching approaches and diverse musical repertoire. This ensures all pupils are able to access, participate in and succeed within an ambitious music curriculum while building confidence and cultural understanding.

3. How does the curriculum embed prior knowledge and aid long term retention of knowledge?

The Charanga Music Curriculum is designed around a spiral curriculum, meaning that key musical concepts and skills are revisited regularly and developed in greater depth as pupils progress through school.

Prior knowledge is embedded by:

- Revisiting the interrelated dimensions of music, such as pulse, rhythm, pitch, tempo, dynamics, timbre, texture and structure, across units and year groups.
- Making explicit links between previous and new learning, enabling pupils to build on secure foundations rather than learning isolated content.
- Developing listening, singing, composing and performing skills progressively through repeated application in different musical contexts

Long-term retention is supported through:

- Regular revisiting and rehearsal of core knowledge and vocabulary through the spiral structure.
- Opportunities to apply previously learned skills in new genres, styles and performance situations, strengthening recall and understanding.
- End-of-unit and end-of-year reflection activities, such as Charanga's *Reflect, Rewind and Replay* units, which consolidate learning and help pupils connect new knowledge with prior experiences.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Music is incorporated into the EYFS curriculum providing children with the opportunity to: - Learn a range of rhymes and songs - Sing and use a range of percussion instruments - Listen to music and learn songs from different cultures - Respond to music through dance, movement and playing instruments. - Watch performances The children will learn a range of songs from memory, increasingly matching the pitch, following the melody and creating simple sequences of movement in response to music.					

Year 1	Rhyming In Time Find The Beat and Dancing Dinosaurs	Let's Start Singing Name Song, Babushka & Little Angel Gets Her Wings	Music Inspired By The World Around Us In The Sea	Exploring Rhythm Patterns Hey You! and Rhythm Grids	Sound And Pictures RSNO's Yoyo and the Little Auk	Highs And Lows Friendship Song
Year 2	Questions And Answers Hello and Hey Friends	Let's Keep Singing The Wee Kirkudbright Centipede, Babushka and Littl...	Sound And Symbol 1 A Glockenspiel Adventure!	Sound And Symbol 2 More Glockenspiel Adventures!	Around The World Hands Feet Heart	The Power Of Communication It's OK (Please Just Say)
Year 3	A Shining Performance Sparkle In The Sun	Sing And Move The King Of All Polar Bears and Five Gold Rings	Music And Video Be Safe Online	You Gotta Try You Gotta Try	Music And Sound Sinfonia Cymru's Regenerate: Seasons for Change Project 1	Sound Exploration RSNO's Sounds Of The Deep
Year 4	Create And Notate You Can See It Through	Singing and Traditions The King Of All Polar Bears and Five Gold Rings	Recycling Songs Plastic	Exploring Musical Contrasts Let Your Spirit Fly	FX Sound Effects YuStudio Underwater Project	Round And Round Frere Jacques and Row Row Row
Year 5	Shaping Music My Best Friend	Unlocking Vocal Potential Panto Pandemonium, Bells Ring Out and The...	Sounds Dramatic YuStudio A Spooky Story Project	Decoding Sound and Notation Heal The Earth	Carnival Time Brazilian Samba Drumming	Music Speaks YuStudio Hip Hop Project
Year 6	Discovering Grime YuStudio Grime Project	Express, Inspire And Perform Panto Pandemonium, Bells Ring Out and The...	Music Reimagined Sinfonia Cymru's Regenerate: Seasons for Change Project 3	Musical Sketches Roll Alabama	Music Remixed YuStudio Dragon Beats Project	The Grand Finale La Bamba

- Alongside this curriculum, as part of wider opportunities, pupils in KS2 learn to play the Samba drum and take part in weekly lessons. Pupils in Year 1 have the opportunity to learn the Ocarina.
- Weekly whole school Singing Assemblies focus on:
 - **Developing singing skills** through learning and rehearsing a varied repertoire of songs.
 - **Revisiting key musical elements** such as pulse, rhythm, pitch, tempo and dynamics.
 - **Building musical memory and retention** by regularly practising previously learned songs alongside new material.
 - **Promoting performance skills**, including posture, diction, breathing, expression and singing with confidence.
 - **Fostering a sense of community and belonging** through shared musical experiences and collective participation.
 - **Celebrating cultural diversity and school values** through songs from different traditions, genres and historical periods.
 - **Preparing for performances and special events** such as concerts, assemblies, seasonal celebrations and community occasions.