



Music

Curriculum: Year A



EYFS -Cherry Garden Expressive Art and Design	
Topics	
Year A : Ourselves Autumn Celebration, Transport, Traditional Tales, Brown Bear, Pirates	
Expressive Arts and Design	
<ul style="list-style-type: none"> • Will participate in songs, rhymes and musical activities, • expresses self through physical action and sound, • creates a response to an external stimulus i.e. moves to music, creates a story around toys... 	
Red Phase	
Expressive Arts and Design/CLL/PD/MD	
Equals	
Topics A: Knowing me 5,4,3,32,1 Blast off Pets Over the Rainbow Octopus Garden Ugly Bug Ball	
<p>Explorer curriculum (linked to branches 1-4) By the end of this curriculum pathway, pupils will be able to...</p> <p>Language and Communication: Pupils will be able to make purposeful messages without words to convey the meanings. E.g., More, stop, I want. Use a wide range of non-verbal communication e.g. vocalisation, facial expression, hand gestures, whole body movements, PECS to interact or to request for a motivating activity or item. Pupils will develop joint attention in order to initiate and show enjoyment in reciprocal interactions. Pupils will develop consistent responses to convey likes and dislikes.</p> <p>Attention and Understanding: Pupils will develop understanding of routines to be able to anticipate what will happen next in familiar contexts. Starts to anticipate and may initiate as the child recognises the routine.</p>	<p>Key strategies and types of provision/resources:</p> <ul style="list-style-type: none"> • Treasure baskets: range of stimulus (taste, smell, touch, visual, auditory or vestibular) for pupils to explore and begin to show preferences for • Burst-pause strategy in motivating activities • Music box: accessible music for children to explore and respond to • Object Cues/Objects of Reference: Using real objects or objects of reference to transition or make choices • Intensive Interaction: showing awareness, responding, being involved and engaged to the person interacting with them • Switches: simple messages pre-recorded • Eye-gaze: promote choice making and making simple requests • PECS: using a range of individualised motivating activities to encourage children to initiate, request and develop communication in structured situations • Key symbols: modelling using transition symbols and key symbols for choice-making • Makaton: modelling key signs to children



Two Rivers Music Curriculum

Children will begin to recognise and use real objects or symbols in order to make choices.

Develops object permanence and simple cause and effect on immediate environment to increase

- Attention Autism: using exciting and motivating items to engage children to develop attention and engagement skills
 - Drama Games: songs and games to develop anticipation and turn-taking
 - Sensory room: responding to stimuli, developing preferences, requesting for favourite activities (e.g. bubble tube, touch floor, water bed), cause and effect activities
 - Playtime: shared attention, turn-taking, communicating more (eye contact, Makaton, PECS), anticipation games, fizzy bods and play box.
 - Resonance board: using highly reactive environment to create sounds and elicit responses
- Body awareness songs
- Structured sessions such as TACPAC, VISPAC or story massage.
 - Playground; sensory zones, instrumental wall,
 - Math songs
 - Music Therapy Sessions
 - Use of musical cues
 - Music and movement sessions
 - Forest schools – outdoor environmental sounds
 - Structured times – good morning, circle time, good afternoon and goodbye, assembly.
 - Production



Two Rivers Music Curriculum

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Red 1 & Red 3	<u>Autumn Explorers</u> Pulse SEND Scheme Unit 1- Introducing Instruments Have you seen the leaves?- Donna Minto - Autumn 1 (Allegro) – vivakdu – Jardins sous la pluie- Debussy's descriptive music: rain -Rain Choir body percussion Singing Assemblies Group Music Therapy SMS group instrument tuition/choir	<u>Winter Warmers</u> Pulse SEND Scheme Unit 3- Choosing Instruments Christmas Performances Singing Assemblies Group Music Therapy SMS group instrument tuition/choir	<u>To Infinity and Beyond</u> Pulse SEND Scheme Unit 5 -- Introducing March Sign2sing Singing Assemblies Group Music Therapy SMS group instrument tuition/choir	<u>Knight Fever</u> Pulse Timbre SEND Scheme Unit 7 -- Contrast Singing Assemblies Group Music Therapy SMS group instrument tuition/choir	<u>Pirates</u> Rhythm SEND Scheme Unit 9 -- Waltz Listen and Play: Pirates Singing Assemblies Group Music Therapy SMS group instrument tuition/choir	<u>The Land of Rhyme</u> Dynamics SEND Scheme Unit 11 -- Loud and Quiet Singing Assemblies Group Music Therapy SMS group instrument tuition/choir

Yellow Phase

Expressive Arts and Design

Equals

Topics A: Planes, trains and automobiles Let's Celebrate To the moon and Back We're going to the zoo.Do you believe in magic? Fun in the sun

Discover Curriculum (linked to branches 4-7)
By the end of this curriculum pathway, pupils will be able to...
Creative performance:

Key strategies and types of provision/resources:

- Drama games
- Action songs



Two Rivers Music Curriculum

<p>Pupils will be able to perform familiar songs and movements as part of a group, gaining improved memory and social skills.</p> <p>Pupils will be able to use props as part of their movements, developing an awareness of movement outside of their body.</p> <p>Pupils will have developed a sense of steady rhythm, allowing them to start creating their own musical compositions.</p> <p>Pupils will be able to interact with instruments using a variety of actions, in order to explore the range of sounds instruments can make.</p>	<ul style="list-style-type: none">• Follow the leader games• Burst pause, with pupils finishing off familiar rhymes and songs• Turn-taking games• Call and response songs/drumming• Resonance boards• Music exploration area – indoor and outdoor• Fine motor activities to improve physical manipulation skills• Body sounds copying games – clapping, stamping, tapping etc• Movement and music sessions• Adult modelling• Hand under hand for practicing new fine motor skills<ul style="list-style-type: none">• Phase 1 phonics activities• Musical cues• production <p>Community/Specialist Provision:</p> <ul style="list-style-type: none">• music therapy<ul style="list-style-type: none">• Specialist music groups
<p>Creative Expression:</p> <p>Pupils will be able to engage in imaginative role play, choosing appropriate costumes for characters with support.</p> <p>Pupils will start to make representation drawings to help communicate ideas and thoughts. (These will not necessarily look visually similar to what they represent)</p>	<p>Key strategies and types of provision/resources:</p> <ul style="list-style-type: none">• Role play area with props and clothing relevant to everyday activities such as shopping, doll play, kitchen• Write dance• Drama games• Sensory stories with elements of dressing up and role play• Structured small world story telling sessions<ul style="list-style-type: none">• Forest school music making for outdoors. <p>Community/Specialist Provision:</p> <ul style="list-style-type: none">• Community trips to the shop, hairdressers etc• specialist music groups<ul style="list-style-type: none">• Music therapy



Two Rivers Music Curriculum

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yellow 1 & Yellow 3 & Yellow 4	<u>Journeys</u> Pulse, Pitch SEND Scheme Unit 13 – Instrument Skills	<u>Frozen Planet</u> Pulse, Rhythm SEND Scheme Unit 14 – Right Sound – Right Time	<u>Amazing Animals</u> Timbre SEND Scheme Unit 17 – Shake-Tap-Ring	<u>Out of this World</u> Dynamics, Texture SEND Scheme Unit 19 – Playing Quietly	<u>Terrific Time Travellers</u> Composition original music: Including making choices for rhythm, pitch and tempo Notation SEND Scheme Unit 21 – Composition and (if mixed groups)/or SEND Create: Music to Dance To	<u>Colour Shimmer and Shine</u> Pulse Rhythm SEND Scheme Unit 23 – Pulse and (if mixed groups)/or Scheme Unit 1.2: Rhythm in the way we walk and Banana Rap Musical Style(s): Reggae
	Singing Assemblies Violoins (small group) Choir Club	Christmas Performances Singing Assemblies Violins (small group)	Sign2Sing Singing Assemblies Violins (small group)	Easter Production Performances Singing Assemblies Violins (small group)	Staffordshire 'Big Sing!' Singing Assemblies Violins (small group)	Singing Assemblies Violins (small group)

Blue Phase

Expressive Arts and Design

Equals

Topics A: Journeys Winter Festival of Light MAGIC Carpet Ride Amazing Animals Who do you think you are? We're All Going on a Summer Holiday

Investigate Curriculum (linked to branches 8+)

By the end of this curriculum pathway, pupils will be able to...

Creative performance:

Pupils will be able to independently perform a pre-rehearsed song or dance individually, building their confidence and memory.

Key strategies and types of provision/resources:

- Performance groups in movement lessons
- Performances in whole school assemblies
- Action songs
- Music area with a wide range of instruments which can be played in different ways



Two Rivers Music Curriculum

Pupils will be able to create their own movement sequence or piece of music within a given structure, developing their choice making and sequential planning skills.

- Sequencing activities using visual supports
- Pattern making activities with physical objects and actions
- Modelling of simple sequences which can be adapted
- Singing hands activities
- Movement and music sessions
- Conductor activities – child directs the sounds made by the group (Loud, quiet, fast, slow, bang, shake etc)
- Follow the leader activities – led by the child
 - Phase 1 phonics – super sounds

Community/Specialist Provision:

- Theatre trips
- Music therapy
- Christmas show

Creative Expression:

Pupils will be able to make simple representational images to communicate their ideas, thoughts and feelings. They will express themselves creatively in their preferred medium. Pupils will be confident to engage in group role play, sharing ideas with others and responding to their actions. They will have an understanding of relevant costumes for different characters, showing an awareness of familiar roles in their community.

Key strategies and types of provision/resources:

- Small world and puppet storytelling sessions/ sensory stories
- Role play area with a wider range of themes and including multiple roles, some of which may be further from the child's everyday experiences – holidays, seaside, cinema etc – identiplay.
- PSED emotions sessions – mirror work, storytelling, circle times
- Independent access to a wide range of storytelling, role play, and arts and crafts materials and tools across the school day
- Adult modelling

Community/Specialist Provision:

- Community visits to a wider range of places
- Visits from people of different professions – firemen, police, doctor etc
- Theatre trips
 - Music therapy
 - Forest Schools



Two Rivers Music Curriculum

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Blue 1 & Blue 3 & Blue 4	<u>Egyptians</u> Rhythm and Pulse Scheme Unit 1.3: In the Groove Musical Style(s): Blues, Baroque, Latin, Bhangra, Folk, Funk Singing Assemblies Viloins (small group) Choir Club SMS group instrument tuition	<u>Lights, Camera, Action</u> Composition original music: Including making choices for dynamics, tempo and texture Notation SEND Create: Make a Music Video Project Overview: Creating and combining music, word and image using iPads Mucial Style(s): Composing original music <u>Christmas Perfomances</u> Singing Assemblies Viloins (small group) SMS group instrument tuition	<u>Space 5, 4, 3, 2, 1</u> Pitch Structure, Notation SEND Scheme Unit 1.5: Your Imagination Mucial Style(s): Pop <u>Sign2sing</u> Singing Assemblies Viloins (small group) SMS group instrument tuition	<u>Righteous Royals</u> Pulse, Rhythm and Pitch working together SEND Scheme Unit 3.1: Let Your Spirit Fly Mucial Style(s): RnB <u>Easter Production</u> Perfomances Singing Assemblies Viloins (small group) SMS group instrument tuition	<u>Magic</u> Structure and Texture SEND Scheme Unit 3.5: Bringing Us Together Mucial Style(s): Disco <u>Staffordshire 'Big Sing!'</u> Singing Assemblies Viloins (small group) SMS group instrument tuition	<u>Groovy Greeks</u> Timbre Pitch SEND Scheme Unit 4.4: Lean On Me Mucial Style(s): Gospel Symbolic lyrics/double meanings in lyrics. <u>End of School (Year 6)</u> Perfomances Singing Assemblies Viloins (small group) SMS group instrument tuition



Music

Curriculum: Year B



EYFS -Cherry Garden Expressive Art and Design	
Topics	
Year B : Ourselves Snow and Ice Food Dinosaurs Animals Nursery Rhymes	
Expressive Arts and Design	
<ul style="list-style-type: none"> • Will participate in songs, rhymes and musical activities, • expresses self through physical action and sound, • creates a response to an external stimulus i.e. moves to music, creates a story around toys... 	
Red Phase	
Expressive Arts and Design/CLL/PD/MD	
Equals	
Topics B : Nursery Rhymes Winter Wonderland Bucket of Dinosaurs Tickets Please' Food Glorious Food Down in the Jungle	
<p>Explorer curriculum (linked to branches 1-4) By the end of this curriculum pathway, pupils will be able to...</p> <p>Language and Communication: Pupils will be able to make purposeful messages without words to convey the meanings. E.g., More, stop, I want. Use a wide range of non-verbal communication e.g. vocalisation, facial expression, hand gestures, whole body movements, PECS to interact or to request for a motivating activity or item. Pupils will develop joint attention in order to initiate and show enjoyment in reciprocal interactions. Pupils will develop consistent responses to convey likes and dislikes.</p> <p>Attention and Understanding: Pupils will develop understanding of routines to be able to anticipate what will happen next in familiar contexts. Starts to anticipate and may initiate as the child recognises the routine.</p>	<p>Key strategies and types of provision/resources:</p> <ul style="list-style-type: none"> • Treasure baskets: range of stimulus (taste, smell, touch, visual, auditory or vestibular) for pupils to explore and begin to show preferences for • Burst-pause strategy in motivating activities • Music box: accessible music for children to explore and respond to • Object Cues/Objects of Reference: Using real objects or objects of reference to transition or make choices • Intensive Interaction: showing awareness, responding, being involved and engaged to the person interacting with them • Switches: simple messages pre-recorded • Eye-gaze: promote choice making and making simple requests • PECS: using a range of individualised motivating activities to encourage children to initiate, request and develop communication in structured situations • Key symbols: modelling using transition symbols and key symbols for choice-making • Makaton: modelling key signs to children



Two Rivers Music Curriculum

Children will begin to recognise and use real objects or symbols in order to make choices.

Develops object permanence and simple cause and effect on immediate environment to increase

- Attention Autism: using exciting and motivating items to engage children to develop attention and engagement skills
 - Drama Games: songs and games to develop anticipation and turn-taking
 - Sensory room: responding to stimuli, developing preferences, requesting for favourite activities (e.g. bubble tube, touch floor, water bed), cause and effect activities
 - Playtime: shared attention, turn-taking, communicating more (eye contact, Makaton, PECS), anticipation games, fizzy bods and play box.
 - Resonance board: using highly reactive environment to create sounds and elicit responses
- Body awareness songs
- Structured sessions such as TACPAC, VISPAC or story massage.
 - Playground; sensory zones, instrumental wall,
 - Math songs
 - Music Therapy Sessions
 - Use of musical cues
 - Music and movement sessions
 - Forest schools – outdoor environmental sounds
 - Structured times – good morning, circle time, good afternoon and goodbye, assembly.
 - Production



Two Rivers Music Curriculum

Class	Autumn 1	Autumn 2	Spring 1		Summer 1	Summer 2
Red 1 & Red 3	<u>Africa</u> Pulse SEND Scheme Unit 2- Exploring Instruments	<u>Celebrations</u> Pulse SEND Scheme Unit 4 - Introducing Sway	<u>Once Upon a Time</u> Dynamics SEND Scheme Unit 6 - Introducing Loud and Quiet	<u>The Land before Time</u> Rhythm SEND Scheme Unit 8 - Imitation	<u>Starry Night</u> Rhythm SEND Scheme Unit 10 - March	<u>Under the Sea</u> Pitch Timbre SEND Scheme Unit 12 - Boogie Train
	Singing Assemblies Group Music Therapy SMS group instrument tuition/choir	<u>Christmas Performances</u> Singing Assemblies Group Music Therapy SMS group instrument tuition/choir	<u>Sign2sing</u> Singing Assemblies Group Music Therapy SMS group instrument tuition/choir	<u>Easter Performances</u> Singing Assemblies Group Music Therapy SMS group instrument tuition	Singing Assemblies Group Music Therapy SMS group instrument tuition	Singing Assemblies Group Music Therapy SMS group instrument tuition

Yellow Phase

Expressive Arts and Design

Equals

Topics B: Outdoor Adventure Around the World Winter Warmers Growing Teddy Bears Picnic Beside the Seaside

Discover Curriculum (linked to branches 4-7)

By the end of this curriculum pathway, pupils will be able to...

Creative performance:

Pupils will be able to perform familiar songs and movements as part of a group, gaining improved memory and social skills.

Pupils will be able to use props as part of their movements, developing an awareness of movement outside of their body.

Key strategies and types of provision/resources:

- Drama games
- Action songs
- Follow the leader games
- Burst pause, with pupils finishing off familiar rhymes and songs
- Turn-taking games
- Call and response songs/drumming
- Resonance boards
- Music exploration area – indoor and outdoor



Two Rivers Music Curriculum

<p>Pupils will have developed a sense of steady rhythm, allowing them to start creating their own musical compositions. Pupils will be able to interact with instruments using a variety of actions, in order to explore the range of sounds instruments can make.</p>	<ul style="list-style-type: none"> • Fine motor activities to improve physical manipulation skills • Body sounds copying games – clapping, stamping, tapping etc • Movement and music sessions • Adult modelling • Hand under hand for practicing new fine motor skills <ul style="list-style-type: none"> • Phase 1 phonics activities • Musical cues • production <p>Community/Specialist Provision:</p> <ul style="list-style-type: none"> • music therapy <p>Specialist music groups</p>
<p>Creative Expression: Pupils will be able to engage in imaginative role play, choosing appropriate costumes for characters with support. Pupils will start to make representation drawings to help communicate ideas and thoughts. (These will not necessarily look visually similar to what they represent)</p>	<p>Key strategies and types of provision/resources:</p> <ul style="list-style-type: none"> • Role play area with props and clothing relevant to everyday activities such as shopping, doll play, kitchen • Write dance • Drama games • Sensory stories with elements of dressing up and role play • Structured small world story telling sessions <ul style="list-style-type: none"> • Forest school music making for outdoors. <p>Community/Specialist Provision:</p> <ul style="list-style-type: none"> • Community trips to the shop, hairdressers etc • specialist music groups <p>Music therapy</p>

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Two Rivers Music Curriculum

Yellow 1 & Yellow 3 & Yellow 4	<u>Happy Healthy Me</u> Pulse, Pitch	<u>Victorian Wonderland</u> Structure	<u>Let it Grow!</u> Dynamics	<u>Chocoholics</u> Timbre, Notation	<u>The Great Outdoors</u> Composition original music: Including making choices for rhythm, pitch and tempo Notation	<u>The Big Top</u> Pitch
	SEND Scheme Unit 15 – Playing in a Group Singing Assemblies Violoins (small group)	SEND Scheme Unit 16 – Directing Christmas Performances Singing Assemblies Violins (small group)	SEND Scheme Unit 18 – Shhh! Sign2Sing Singing Assemblies Violins (small group)	SEND Scheme Unit 20 – Using Flash Cards Easter Production Performances Singing Assemblies Violins (small group)	SEND Scheme Unit 22 – Patterns <i>and (if mixed groups)/or</i> SEND Create: Music to Dance To Staffordshire 'Big Sing!' Singing Assemblies Violins (small group)	SEND Scheme Unit 24 – Pitch <i>and (if mixed groups)/or</i> Scheme Unit R.5: Big Bear Funk Musical Style(s): Funk End of School (Year 6) Performances Singing Assemblies Violins (small group)

Blue Phase

Expressive Arts and Design

Equals

Topics B: Autumn Witches and Wizards Winter Festival of Light The Circus is Coming How does your Garden Grow A Pirate life for me Food Glorious Food

Investigate Curriculum (linked to branches 8+)

By the end of this curriculum pathway, pupils will be able to...

Creative performance:

Pupils will be able to independently perform a pre-rehearsed song or dance individually, building their confidence and memory.

Pupils will be able to create their own movement sequence or piece of music within a given structure, developing their choice making and sequential planning skills.

Key strategies and types of provision/resources:

- Performance groups in movement lessons
- Performances in whole school assemblies
- Action songs
- Music area with a wide range of instruments which can be played in different ways
- Sequencing activities using visual supports
- Pattern making activities with physical objects and actions
- Modelling of simple sequences which can be adapted
- Singing hands activities



Two Rivers Music Curriculum

	<ul style="list-style-type: none">• Movement and music sessions• Conductor activities – child directs the sounds made by the group (Loud, quiet, fast, slow, bang, shake etc)• Follow the leader activities – led by the child<ul style="list-style-type: none">• Phase 1 phonics – super sounds <p>Community/Specialist Provision:</p> <ul style="list-style-type: none">• Theatre trips• Music therapy• Christmas show
<p>Creative Expression: Pupils will be able to make simple representational images to communicate their ideas, thoughts and feelings. They will express themselves creatively in their preferred medium. Pupils will be confident to engage in group role play, sharing ideas with others and responding to their actions. They will have an understanding of relevant costumes for different characters, showing an awareness of familiar roles in their community.</p>	<p>Key strategies and types of provision/resources:</p> <ul style="list-style-type: none">• Small world and puppet storytelling sessions/ sensory stories• Role play area with a wider range of themes and including multiple roles, some of which may be further from the child's everyday experiences – holidays, seaside, cinema etc – identiplay.• PSED emotions sessions – mirror work, storytelling, circle times• Independent access to a wide range of storytelling, role play, and arts and crafts materials and tools across the school day• Adult modelling <p>Community/Specialist Provision:</p> <ul style="list-style-type: none">• Community visits to a wider range of places• Visits from people of different professions – firemen, police, doctor etc• Theatre trips<ul style="list-style-type: none">• Music therapy <p>Forest Schools</p>



Two Rivers Music Curriculum

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Blue 1 & Blue 3 & Blue 4	<u>Road Dahl</u> Pulse, Rhythm and Pitch working together	<u>World War II</u> Composition original music: Including making choices for Dynamics, Tempo and Texture Notation	<u>Vikings and Anglo-Saxons</u> Timbre Pitch	<u>Scientists and Inventore</u> Pulse, Rhythm, Notation	<u>Superhero</u> Structure and Texture	<u>What Do You Sea?</u> Pitch
	Scheme Unit 1.1: Hey You! Mucial Style(s): Ols school Hip-Hop Singing Assemblies Viloins (small group) Choir Club SMS group instrument tuition	SEND Create: Improvise and Groove Project Overview: An accessible method to develop vocalising and improvisation Mucial Style(s): Composing original music Christmas Perfomances Singing Assemblies Viloins (small group) SMS group instrument tuition	Scheme Unit 2.3: I Wanna Play in a Band Mucial Style(s): Rock Sign2sing Singing Assemblies Viloins (small group) SMS group instrument tuition	Scheme Unit 4: Stop! Mucial Style(s): Grime Easter Production Performances Singing Assemblies Viloins (small group) SMS group instrument tuition	Scheme Unit 2.5: Friendship Song Mucial Style(s): Pop Staffordshire 'Big Sing!' Singing Assemblies Viloins (small group) SMS group instrument tuition	Scheme Unit 3.3: Three Little Birds Mucial Style(s): Reggae Symbolic lyrics End of School (Year 6) Performances Singing Assemblies Viloins (small group) SMS group instrument tuition

Charanga Unit of Work

Main focus across interrelated dimensions of music: **Pulse, Rhythm, Pitch, Dynamics, Tempo, Timbre, Structure, Texture, Notation**

Music Special Events

Additional Thematic Resources found in Charanga Topic Folders

Therapies/Additional activities