



Chadsmead Curriculum Coverage of Music

Nursery Music at Chadsmead



INTRO

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.com 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 [looking at online](#), as well as [downloading the PDF](#) 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: [Hearing and listening](#), [Vocalising and singing](#), [Moving and dancing](#), [Exploring and playing](#). 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

LONDON RHYMES Sing Up Music Early Years



sing up
— london —
RHYMES

Year 1/2 Curriculum Coverage of Music at Chadsmead



National Curriculum															
		<i>In addition to class music lessons, weekly singing assemblies include:</i> PoS 1: Singing expressively and PoS 3: Listening to 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
Programme of Study	1	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	2	Pupils play tuned and untuned instruments musically.	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓
	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																
<p><i>In addition to class music lessons, weekly singing assemblies include:</i></p> <p><i>PoS 1: Perform in ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</i></p> <p><i>PoS 4: Use and understand staff and other musical notations.</i></p> <p><i>PoS 5: Appreciate and understand a wide range of high-quality recorded music from great composers and musicians.</i></p> <p><i>PoS 6: Develop an understanding of the history of music.</i></p>			I' 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		
		Programme of Study	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.	✓	✓	✓			✓	✓	✓	✓	✓	✓	
			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															
<p><i>In addition to class music lessons, weekly singing assemblies include:</i></p> <p><i>PoS 1: Perform in ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</i></p> <p><i>PoS 4: Use and understand staff and other musical notations.</i></p> <p><i>PoS 5: Appreciate and understand a wide range of high-quality recorded music from great composers and musicians.</i></p> <p><i>PoS 6: Develop an understanding of the history of music.</i></p>			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.	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓
		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.	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓