



## Music Curriculum Overview

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Reception</b>	Rhythm, Pulse and Sound	Singing in a group (Christmas Performances)	Playing with Sounds: Pitch	Playing with Sounds: Singing Games	Instrumental Activities	Composition: using percussion instruments
<b>Year 1</b>	How pulse, rhythm and pitch work together.	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music
<b>Year 2</b>	South African music	Festivals and Christmas	Playing together in a band	Reggae and animals	A song about being friends	The history of music
<b>Year 3</b>	RnB and other styles	Exploring & developing playing skills	Reggae and animals	Music from around the world, celebrating our differences and being kind to one another	Disco, friendship, hope and unity	The history of music
<b>Year 4</b>	Beginner Skills: Guitar	Beginner Skills: Guitar	Writing lyrics linked to a theme  Developing Skills: Guitar	Soul/Gospel music and helping one another  Developing Skills: Guitar	The Beatles, equality and civil rights  Enhancing Skills: Guitar	The history of music  Enhancing Skills: Guitar
<b>Year 5</b>	Rock Anthems  Beginner Skills: Violin	Jazz and Improvisation  Beginner Skills: Violin	Pop Ballads  Developing Skills: Violin	Old School Hip-Hop  Developing Skills: Violin	Motown  Enhancing Skills: Violin	The history of music  Enhancing Skills: Violin
<b>Year 6</b>	Being happy!	Jazz, improvisation and composition	Benjamin Britten's music and cover versions	The music of Carole King	Create your own music inspired by your identity and women in the music industry	The history of music

### Year 7 Expectations

Aims



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The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- 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
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### Attainment Targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study

### Subject Content

Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

Pupils should be taught to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history.