



Music Curriculum Overview

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	Move to the Music Stopping and Starting	Follow the Leader: Copy Me	Singing Skills 1: Find your Voice	Telling Stories Through Music	Feeling the Music	Exploring Musical Sounds
Reception	Move to the Music: Skip, Hop and Jump	Follow the Leader: Tape with Me	Singing Skills 2: Match my Voice	Rhymes, Poems and Songs Old and New	Noticing Patterns and Describing the Music	Exploring Musical Worlds
Year 1	Exploring Pulse and Tempo 1: Feel the Beat	Exploring Rhythm 1: Playing and Copying	Exploring Pitch 1: High and Low	Creating Music 1: Sound Effects and Storytelling.	Singing and Playing Skills 1: Pitch- Matching	Understanding Rhythm and Pitch (Percussion)
Year 2	Exploring Pulse and Tempo 2: Find the Strong Beat	Exploring Rhythm 2: Stick Notation	Exploring Pitch 2: Dot Notation	Creating Music 2: Musical Conversations	Singing and Playing Skills 2: Follow the Leader	Playing Rhythm and Pitch (Glockenspiel)
Year 3	Reading Notation 1: Rhythm and Tempo	Exploring Staff Notation High and Low (Glockenspiel)	Ensemble Skills 1: Call & Response (Glockenspiel OR Recorder)	Composition Skills 1: Pitch, Rhythm and Structure	Exploring Musical Theatre: Forte and Piano	Becoming Musicians 1: Dynamics and Tempo
Year 4	Reading Notation 2: 2, 3 and 4 Time	Exploring Staff Notation 2 Follow the Score (Glockenspiel)	Ensemble Skills 2: Melody and Accompaniment (Glockenspiel OR Recorder)	Composition Skills 2: Sequences and Pentatonic Phrases	Exploring Classical Music 1: Legato and Staccato	Becoming Musicians 2: Major and Minor
Year 5	Reading Notation 3: Time Signatures	Developing Sight Reading Skills 1: Melodies (Glockenspiel)	Pop Music 1: Arrangements and Improvisation (Glockenspiel OR Ukulele)	Creating Music for Film and TV: Character, Atmosphere and Environment	Exploring Classical Music 2: Ensemble Performance	Becoming Musicians 3: Chords and Triads
Year 6	Reading Notation 4: Rhythm Ensemble	Developing Sight Reading Skills 2: Note Names and Durations (Glockenspiel)	Pop Music 2: Chords and Bass Lines (Glockenspiel OR Ukulele)	Composition Project 1: Improvisation, Composition and Notation	Composition Project 2: Notation, Expression and Performance	Singing with Style

Year 7 Expectations

Aims



Music Curriculum Overview

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.