Music Overview

A whole-school music curriculum to promote an opportunity for children to express their creativity and develop their confidence. Our curriculum progresses each year within three main musical skills: Perform, Compose and Explore and Listen, Reflect and Appraise. During these, the children's knowledge will develop each year to include new musical terminology and techniques to help their musical understanding mature alongside their musical ability.
We believe that music is like magic and that it has a role to play in every aspect of all of our lives, wherever and whoever we are.

KS1

Listening and Appraising.
- listen with concentration and understanding to a range of high-quality live and recorded music

Composing and Exploring
- play tuned and untuned instruments musically
- experiment with, create, select and combine sounds using the interrelated dimensions of music

Performing
- use their voices expressively and creatively by singing songs and speaking chants and rhymes

KS2

Listening and Appraising
- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Composing and Exploring
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- use and understand staff and other musical notations

Performing
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Music Skills	**Year R**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Listening and Appraising	To respond to music through dance or other movements. To be able to identify a high and a low pitch.	To be able to identify pulse in music. To identify instruments within a piece a music. To be able to use pervious knowledge to identify a variety of different instruments.	To be able to identify pulse in music. To listen to and Appraise Classical music. To understand the interrelated dimensions of music using voices and instruments To understand the term pitch in music. To be able to evaluate and appraise different performances. To be able to understand that songs have a musical style. To know the difference between rhythm and pulse and identify in music.	To identify the structure of a piece of music To be able to identify instruments and voices in a piece of music To find the pulse of a piece of music To perform and create rhythmic and melodic patterns To listen to and Appraise Classical music To understand the interrelated dimensions of music using voices and instruments To identify the themes of a piece of music (e.g. kindness, respect, friendship etc.)	To identify the structure of a piece of music (intro, verse, bridge, chorus) To identify instruments and voice within a piece of music To identify the changes in pulse in a piece of music. To identify the changes in pulse in a piece of music To identify the themes within a piece of music. To identify the story of a piece of music. To listen to and Appraise a Classical piece of music. To evaluate a piece of music using given criteria.	To explore the structure of Rock music. To identify the pulse when listening to songs (inc. tempo, dynamics and texture). To listen to and Appraise Classical music To understand the interrelated dimensions of music using voices and instruments To identify the structure of a piece of music. To be able to identify instruments and voices in a piece of music and how this changes throughout each song. To identify the structure of a piece of music	To identify the structure of a piece of music To describe the style indicators of a song/music To be able to identify instruments and voices in a piece of music To discuss the musical dimensions used in a song. To listen to and Appraise Classical music To understand the interrelated dimensions of music using voices and instruments.

			To be able to comment on the importance of pitch in music To recognise and discuss similarities in the structures of songs (question and answer / chorus).	To identify 9key features of songs (pulse, pitch, rhythm) To explain how the words of a song tell a story.		(Three Note Bossa and Five Note Swing)	To discuss the music of featured artists To talk about musical connections with previous knowledge and understanding. To identify themes within music and artists To discuss compositions linking to themes, musical terminology and reasons for choices
Composing & Exploring	To be able to copy back the rhythm of a name. To be able to copy back sounds in different pitches. To be able to play the pulse with a pitched note or untuned percussion instrument. To explore riff-based composition	To compose a rhythm. To be able to play key notes accurately in performance. To be able to follow a melody, by keeping time. To sing songs of two parts To play instruments within songs To compose songs using voices and instruments	To be able to use pervious knowledge to identify a variety of different instruments. To know the difference between rhythm and pulse. To be able to follow and compose simple rhythms To be able to compose a simple melody using simple rhythms. To practise improvisation using voices and instruments To compose songs using voices and instruments.	To learn to play and read notes, improvise and compose using the notes C and D. To compose a simple melody using simple rhythms as part of a performance choosing from the notes C, A + G or C, D, E, G + A. (Pentatonic scale). To improvise using up to two notes (C and A) To compose songs using voices and instruments.	To learn and read the notes (C, D, E, F+ G) To compose music using a selection of notes (C, D, E, F+ G) To repeat and invent rhythmic and melodic patterns. To understand the interrelated dimensions of music using voices and instruments	To improvise using up to 3 notes. To compose a simple melody using simple rhythms choosing from the notes G, A and B or G, A, B, D and E – pentatonic scale). To practise improvisation using voices and instruments To compose songs using voices and instruments To compose a melody using a simple rhythm (D, E, F, G, A) or (C, D, E, F, G)	To be able to copy back the pitch of a song using a glockenspiel or a recorder (A, G+, E) To play instrumental parts accurately and in time as part of a performance (D, E, F, G, A, B+, C) To be able to improvise in lesson and as part of a performance (A, G+, E) To compose and perform a melody using simple rhythms (E, G, A, C+, D) To compose and improvise music around a given theme. (C, D, E, F, G, A, B+ Bb, G, F+) To practise improvisation using voices and instruments

							To compose songs using voices and instruments To learn to clap rhythms used in a song.
Performing	To be able to sing in unison with support. To be able to add actions to a song. To be able to copy back the rhythm of the words in a song. To be able to copy phrases from songs to discuss high and low pitched sounds. To be able to play a pitched note in time with the pulse. To be able to learn to sing a song in unison with support.	To be able to play accurately and keep in time To be able to sing in unison and in parts. To be able to play accurately and keep a rhythm	To be able to play key notes accurately in performance (G, A, B, C, D, E). To sing songs of two parts To play instruments within songs To be able to keep the rhythm and pulse of particular style of music in performance. To be able to follow and compose a simple melody using simple rhythms.	To sing accurately and in time. To perform improvised and composed music using instruments and voice To play instrumental parts of a song accurately and in time, as part of a performance. To sing songs of two parts To play instruments within songs To practise improvisation using voices and instruments.	To perform and create rhythmic and melodic patterns. To sing and play instruments accurately and in time. To perform improvised and composed music using instruments and voice. To perform music, using a glockenspiel, composed and improvised music. To sing songs of two parts To play instruments within songs. To perform accurately and in time.	To play instrumental parts with a song by ear and notation, accurately and in time (notes: G, A, and B or D, E, F# and G), (notes: G, A, and B or D, E, G, A and B) (C, D, E, F, G, A) and (F, G, A, D) To improvise in a Bossa Nova style using notes G, A and B. To improvise in a swing style using the notes (D, E / D, E, G / D, E, G, A, B) and to improvise as part of a performance.(D, E, F). To perform and share instrumental improvisations and compositions (which may include choreography) To sing songs in two parts. To play instruments within songs. To play instrumental parts with a song by ear and notation accurately and in time.	To learn some musical phrases in a song. To be able to sing a song in its original style and in the Urban Gospel version. To contribute to a performance by singing, playing an instrumental part, improvising or composing. To sing songs of two parts To play instruments within songs To play musical notes by ear (C, D, E, F, G, A, B+ Bb, G, F+) To sing and play instruments accurately and in time. To perform improvised and composed music using instruments and voice. To evaluate performance with given success criteria within the theme of identity. To use musical language to discuss performance. To contribute to a performance by

							singing, playing an instrumental part, improvising or composing.