**Music Curriculum**

**Purpose of study**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

**Aims**

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 each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Key stage 1**

Pupils should be taught to:

use their voices expressively and creatively by singing songs and speaking chants and rhymes

play tuned and untuned instruments musically

listen with concentration and understanding to a range of high-quality live and recorded music

experiment with, create, select and combine sounds using the inter-related dimensions of music.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **YEAR 1: MUSIC** | | **Planned / Covered** | | |
|  | | **Au** | **Sp** | **Su** |
| **M1** | I can recognise sounds around me. |  |  |  |
| **M2** | I can make sounds. |  |  |  |
| **M3** | I can change sounds. |  |  |  |
| **M4** | I can use my voice to speak. |  |  |  |
| **M5** | I use my voice to sing. |  |  |  |
| **M6** | I can use my voice to chant. |  |  |  |
| **M7** | I can sing with other children. |  |  |  |
| **M8** | I can play instruments with other children. |  |  |  |
| **M9** | I can echo a short rhythm my teacher claps. |  |  |  |
| **M10** | I can echo some notes my teacher sings. |  |  |  |
| **M11** | I can move to music to show whether the music makes me feel happy or sad. |  |  |  |
| **M12** | I can listen to musical instructions and act on them. |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **YEAR 2: MUSIC** | | **Planned / Covered** | | |
|  | | **Au** | **Sp** | **Su** |
| **M1** | I can recognise sounds and put them into patterns. |  |  |  |
| **M2** | I can change sounds and put them into patterns. |  |  |  |
| **M3** | I can sing a tune. |  |  |  |
| **M4** | I can sing a short musical pattern keeping a steady pulse. |  |  |  |
| **M5** | I can play a short musical pattern keeping a steady pulse. |  |  |  |
| **M6** | I can create sounds and put them together so that my piece has a beginning, middle +end. |  |  |  |
| **M7** | I can draw shapes to show the sounds I have made. |  |  |  |
| **M8** | I can talk about pitch, rhythm, loud music, soft music and the speed of the music. |  |  |  |
| **M9** | I can talk about how pitch, rhythm, loud music, soft music and the speed of the music affect the mood of the music. |  |  |  |
| **M10** | I can improve my own work. |  |  |  |

**Music Curriculum**

**Purpose of study**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

**Aims**

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 each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Lower Key stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

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

improvise and compose music for a range of purposes using the inter-related dimensions of music

listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **YEAR 3: MUSIC** | | **Planned / Covered** | | |
|  | | **Au** | **Sp** | **Su** |
| **M1** | I can recognise the way sounds are put together to create different moods and expression. |  |  |  |
| **M2** | I can explore sounds and put them together to create different moods and expression. |  |  |  |
| **M3** | I can sing a song in tune. |  |  |  |
| **M4** | I can sing a song with expression. |  |  |  |
| **M5** | I can perform a simple rhythm part using a short range of notes. |  |  |  |
| **M6** | I can make up short patterns and repeat them. |  |  |  |
| **M7** | I can make up a piece in a group building up layers of sound. |  |  |  |
| **M8** | I can talk about my piece. |  |  |  |
| **M9** | I can talk about pitch, rhythm, loud music (dynamics) and the tempo (speed) of the music. |  |  |  |
| **M10** | I can talk about how these musical elements affect the mood of the music. |  |  |  |
| **M11** | I can improve my own work |  |  |  |
| **M12** | I can talk about the effect I want my music to create. |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **YEAR 4: MUSIC** | | **Planned / Covered** | | |
|  | | **Au** | **Sp** | **Su** |
| **M1** | I can talk about the way sounds are put together and the different effects that are being created to show the composers intention. |  |  |  |
| **M2** | I can perform a part by ear. |  |  |  |
| **M3** | I can perform a part from simple notation (any of: shapes, graphic score, letter names of notes, notes on the stave). |  |  |  |
| **M4** | I can perform my part in time within a group piece, and I am aware of the other parts (playing/singing). |  |  |  |
| **M5** | I can talk about my performance and the effect of the group’s performance. |  |  |  |
| **M6** | I can make up a short rhythm on the spot (improvise) as part of my group’s performance. |  |  |  |
| **M7** | I can make up a short tune (melody) on the spot (improvise) as part of my group’s performance. |  |  |  |
| **M8** | I can make-up (compose) musical patterns using rhythm and melody, develop my ideas and organise them into a structure for example beginning, middle and end. |  |  |  |
| **M9** | I can talk about different types of music and compare different types of music using musical vocabulary. |  |  |  |
| **M10** | I can talk about what is good in my work and the work of others and also suggest ways the music could be improved. |  |  |  |
| **M11** | I can talk about how I have achieved the effects I wanted the music to create and how effects have been created in the music of others. |  |  |  |

**Music Curriculum**

**Purpose of study**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

**Aims**

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 each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Upper Key stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

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

improvise and compose music for a range of purposes using the inter-related dimensions of music

listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **YEAR 5: MUSIC** | | **Planned / Covered** | | |
|  | | **Au** | **Sp** | **Su** |
| **M1** | I can talk about how the music shows the time and place it was written for. |  |  |  |
| **M2** | I can perform a song from memory. |  |  |  |
| **M3** | I can identify my role within the performance for example leading others, taking a solo part, providing rhythmic support. |  |  |  |
| **M4** | I can improvise a melodic and rhythmic pattern within a structure. |  |  |  |
| **M5** | I can identify different types of music (musical styles, genres and traditions for example music from around the world, folk music, classical music, pop music, music for different purposes like film music or dance music, samba, blues, reggae, rap etc.). |  |  |  |
| **M6** | I can compose music for different occasions for example for a carnival, a wedding, a birthday using appropriate musical devices such as melody, rhythms, chords and structures. |  |  |  |
| **M7** | I can analyse and compare features in the music for example features in pop music, jazz, folk music, classical music, musical theatre, world music (Africa, India, Japan etc.) such as instrumentation, style, texture, tempo, dynamics. |  |  |  |
| **M8** | I can talk about how the place where the music will be performed, the occasion the music is written for and the purpose the music is written for affects the way the music is created and performed and the way the audience hears and responds to the music. |  |  |  |
| **M9** | I can refine and improve my work |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **YEAR 6: MUSIC** | | **Planned / Covered** | | |
|  | | **Au** | **Sp** | **Su** |
| **M1** | I can identify different types of music (musical styles, genres and traditions for example music from around the world, folk music, classical music, pop music, music for different purposes like film music or dance music, samba, blues, reggae, rap etc.). |  |  |  |
| **M2** | I can talk about the features of the music and the way music is affected by where, how and why it is composed and performed and why one type of music sounds different from another. |  |  |  |
| **M3** | I can choose and make expressive use of tempo, dynamics, phrasing and timbre. |  |  |  |
| **M4** | I can improvise rhythmic, melodic and harmonic patterns in different genres and styles and develop my ideas. |  |  |  |
| **M5** | I can compose in different genres and styles and develop my ideas to achieve the intended effect. |  |  |  |
| **M6** | I can analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard. |  |  |  |
| **M7** | I can refine and improve my own and others’ work taking into account the chosen style. |  |  |  |