



Our Curriculum

# MUSIC

Music Appreciation

Singing

Evaluation

Learning Areas

Instruments

Composition

Performance



“Where words fail,  
music speaks.”  
- Hans Christian Anderson

## EYFS

Early Learning Goal Links:

- Learn rhymes, poems and songs
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Watch and talk about dance and performance art, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Develop storylines in their pretend play
- Explore and engage in music making and dance, performing solo or in groups.

## YEAR 1

Children will strengthen the skills needed for:

- Singing:** sing toy topic songs; learn and perform ensemble songs with actions
- Music Appreciation:** Flight of the Bumblebee; to understand how music can be used to evoke images; explore how the different styles of music describes different types of water
- Performance:** sing Christmas songs confidently with actions and perform toy assembly songs
- Instruments:** beat a pulse on percussion instruments
- Composition:** improvise rhythms on percussion instruments
- Performing Arts:** speak audibly to a large group and practice presenting simple dialogues scenes to others in the class

## YEAR 2

Children will strengthen the skills needed for:

- Singing:** songs in unison, different languages, and with actions and clapping
- Music Appreciation:** recognising instruments in an orchestra; explain how music can tell stories. Understanding how music is used to describe and evoke feelings
- Performance:** performing songs confidently with actions; country dance songs focussing on moving to the beat of the song
- Instruments:** playing rhythms using percussion instruments; playing simple melodies and accompaniments on glockenspiels
- Composition:** group compositions focussing on mood music, film sound tracks and repeated rhythms
- Performing Arts:** using improvisation to dramatise a simple exchange between characters, with growing confidence

## INTENT

Children will be 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 the children progress, they develop a critical engagement with music. The national curriculum for music aims to ensure that all pupils: perform, listen to, review and evaluate music across a diverse 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.

## YEAR 3

Children will strengthen the skills needed for:

- Singing:** traditional songs; duet singing and singing as a group
- Music Appreciation:** Prokofiev (Peter and the Wolf, Romeo and Juliet, Troika); recognise instruments; describe the structure of a piece of music
- Performance:** sing songs from memory; maintain a role in an ensemble; sing solos and duets into a microphone.
- Instruments:** playing instruments in an ensemble with accurate dynamics and precision; creating a balanced, quality sound in a group
- Composition:** play and improvise rhythms in an accompaniment; understand the purpose of audience
- Performing Arts:** turn talk spontaneously; play a part in a group performance; comment constructively on the success of a

## IMPLEMENTATION

Children are taught the progression of skills of: pulse and rhythm; playing simple melodies on tuned percussion; notation and playing simple melodies on recorder; composing simple melodies on tuned percussion; understanding chords; playing chords on ukulele; class composition and performance; group compositions and performances; singing simple songs (routine songs, seasonal, topic, maths, action songs etc.); unison performance of simple songs; partner songs; dynamics; small group and solo singing; group singing with harmonies and singing performance of own group compositions. Pupils will leave Year 6 having had instrumental lessons in the recorder, tuned and untuned percussion, drums, a stringed instrument, recorder and ukulele.



## YEAR 4

Children will strengthen the skills needed for:

- Singing:** singing and performing topic songs
- Music Appreciation:** appreciating music of great composers and musicians
- Performance:** solo/ensemble contexts with accuracy, control, fluency and expression; sing songs off by heart with full confidence and precision.
- Instruments:** playing tuned percussion instruments and creating quality sound in a group
- Composition:** using rhyming pattern and structure, composing melodies using the pentatonic scale
- Performing Arts:** using appropriate intonation, volume, and movement suitable for different audiences

## YEAR 5

Children will strengthen the skills needed for:

- Singing:** sing popular songs and accompany them with the ukulele. Victorian music hall songs
- Music Appreciation:** To listen and respond to a variety of music from different countries and cultures, for example, protest songs and Islamic music (linked to topics.)
- Performance:** music from countries linked to current international sporting event; understand the historical context of South African Anti-apartheid songs
- Instruments:** playing ukulele; chord knowledge; keeping a pulse; listening to each others; Battle of the Bands competition.
- Composition:** play and improvise rhythms on the drum; produce simple compositions; keeping a pulse; repeating rhythms.
- Performing Arts:** a short dialogue; engage and interest an audience

## YEAR 6

Children will strengthen the skills needed for:

- Singing:** harmonies, dynamics, solos
- Music Appreciation:** appreciating music from different traditions, cultures and performers
- Performance:** solo/ensemble contexts with accuracy, control, fluency and expression; sing songs off by heart with full confidence and precision.
- Instruments:** playing instruments in an ensemble with accurate dynamics and precision; creating a balanced, quality sound in a group
- Composition:** using rhyming pattern and structure, and creating melody around a chord structure and composing music by altering the timbre, pitch and pulse of a melody
- Performing Arts:** using appropriate intonation, volume, and movement and evaluating characterisation, dramatic effects and suitability for different audiences

## IMPACT

Children will be able to demonstrate their understanding through solos, whole class composition and performances.

