

## Programme of Study for Music

We base our programme of study on the National Curriculum.

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**

Our music curriculum 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.

### **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.

### **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.

### Progression in Music Skills

Aspect of learning	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Singing and playing instruments	Use voice expressively and creatively when singing.  Play tuned and untuned instruments musically.	Begin to play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.	Confidently play and perform in solo and ensemble contexts, using voice and playing musical instruments with increasing accuracy, fluency, control and expression.
Listening	Listen with concentration and understanding to a range of high-quality live and recorded music.	Listen with attention to detail and recall sounds with increasing aural memory.  Begin to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	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.
Composition	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Improvise and compose music for a range of purposes.	Improvise and compose music for a range of purposes using the inter-related dimensions of music.

		Create simple rhythmic patterns, melodies and accompaniments.	Create music which demonstrates understanding of structure.
Notation	Recognise and use simple graphic notation to denote shape and pitch.	Identify notes, crotchets and quavers in standard Western notation.	Begin to confidently read music in standard Western notation.
Evaluation		Offer comments about own and others' work and ways to improve; accept feedback and suggestions from others.	Critique own and others' work, offering specific comments and justifying these.

## Curriculum Map for the teaching of Music

	Year 1	Year 2	Lower Key Stage 2		Years 5 and 6	
			Year 3	Year 4	2020-21	2021-22
Autumn 1	Carnival of the Animals	Reggae Three Little Birds	Brass- Shackles  Gospel	Brass- Traditional Folk Tunes Suo Gan, Hot Cross Buns	Brass- the Last Post	Brass- 'Perfect' Ed Sheeran  Pop
Autumn 2	We're going on a Bear Hunt  Composition	World music- India	Brass- We will Rock You  Rock Music	Brass- C jam blues Blues	Brass- Libertango Piazzolla	Brass- Dvorak 'New World Symphony'
Spring 1	Glockenspiels Hot Cross Buns and other nursery rhymes	Glockenspiels Twinkle Twinkle Mozart	Brass- Ode to Joy Beethoven	Brass- Early Music Baroque La Mourisque	Brass- Chameleon Jazz	Brass- Fanfares Composition
Spring 2	Tuned and untuned percussion Peter and the Wolf	Recorders- 3 note traditional tunes	Brass- Bollywood brass	Brass- Get Up, Stand Up Reggae	Brass- Star Wars Film	Brass- Nkosi Sikalele South African Township music
Summer 1	Samba- songs from around the world	Recorders- 5 note tunes  Jazz- When the Saints	Brass- Miles Davis  Jazz	Brass- 'Written in the Stars' Tinie Tempah  Pop	Brass- 'Blackbird' The Beatles	Brass- 'Miserlou'
Summer 2	Performance	Performance	Brass- Performance	Brass- Performance	Brass- Performance	Brass- Performance