



Music Curriculum and End of Year Expectations 2023-24

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.

Subject content

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.

Music Curriculum and End of Year Expectations 2023-24



Curriculum Coverage

	Autumn Term	Spring Term	Summer Term
Reception	Sing well known nursery rhymes Move to music Learn songs and perform (Nativity) Introduce composers: Film composer – Rene Aubry (The Gruffalo)	Modern composer - Howard Blake (We're walking in the air) Explore sounds made by different percussion instruments Name and play percussion instruments using beaters correctly – drum, cymbal, woodblock, triangle Investigate how the percussion instruments work and the different sounds they make. Show an awareness of moving in time to the beat of music/instruments played Perform an assembly to parents	Engage in ring games and action songs Explore sounds made by home-made instruments and link back to the investigations into how percussion instruments work. Experiment with playing percussion instruments and keeping in rhythm when saying poetry aloud. Use symbols to represent sounds Alter the words in a well-known song/rhyme Alter the tune in a well-known song / rhyme. Perform an assembly to parents Introduce composer: Classical composer – Debussy – (Jardins sous la pluie) Garden in the rain.
Year 1	Untuned instruments – Percussion Singing – Nativity songs	Tuned instrument - glockenspiel Film composer – Randy Newman – Toy Story (You Got a Friend in Me)	Modern composer – Andrew Lloyd Webber (Joseph) Classic composer - Vivaldi (Four Seasons)
Year 2	Percussion instruments Singing and performing – Nativity	Recorders Classic composer – Prokofiev: Peter and the Wolf	Modern composer - Metallica Film score composer - Hans Zimmer
Year 3	Untuned instruments (percussion) Tuned instruments - glockenspiel	Classical composer – Beethoven Modern composer - Thom Yorke	Film score – A.R. Rahman Singing – Summer production
Year 4	Mamma Mia Recorders	Modern Composer - Tim Minchin (Matilda) Oak Academy – pulse and rhythm	Blackbird Composer focus – Richard Wagner
Year 5	Untuned instruments (percussion) Tuned instruments - glockenspiel	Classical composer - Pachelbel (Canon in D) Modern composer - Daniel Bernard Roumain (orchestral music, but inspired by hip hop [our untuned percussion unit] and civil rights issues)	Film score - Harry Gregson-Williams (Lion, Witch and Wardrobe film) Singing – Summer production
Year 6	Modern Composer – Glenn Miller: In The Mood Tuned Instruments/Singing - Improvise and Compose Dig For Victory	Musical Detectives Classical Music Composer - Camille Saint-Saens: Carnival of the Animals	Film Score - Joel McNeely: Holes Untuned Instruments – Samba Play and Perform/Singing - Summer production

Music Curriculum and End of Year Expectations 2023-24



Progression of Vocabulary

Elements	EYFS	KS1 (Y1/2)	Lower KS2 (Y3/4)	Upper KS2 (Y5/6)
Pitch	high, low	middle sliding up/down moving up/down in leaps/steps tune	pitch, melody moving by slide/step/jump staying the same	pitch set, eg scale, chord , mode pentatonic scale shape of melody
Duration	short, long	pulse, beat rhythm notes grouped in eg 2s, 3s	cycle, bar, bar line	Metre, duration, time signature Terms for lengths of notes, eg minim, crotchet
Tempo	fast, slow	start, stop faster, slower	pace, speed tempo , gradual change of tempo Musical terms: accelerando (getting quicker), rallentando (getting slower)	lively, dull, fairly fast, fairly slow Musical terms for speed, eg allegro
Timbre	Sounds like...	How sounds are made: blowing, hitting, shaking, voice Sounds like: tinkling, rattling, twangy (own words) Names of classroom instruments	How sounds are made, eg reeds, pipes, horns, strings, keyboards, drums Sounds like (own words) Names of instruments, eg saxophone, sitar	Names of families of instruments, eg woodwind, strings, brass, percussion, electronic How sounds are made, eg plucking , electronically Sounds like (own words)
Texture		silence, one sound, several/many sounds parts	accompaniment, solo small group, large group descant	texture , solo person, solo group, ensemble , independent part, unison , instrumentation, many voices, many parts, weaving parts, harmony
Dynamics	loud, quiet	getting louder, getting quieter	volume , gradual change of volume Terms for dynamics, eg diminuendo, crescendo , accent, stress	loudness, dynamics Relative levels of volume, eg balance
Structure	beginning, end	pattern, song, echo, round	phrase repeated pattern, eg ostinato imitation, contrast, introduction, ending , filling in	structure, eg AB, ABA call and response question and answer variation, riff , ground bass ending section, eg coda, motif

Music Curriculum and End of Year Expectations 2023-24



	Performing	Listening and Reviewing	Creating and Composing	Understanding and Exploring	Inter-Related Dimensions: (Pitch / Duration / Dynamics / Tempo / Timbre / Texture / Structure)
EYFS	<ul style="list-style-type: none"> • Begins to build a repertoire of songs & dances. <p>ELG: Children sing songs, make music & dance, & experiment with ways of changing them.</p>	<p>Explores the different sounds of instruments.</p> <p>ELG: Children sing songs, make music & dance, & experiment with ways of changing them.</p>	<p>ELG: Children sing songs, make music & dance, & experiment with ways of changing them.</p>		
How this is currently evidenced in EYFS:	<p>Learn new songs and sing familiar songs. Lots of nursery rhymes.</p> <p>Chinese New Year dragon parade.</p> <p>Nativity - learn new songs to perform to parents</p> <p>Assembly – Sing in their class assembly to parents.</p> <p>Dinosaur dance performed to buddies and recorded for parents to watch.</p>	<p>Tune in to different sounds in the environment – listening walks.</p> <p>Use music wall to create different sounds. Look for ways of making sounds in outdoors.</p> <p>Indian music linked to Diwali – children to dance to it.</p> <p>Film composer – Rene Aubry (The Gruffalo)</p> <p>Modern composer - Howard Blake (We're walking in the air)</p>	<p>Use percussion instruments to accompany songs and actions.</p> <p>Use percussion instruments to add sound effects to stories.</p> <p>Create music for Gerald the Giraffe to dance to (linked to Giraffes can't dance story)</p> <p>Make up own rhymes based on ones we know.</p>	<p>Make a rain maker linked to their learning about weather.</p> <p>Name and play percussion instruments using beaters correctly – drum, cymbal, woodblock, triangle</p> <p>Investigate how the percussion instruments work and the different sounds they make.</p>	<p>Explore loud / quiet sounds and fast / slow beats through movement.</p> <p>E.g. In their dinosaur dance they will consider slow stomps and fast chases.</p> <p>Oral sentences are practised in Literacy using a variety of pitches e.g. say it in a high/low/whisper/shout voice.</p>
Year 1	<ul style="list-style-type: none"> • Rehearse and perform with others, using untuned instruments and voices to sing songs, speak chants and rhymes. • Perform with confidence cumulative songs (songs with a simple melody that changes each verse). 	<ul style="list-style-type: none"> • Understand how sounds can be made in different ways and described using given and invented signs and symbols. • Listen to contrasting songs (such as lullabies and dance / up-tempo) with concentration, remembering specific instrumental names and sounds. 	<ul style="list-style-type: none"> • Experiment with creating and copying musical patterns. • Begin to explore the sounds of their voices and various musical instruments, recognising the differences between singing and speaking and wood, metal, skin (drum) and 'shaker' sounds. 	<ul style="list-style-type: none"> • Begin to explore their feelings about music using movement, dance and expressive language. • Develop an understanding that music has been composed throughout history. 	<ul style="list-style-type: none"> • Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds. • Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds.
How this is currently evidenced in Y1:	<p>Nativity performance – learning the lyrics and rhythms of songs to perform to an audience.</p> <p>Children can collaboratively perform cumulative songs together.</p>	<p>Children have a go at identifying instruments they can hear within a piece of music linked to the 3 composer studies.</p>	<p>Children experiment with creating and copying musical patterns they hear using a variety of instruments. Including glockenspiel and percussion instruments.</p>	<ul style="list-style-type: none"> • Film Composer – Randy Newman • Contemporary composer – Andrew Lloyd Webber • Classical composer – Vivaldi 	<p>Glockenspiels – identify high and low notes.</p> <p>Children realise that sometimes silence is used in music. Discuss the purpose of this.</p>

Music Curriculum and End of Year Expectations 2023-24



	<p>During each unit, children will have the opportunity to sing the songs, rhymes, raps and chants that they are learning about.</p> <p>The children will have opportunities to use untuned instruments to perform their songs.</p>			<p>Listen to the music. Explore feelings linked to music. Look at information about the composer.</p>	
Year 2	<ul style="list-style-type: none"> Play tuned and untuned instruments. Use their voices expressively to rehearse and perform with others, recognising a song with an accompaniment (instrumental backing) and one without. Can start and finish together and can keep to a steady pulse. 	<ul style="list-style-type: none"> Listen with concentration to music of a longer duration and recognise simple structures (for example, a beginning, middle and end). Understand that music can be used for particular purposes and occasions. 	<ul style="list-style-type: none"> Experiment with creating their own musical patterns and begin to identify one strand (section) of music or more. Begin to improve their own and others' work. 	<ul style="list-style-type: none"> Recognise and match sounds with pictures of different instruments. Explore a variety of vocal qualities through singing and speaking. Begin to use onomatopoeia sound words to describe selected sounds and the ways in which they are produced. 	<ul style="list-style-type: none"> Recognise the difference between a steady beat and no beat and identify sections within a piece of music which sound the same or different. Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower.
How this is currently evidenced in Y2:	<ul style="list-style-type: none"> I want to play in a band unit – looking at the different instruments within the song and how to drum along to a beat Can collaboratively perform songs together on a stage to an audience Nativity performance – learning the lyrics and rhythms of songs to perform without backing vocals to an audience. 	<ul style="list-style-type: none"> Nativity production – learning the structures of the songs and lyrics of each. Working on solos within songs and performing collaboratively with backing singers or the rest of the class singing the chorus Recognise how songs may increase and decrease in tempo and the reason and impact of this Understand why certain genres and tempos of music are perceived to suit different situations and occasions Working with music on in class 	<ul style="list-style-type: none"> Hands, feet, heart unit All other units of music taught in Y2 – see curriculum map. Children can use the different drums for the beat and pulse of the songs and then add other instruments as a group. Listen to and critique one another constructively and explain what was good about their performance and what could be better 	<ul style="list-style-type: none"> Listen to and appraise different songs and the instruments being used in them Listen to different singers and the way in which they use their voice to tell a story or create a certain emotion for the audience Witness live recordings of performances and how bands/artists have influenced the audience and wider world Describe emotions and 	<ul style="list-style-type: none"> Nativity production and performing songs Appraisal of songs and the structures of these Using charanga to pick apart songs and how they are made up – recognising the beat of these songs Focusing on the key words of the music and what each of these mean and how they are different in each song
Year 3	<ul style="list-style-type: none"> Sing songs (also imitating melody patterns as an echo), speak chants and rhymes in unison, with clear diction, 	<ul style="list-style-type: none"> Listen with extended concentration and begin to express their opinion on a 	<ul style="list-style-type: none"> Begin to improvise and develop rhythmic and melodic material when composing, improving their own and 	<ul style="list-style-type: none"> Explore and compare sounds of groups of musical instruments, identifying the differences between them, e.g. 	<ul style="list-style-type: none"> Understand that dynamics means volume and can recognise various different levels.

Music Curriculum and End of Year Expectations 2023-24



	<p>control of pitch and musical expression presenting performances with an awareness of the audience.</p> <ul style="list-style-type: none"> Play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the speed of the beat. 	<p>range of live and recorded music.</p> <ul style="list-style-type: none"> Explain their ideas and feelings about music using movement, dance and expressive language. Begin to understand how music can be organised to communicate different moods and effects (e.g. listening to loud and fast music will create a different feeling to slow and quiet). Determine upwards and downwards direction in pitch when listening and reviewing music. 	<p>others' work in relation to its intended effect.</p> <ul style="list-style-type: none"> Begin to create and combine a variety of the inter-related dimensions when composing (e.g. composing using both dynamics and tempo). 	<p>strings, woodwind, orchestra, rock band etc.</p> <ul style="list-style-type: none"> Begin to explore the history of music, understanding that time and place can influence how and why music is created, performed and heard. Explore music from a culture different to their own. 	<ul style="list-style-type: none"> Understand that texture refers to the difference between thick (many sounds) and thin (few) layers of sounds. Experience how music can be produced in different ways, including through ICT, and described through relevant established and invented notations.
<p>How this is currently evidenced in Y3:</p>	<ul style="list-style-type: none"> Developing glockenspiel skills in tuned instrument unit and classical composer unit. Sing a range of songs in worship. Sing in Christmas and Easter services. Sing in the end of year production. Finding the beat of songs in all units. 	<ul style="list-style-type: none"> Appraise a variety of music throughout each unit. Share thoughts and ideas on the music they listen to in each unit. Focus on mood created by Beethoven in classical composer unit. Compare mood created by Radiohead in a selection of songs. Compare to Beethoven. Focus on pitch when learning Moonlight Sonata in classical composer unit. 	<ul style="list-style-type: none"> Improvise and invent own rhythms in untuned instrument unit (African drums). <u>Use rhythm in dance (PE)</u> Improvising in Beethoven unit. Understanding and using with effect the inter-related dimensions when composing in the modern composer and film composer units. 	<ul style="list-style-type: none"> Exploring the instruments used in an orchestra and those that would play music written by Beethoven. Looking at the evolution of some instruments (e.g. piano). Exploring the instruments used in a rock band, using the music of Radiohead. Compare these to orchestral instruments. Place in timeline. Explore music created by Beethoven and the era this is from. Compare this with music by Radiohead and the era this is from. Look at influence of past music on present music and the progression of styles. Listen and appraise African drum music. Compose own rhythms. 	<ul style="list-style-type: none"> Vocab used in all units. Music programming unit in computing. Using Charanga DAW to compose electronic music in the modern composer unit. Notation explored in tuned instrument unit. Children develop and use own notations for all compositions.

Music Curriculum and End of Year Expectations 2023-24



				<ul style="list-style-type: none"> Classical composer focus versus modern composer focus 	
Year 4	<ul style="list-style-type: none"> Sing solo songs demonstrating call and response form, speak chants and rhymes in unison with clear diction, control of pitch, a sense of phrase and musical expression. Identify contrasting sections of a song, such as the verse and refrain (chorus). 	<ul style="list-style-type: none"> Review their own ideas and feelings about music using art, movement, dance, expressive language and musical vocabulary. Understand that time and place can influence how and why music is created, performed and heard. Listen to and review music from a culture different to their own. 	<ul style="list-style-type: none"> Improvise and develop rhythmic and melodic material when composing. Experiment with gestures to show the overall contour of the pitch of a melody as it moves upwards, downwards or stays the same. Combine a variety of musical elements when composing using staff and other musical notations. 	<ul style="list-style-type: none"> Explore and compare sounds from the different instrumental families (percussion, woodwind, brass, string), name a variety of instruments. Hear in a piece of music, refer to and compare the different sounds instruments make as their tone colour such as brassy, wooden and metallic. Sequence various famous composers on a timeline. 	<ul style="list-style-type: none"> Identify through gestures such as clapping or using percussion, the strong / first beat whilst singing. Keep a steady beat and maintain rhythmic accuracy holding their own beat against another contrasting part. Recognise pitch movement by step, leaps or as repeats.
How this is currently evidenced in Y4:	<ul style="list-style-type: none"> All units include singing songs. All units use warm up activities for call and response and to work on rhythm and control. All units give an opportunity to identify the structure of the focused song. 	<ul style="list-style-type: none"> Songs are discussed in each unit. Children share their feelings and opinions about the music. Children are prompted to use musical vocabulary. When the music is played in each unit, children can move and dance to show a response. Art link: children study Kandinsky in art and how he painted to music. They try to replicate this. Each unit gives the children opportunity to learn about the history of a song and how/why it came about. This also links to the artists, such as ABBA and Bill Withers. 	<ul style="list-style-type: none"> Glockenspiel, Stop! (anti-bullying) Links to digital composition in computing. Cross-curricular links for end of unit assessment, such as states of matter in science. 	<ul style="list-style-type: none"> All units give the children opportunity to identify instruments in a song and how the sound of the instrument can help identify it. Each unit can be linked back to a visual timeline and the composers in focus are placed on this. 	<ul style="list-style-type: none"> All units provide opportunity for children to learn a song and clap on the first beat. Children are encouraged to find the pulse in all the songs they learn in each unit. Children are encouraged to find or try out different rhythms when learning a song in each unit. They can use clapping, tapping, stamping, tables, etc. There are pitch warm-up activities in each unit.
Year 5	<ul style="list-style-type: none"> Independently sing songs, speak chants and rhymes in unison and two parts, with increasing clear diction, 	<ul style="list-style-type: none"> Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different 	<ul style="list-style-type: none"> Improvise and develop a wider range of rhythmic and melodic material when composing. 	<ul style="list-style-type: none"> Begin to explore and compare a variety of contrasting sounds, recognising where the texture (thick (many sounds) and thin (few) layers of sound) 	<ul style="list-style-type: none"> Recognise a musical phrase is like a musical sentence and can identify its duration as short or long.

Music Curriculum and End of Year Expectations 2023-24



	<ul style="list-style-type: none"> control of pitch, a sense of phrase and musical expression. Perform a variety of repeated rhythmic patterns (ostinato) on percussion instruments. 	<ul style="list-style-type: none"> moods and effects (e.g. how can the tempo be changed to create excitement?) Demonstrate a better understanding of the history of music. Begin to make appropriate suggestions of suitable pieces for music for various occasions. 	<ul style="list-style-type: none"> Choose, combine and organise a variety of the inter-related dimension of musical elements when composing with staff and other musical notations, such as graphic scores and / or using ICT. 	<p>varies in a song or piece of music.</p>	<ul style="list-style-type: none"> Can identify a silence in a rhythmic pattern with a gesture such as raised hand. Begin to use various Italian musical terms such as crescendo, diminuendo, forte and piano.
How this is currently evidenced in Y5:	<p>All units involve either singing or evaluating song, including above vocabulary.</p> <p>Units focussed on composers (Au2, Sp1, Sp2) include work on ostinato and use of percussion to create a desired effect</p>	<p>Children evaluate music listened to with focus on correct and expanded use of musical vocabulary</p> <p>Children are encouraged to respond to music both verbally and through writing and drawing.</p> <p>Children link music to art as a way of exploring emotions and 'feeling' of music</p>	<p>Children improvise and develop their compositions based on other composers</p> <p>Children investigate and develop the ordering of their own compositions using informal methods of communicating their learning.</p>	<p>Units involve children evaluating pieces of music, with a focus on correct technical vocabulary.</p>	<p>Units involve children evaluating pieces of music, with a focus on correct technical vocabulary.</p> <p>In the units involving composers, children use technical vocabulary to describe heard and invented pieces, and in creating their own piece, recognise and reflect on patterns and rhythms heard.</p>
Year 6	<ul style="list-style-type: none"> Independently sing songs, speak chants and rhymes in unison and two parts, with confident clear diction, control of pitch, a sense of phrase and musical expression. Practise, rehearse and present a variety of solo and ensemble performances with confidence and awareness of the audience. 	<ul style="list-style-type: none"> Know that time and place can influence the way music is created, performed and heard. Can make informed suggestions of suitable pieces of music for various occasions. Develop a better understanding of the history of music. Begin to investigate the different eras of music. 	<ul style="list-style-type: none"> Improvise with their voice or on a musical instrument both solo and ensemble to develop a wide range of rhythmic and melodic material when composing. Can compose for different moods and use dynamic levels such as accents (sudden loud or sudden quiet notes). 	<ul style="list-style-type: none"> Explore and compare a variety of sounds in a piece of music, identifying the prominent melodies. 	<ul style="list-style-type: none"> Recognise a metre (the way in which beats are grouped) of three (such as in a Waltz) or four (most pop songs) and begin to recognise a change of metre within a piece. Use Italian musical terms for gradually getting louder (<i>crescendo</i>) and gradually getting quieter (<i>diminuendo</i>).
How this is currently evidenced in Y6:	<ul style="list-style-type: none"> Summer Performance Improvise and Compose – Dig for Victory (History) /Rivers run deep song (Geography) Samba drums – Sports Day Sing a range of songs in worship. <ul style="list-style-type: none"> Sing in Christmas and Easter services. Sing in the end of year production. 	<ul style="list-style-type: none"> Musical Detectives – Explore a range of instruments through listening <ul style="list-style-type: none"> Analyse and compare sounds. Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. 	<ul style="list-style-type: none"> Improvise and Compose – Dig for Victory jingles/ Courses/Samba drums for Sports Day Parade 	<ul style="list-style-type: none"> Musical Detectives <ul style="list-style-type: none"> Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be 	<ul style="list-style-type: none"> Musical Detectives – Duration and Dynamics Improvise and Compose

Music Curriculum and End of Year Expectations 2023-24



		<ul style="list-style-type: none">• Develop an understanding of the history of music.		<p>organised within musical structures (for example, ostinato) and used to communicate different moods and effects.</p> <ul style="list-style-type: none">• Explore, choose, combine and organise musical ideas within musical structures.	
--	--	---	--	--	--