Music Curriculum

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| Year 1 | Use their voices expressively and creatively by singing songs and speaking chants and rhymes |
| Year 1 | Play tuned and un-tuned instruments musically |
| Year 1 | Listen with concentration and understanding to a range of high-quality live and recorded music (Handel - Baroque 1600-1750) |
| Year 1 | Experiment with create select and combine sounds using the interrelated dimensions of music |
| Year 2 | Use their voices expressively and creatively by singing songs and rhymes some with more than one part or as part of a round |
| Year 2 | Play tuned and un-tuned instruments musically following a simple rhythm or sequence of notes |
| Year 2 | Listen with concentration and understanding to a range of high-quality live and recorded music (Bach baroque 1600-1750) |
| Year 2 | Experiment with create select and combine sounds using the interrelated dimensions of music |
| Year 3 | Play and perform as a class and in small groups using their voices and playing musical instruments with some accuracy. |
| Year 3 | Improvise and compose short repeating phrases and rhythms |
| Year 3 | Listen with attention to detail and be able to describe pieces discussing tone rhythm and the instruments used |
| Year 3 | Use and understand staff and other musical notations recognising how these show the change of pitch. |
| Year 3 | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Schubert and Beethoven) |
| Year 3 | Develop an understanding of the history of music (Classical 1750 1827) |
| Year 4 | Play and perform as a class and  in small groups using their voices and playing musical instruments with increasing accuracy and expression |
| Year 4 | Improvise and compose musical phrases or rhythms that can be used with others to make up a complete piece |
| Year 4 | Listen with attention to detail and recall sounds with increasing aural memory. Be able to recognise steps or jumps up or down in tone. |
| Year 4 | Use and understand staff and other musical notations including symbols for note lengths. |
| Year 4 | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Haydn Mozart) contrasting with Samba. |
| Year 4 | Develop an understanding of the history of music (Classical 1750-1827) |
| Year 5 | Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy control and expression |
| Year 5 | Improvise and compose music for a range of purposes making use of repeating patterns and different instruments which compliment each other |
| Year 5 | Listen with attention to detail and recall sounds with increasing aural memory. Be able to use a range of musical language to discuss what they have heard with clarity. |
| Year 5 | Use and understand staff and other musical notations including symbols for note lengths and rests |
| Year 5 | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Grieg Tchaikovsky) |
| Year 5 | Develop an understanding of the history of music (Romantic 1827-1903) |
| Year 6 | Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy fluency control and expression |
| Year 6 | Improvise and compose music for a range of purposes using the related aspects or features of music |
| Year 6 | Listen with attention to detail and recall sounds with increasing aural memory. Be able to use a range of musical language to discuss what they have heard with clarity identifying instruments accurately. |
| Year 6 | Use and understand staff and other musical notations including symbols for note lengths rests changes in dynamic waltz and common time etc. |
| Year 6 | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Gershwin Bernstein) compared and contrasted with Blues |
| Year 6 | Develop an understanding of the history of music (Modern 1903 to present) |
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