



NATIONAL CURRICULM		
EYFS – In the moment	KEY STAGE 1	KEY STAGE 2
<ul style="list-style-type: none">• Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.• Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, <i>music</i>, movement, dance, role-play, and design and technology.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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 group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	To be included in the Continuous Provision.		To be included in the Continuous Provision.		To be included in the Continuous Provision.	
	Singing Christmas songs for parents to watch.		Instruments and their sounds.		Body Percussion introducing some Inter-related Dimensions of Music.	
Year 1 Music	<p>Untuned Instruments – understanding how different instruments can be played.</p> <p>Composition – Use untuned instruments to create a piece of music for a short animation.</p>	<p>Singing – Use voices expressively focusing on volume and pitch.</p>	<p>Inter-related Dimensions of Music/ Listening and Comparing Pulse (beat) – Djembe drums Tempo Duration</p> <p>Tuned Instruments - Use Glockenspiels to identify notes and pitch. Transfer this skill using the Boomwhackers.</p> <p>Composition – Compose a short piece using the glockenspiel, boomwhackers and untuned instruments writing the note names or the sound being made (e.g. shake 4 times).</p>		<p>Listening and comparing music genres – Listen to a variety of music to compare the similarities and differences.</p> <p>Use current popular songs and compare to older versions or similar.</p>	
Year 2 Music	<p>Inter-related Dimensions of Music/ Listening and Comparing Pulse, Tempo, Duration, Pitch, Dynamics, Timbre, Texture, Structure.</p>	<p>Singing – Use voices expressively focusing on the inter-related Dimensions of music.</p>	<p>Tuned Instruments – Play a simple tune using a Ukulele.</p> <p>Tuned Instruments /Composition – Compose a short piece using the Ukulele writing the note names.</p>	<p>Listening and comparing music – Instruments Families/ Orchestra/ Bands etc.</p> <p>Composition – Create a band. Drums to keep pulse etc</p>		
Year 3 Music	<p>Notation – Understand the treble clef staff and where the notes sit on lines and in spaces including middle C and D.</p> <p>Tuned Instruments – Play a simple tune on the glockenspiel using the correct notation.</p> <p>Composition – Compose a short piece using the glockenspiel and writing the correct notation.</p>		<p>Listening and Appreciation – RnB, Rock, Reggae, Pop, Film/Classical, Musicals, Motown, Soul, Disco, Funk, Hip Hop, Big Band Jazz.</p> <p>History of Music – When do these genres fit in time and who are the defining artists? What are their origins and who have the influenced today?</p>		<p>Notation – Understand the treble clef staff and where the notes sit on lines and in spaces including middle C and D.</p> <p>Tuned Instruments – Recorder – Guinea Pig Gig</p>	



<p>Year 4 Music</p>	<p>Notation – Play and understand semibreves, crochets, quavers, minims and dotted minims on the treble clef staff and the related rests.</p> <p>Glockenspiels- Charanga Glockenspiels 2</p>	<p>Singing – Start to break down written music to show how lyrics follow notes like instruments do.</p>	<p>Listening and Appreciation – British Music Genres (Grime, Garage, Brit Pop etc)</p> <p>History of Music – When do these genres fit in time and who are the defining artists? What are their origins and who have the influenced today?</p> <p>Composition – Use the techniques discovered in the genre to compose their own piece (technology).</p>	<p>Notation – Play and understand semibreves, crochets, quavers, minims and dotted minims on the treble clef staff and the related rests.</p> <p>Recorder – Use recorder to gain a better understanding of the notation.</p>	
<p>Year 5 Music</p>	<p>Notation – Play and understand semibreves, crochets, quavers, minims and dotted minims on the treble clef staff, the related rests and use the interrelated dimensions of music to perform correctly.</p> <p>Glockenspiels – Use glockenspiels to gain a better understanding of the notation.</p>	<p>Singing – Break down written music to show the different voice parts (Male and Female voices)</p>	<p>Listening and Appreciation – Rock, Jazz, Ballads, Hip Hop and Motown</p> <p>History of Music – When do these genres fit in time and who are the defining artists? What are their origins and who have the influenced today?</p> <p>Composition – Classroom Jazz 1 - Charanga</p>	<p>Notation - Play and understand semibreves, crochets, quavers, minims and dotted minims on the treble clef staff, the related rests and use the interrelated dimensions of music to perform correctly.</p> <p>Keyboards – Charanga Beginners Keyboard course.</p> <p>Composition – Use Keyboards to compose a tune.</p>	
<p>Year 6 Music</p>	<p>Notation - Children should know the notes on a treble clef and explore the notes on a bass clef including middle C and B.</p> <p>Glockenspiels – Use glockenspiels to gain a better understanding of the notation.</p>	<p>Singing – Break down written music to show the different voice parts (Soprano, Alto, Tenor, Bass)</p>	<p>History of Music – Comparing Benjamin Britten (British) and Carole King (Woman in music). Why do they lack in the history of music?</p>	<p>Listening and Appreciation – Pop, Motown, Jazz, Latin, Blues, Gospel and Blues.</p>	<p>Composition – Use Classroom Jazz 2</p>