

Music Programme of Study

Key Stage 1 and 2

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

- ♣ to 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
- ♣ to 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
- ♣ to 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.

Year 1 curriculum coverage

Pupils should be taught to:

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.

Skills (including aural skills)

- discriminating between sounds and silence
- moving and performing with an understanding of beat and tempo
- demonstrating the difference between singing and speaking voice
- discriminating between loud and soft, long and short, high and low
- recognising familiar instrument timbres
- using technology as a tool for music learning
- holding and playing classroom instruments safely and correctly
- understanding turn-taking in group music making
- playing in time
- **Y1 to learn to play the recorder**

Key Vocabulary to be taught:

Rhythm

sound/silence, long/short, fast/slow, beat and rhythm, rest

Pitch

high/low, pitch direction (going up or down)

Dynamics and expression

loud (forte) f and soft (piano) p

Form

same/different, patterns, repetition

Timbre

every voice and instrument has its own distinct sound, how sound is produced including hit, blown, plucked and shaken [Linked with Samba Rio de Vida \(cornerstones\)](#)

Key composers

Vivaldi [Linked with weather Splendid Skies \(cornerstones\)](#)

Key pieces include:

- Four seasons

Cartola [Linked with Samba and percussion Rio de Vida \(cornerstones\)](#)

Beth carvalho [Linked with Samba and percussion Rio de Vida \(cornerstones\)](#)

Year 2 curriculum coverage

Pupils should be taught to:

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.

Skills (including aural skills)

- discriminating between sounds and silence
- moving and performing with an understanding of beat and tempo
- demonstrating the difference between singing and speaking voice
- discriminating between loud and soft, long and short, high and low
- recognising familiar instrument timbres
- using technology as a tool for music learning
- holding and playing classroom instruments safely and correctly
- understanding turn-taking in group music making
- playing in time
- **Y1 to learn to play the recorder**

Key Vocabulary to be taught:

Rhythm

sound/silence, long/short, fast/slow, beat and rhythm, rest, ostinato, tempo, crotchet, crotchet rest, quavers in pairs, experience of duple and triple metres

Pitch

high/low, pitch matching, unison

Dynamics and expression

loud (forte) f and soft (piano) p

Form

echo, introduction, verse, chorus, round

Timbre

how sound is produced including hit, blown, plucked and shaken

Texture

unison, melody and accompaniment, round, drone

Key composers

Glenn Miller- [Linked with beat band boogie \(cornerstones\)](#)

Duke Ellington- [Linked with beat band boogie \(cornerstones\)](#)

Rimsky-Korsakov-[Linked with Wriggle and crawl](#)

Key pieces include:

- Flight of The Bumblebee

The Beatles- [Linked with Wriggle and crawl](#)

Year 3 curriculum coverage

Pupils should be taught to:

Pupils should be taught to:

- ♣ 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.
- ♣ 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.

Skills (including aural skills)

- matching pitch and showing the direction of a tune with gesture or drawings
- recognising the differences between notes moving by steps and leaps
- discriminating between rhythm and beat
- demonstrating beat and tempo changes
- matching and varying dynamics
- varying instrumental timbres to create expressive effects using instruments and voices safely and correctly in the classroom
- taking on different roles in group music making, for example, accompaniment, lead
- using technology as a tool for music making and performance.

Key Vocabulary to be taught:

Rhythm

simple metres, crotchet , crotchet rest , quaver , semiquaver dotted crotchet , quavers in groups of 3 and identical rests in repertoire studied, ostinato, tempo changes (faster and slower)

Pitch

pentatonic patterns, melodic shape, recognising steps and leaps, treble clef, staff

Dynamics and expression

very soft (pianissimo) pp and very loud (fortissimo) ff, gradually getting louder (crescendo), gradually getting softer (decrescendo), smoothly, short and detached

Form

question and answer (call and response), repeat signs, binary (AB) and ternary (ABA) forms

Timbre

recognising familiar instrumental timbres in isolation and combination

Texture

combining two or more rhythmic or melodic patterns which occur simultaneously in different voices

Key composers

Anna Meredith- [linked with scrumdiddlyumptious cornerstones and food glorious food.](#)

Key pieces include:

- Connect it (BBC Ten pieces)

John Williams- [linked with Heroes and Villains](#)

Key pieces include:

- Star wars soundtrack
- Jaws
- Superman
- BFG
- Jurassic park

Year 4 curriculum coverage

Pupils should be taught to:

Pupils should be taught to:

- ♣ 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.
- ♣ 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.

Skills (including aural skills)

- matching pitch and showing the direction of a tune with gesture or drawings
- recognising the differences between notes moving by steps and leaps
- discriminating between rhythm and beat
- demonstrating beat and tempo changes
- matching and varying dynamics
- varying instrumental timbres to create expressive effects using instruments and voices safely and correctly in the classroom
- taking on different roles in group music making, for example, accompaniment, lead
- using technology as a tool for music making and performance.

Key Vocabulary to be taught:

Rhythm

simple metres, crotchet , crotchet rest , quaver , semiquaver dotted crotchet , quavers in groups of 3 and identical rests in repertoire studied, ostinato, tempo changes (faster and slower)

Pitch

pentatonic patterns, melodic shape, recognising steps and leaps, treble clef, staff

Dynamics and expression

very soft (pianissimo) pp and very loud (fortissimo) ff, gradually getting louder (crescendo), gradually getting softer (decrescendo), smoothly, short and detached

Form

question and answer (call and response), repeat signs, binary (AB) and ternary (ABA) forms

Timbre

recognising familiar instrumental timbres in isolation and combination

Texture

combining two or more rhythmic or melodic patterns which occur simultaneously in different voices

Key composers

Wassily Kandinsky- [linked with Playlist on cornerstones](#)

Paul Klee- [linked with Playlist on cornerstones](#)

Year 5 curriculum coverage

Pupils should be taught to:	Key Vocabulary to be taught:
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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. ♣ 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. 	<p>Key Vocabulary to be taught:</p> <p><u>Rhythm</u> simple metres and time signatures, bars and barlines crotchet, crotchet rest, quaver, semiquaver dotted crotchet, quavers in groups of 3, minims, semi breves</p> <p><u>Pitch</u> pentatonic and major scales recognising pitch sequences such as an arpeggio or riff; treble and bass clef</p> <p><u>Dynamics and expression</u> very soft (pianissimo) pp and very loud (fortissimo) ff, gradually getting louder (crescendo), gradually getting softer (decrescendo), smoothly, short and detached</p> <p><u>Form</u> question and answer (call and response), repeat signs, binary (AB) and ternary (ABA) forms</p> <p><u>Timbre</u> acoustic, electronic sounds; voice and instrument types</p> <p><u>Texture</u> Contrasting layers of sound</p> <p><u>Composition</u> Sound track, stave, notation, melody, chords</p>
<p><u>Skills (including aural skills)</u></p>	<p style="text-align: center;"><u>Key composers</u></p>
<ul style="list-style-type: none"> • identifying and notating metre and rhythmic groupings • singing and playing independent parts against contrasting parts • recognising instrumental and vocal timbres and digitally generated sounds • using available technology and digital media as a tool for music learning • holding and playing instruments and using their voices safely and correctly • listening to others controlling volume and tone in ensemble activities. 	<p>Christopher Tin (Christopher Tin's theme from the strategy game Civilisation IV was the first video game soundtrack to win a Grammy award)</p> <p>Yoko Shimomura- Final fantasy/ streetfighter Other game composers include: Austin Wintory, Jessica Curry and Nobuo Uematsu Look at famous video game composers and compose their own soundtracks using garageband.</p> <p>- Linked to Alchemy island on cornerstones</p> <p>Tudor court music English Renaissance composers- John Dunstable and William Byrd Written about Henry 8th- Greensleeves</p> <p>- Linked to Off with her head on cornerstones</p>

Year 6 curriculum coverage

Pupils should be taught to:	Key Vocabulary
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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. ♣ 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. 	<p><u>Rhythm</u> simple metres, crotchet , crotchet rest , quaver , semiquaver dotted crotchet , quavers in groups of 3 and identical rests in repertoire studied, ostinato, tempo changes (faster and slower)</p> <p><u>Pitch</u> pentatonic and major scales recognising pitch sequences such as an arpeggio or riff; treble and bass clef</p> <p><u>Dynamics and expression</u> smoothly (legato), detached (staccato), accent</p> <p><u>Form</u> question and answer (call and response), repeat signs, binary (AB) and ternary (ABA) forms</p> <p><u>Timbre</u> recognising familiar instrumental timbres in isolation and combination</p> <p><u>Texture</u> acoustic, electronic sounds; voice and instrument types</p> <p><u>Composition</u> Sound track, stave, notation, melody, chords</p>
Key composers/ Music	
<p><u>Skills (including aural skills)</u></p> <ul style="list-style-type: none"> • identifying and notating metre and rhythmic groupings • singing and playing independent parts against contrasting parts • recognising instrumental and vocal timbres and digitally generated sounds • using available technology and digital media as a tool for music learning • holding and playing instruments and using their voices safely and correctly • listening to others controlling volume and tone in ensemble activities. 	<p>La Cucaracha and traditional Mexican folk music. - Linked to HOLA Mexico on cornerstones</p> <p>Traditional wartime songs- <i>Run Rabbit, Run, It's a Long Way to Tipperary and Pack Up Your Troubles in Your Old Kit Bag.</i></p> <p>Edward Elgar- Enigma Variations, the Pomp and Circumstance Marches</p> <p>Benjamin Britten- war requiem - Linked to a child's war on cornerstones</p>