

Music

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) of musical styles.

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 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.

Main focus for each key stage

EYFS

Children should be taught to sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. ELG and Letters and sounds phase 1

Key Stage 1

Pupils should be taught about the enjoyment of singing and moving to music. They should understand the importance of playing instruments in different ways.

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.

Performing

Nursery

- Perform with reason for audience or other informal purpose
ELGoals

Reception

- Perform with reason for audience or other informal purpose

Year 1

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

- Play tuned and untuned instruments musically.

Year 2

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

- Play tuned and untuned instruments musically.

Year 3

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Year 4

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Year 5

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Year 6

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Improvising and Composing

Nursery

- Experiment with instruments and materials to make

Reception

- Experiment with, create, select and combine sounds using

Year 1

- Experiment with, create, select and combine sounds using

Year 2

- Experiment with, create, select and combine sounds using

Year 3

- Improvise and compose music for a range of purposes using the

Year 4

- Improvise and compose music for a range of purposes using the

Year 5

- Improvise and compose music for a range of purposes using the

Year 6

- Improvise and compose music for a range of purposes using the

different kinds of sounds using basic inter-related dimensions of music.	simple inter-related dimensions of music.	the inter-related dimensions of music.	the inter-related dimensions of music.	inter-related dimensions of music.	inter-related dimensions of music.	inter-related dimensions of music.	inter-related dimensions of music.
Listening and Appraising							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Listen with concentration and understanding to a range of high-quality live and recorded music.	- Listen with concentration and understanding to a range of high-quality live and recorded music.	- Listen with concentration and understanding to a range of high-quality live and recorded music.	- 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. - 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.	- 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.	- 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.
Use of notation							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pictures and other artistic creations as a result of listening to music	Pictures and other artistic creations as a result of listening to music	- Graphical notation High and low body shapes	- Graphical notation Transition from high, middle and low shapes to notes on two line staff	- Graphical notation Read and write 2, 3, 4 and 5 lines of staff notation with treble clef	- Read and write staff notation with treble clef	- Read notation with treble clef	- Read and write staff notation with treble clef
History of music							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		- Understand the difference between older and more recent music - Which instruments were made a long time ago	- Develop an understanding of the history of music and instruments.	- Develop an understanding of the history of music and instruments.	- Develop an understanding of the history of music and instruments.	- Develop an understanding of the history of music and instruments.	- Develop an understanding of the history of music and instruments.
Composers and musicians							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
📖 Genres, styles, composers and musicians 2024/25							
Dalcroze, Solfege and pitch							

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Physical responses to different kinds of music and musical patterns. Differentiate between high and low sounds. Intro to so - me in songs	- Physical responses to different kinds of music and musical patterns. Differentiate between high and low sounds. Use of so - me - la in singing songs	- Respond to short and long sounds and changes in dynamics. Explore high and low sounds and know the position of so and me when singing or listening	- Respond to changes in timbre and tempo. Explore high, middle and low sounds and know the position of la, so and me when singing or listening	- Respond to changes in texture and structure. Explore high, middle and low sounds and know the position of la, so and me when singing or listening	- Respond to mixture of changes including previous years and know the position of la, so, me and do when singing or listening		
📖 Singing Progression							
Rhythmic Progression							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Copy simple rhythmic patterns with body percussion and instruments Elements from Words and Phrases Elements from ELGoals Letters and sounds phase 1	- Spider, fly. Make up own patterns to be copied by peers.	- Spider, fly, moth	- Te-te, tah, zah	- Tikka-tikka, ta-ah, ta-ah-ah-ah	- Te-tikka, tikka-te, te-te-te (3/8 and 6/8) Semiquavers, quavers, crotchets, minims, semibreves	- As relevant to songs in brass band	- As relevant to songs in brass band
Learning a tuned instrument							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		- Using tuned percussion instruments to see and hear changes in pitch	- Recorder: Notes B, A and G Yellow band	- Recorder: Orange Band Red Band B, A and G pieces New notes - E, C and D	- Recorder: Blue Band Green Band Tricky pieces	- Brass: C - G on trumpet G - D on tenor horn Low G and C - G on trombone, euphonium and baritone	- Brass: Increasing range of notes and some accidentals, Bb, C#, F#

[Link to Long Term Music Curriculum Map 2021/22](#)

[Link to Long Term Music Curriculum Map 2022/23](#)

[Link to Long Term Music Curriculum Map 2023/24](#)

[Link to Model Music Curriculum](#)

[Link to The National Plan for music](#)

[Sticky learning of concepts/skills/vocabulary](#)

