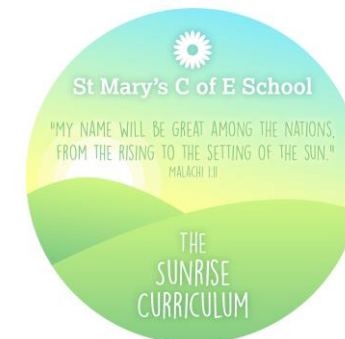


Music 2018-2019: Autumn Spring Summer

Curriculum Intent:

By the end of KS1, pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They should have experience of playing tuned and untuned instruments musically. Pupils should be able to listen with concentration and understanding to a range of high-quality live and recorded music. They should experiment with, create, select and combine sounds using the interrelated dimensions of music.

By the end of KS2, 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.



Curriculum reading opportunities to be shown in italics (including digital literacy)

Key Skills	Previous Learning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Next steps in KS3
Singing and Performing	Begins to build a repertoire of songs and dances.	Sing songs and chants rhymes with some expression.	Sing songs creatively adding accompaniments. Changing the words and musical qualities.	Perform in a group using voices and instruments with expression.	Perform in a group and alone using voices and instruments.	Perform in a group and alone using voices and instruments creatively incorporating expression and control.	Perform in a group and alone using voices and instruments with increasing fluency, accuracy, control and expression	<p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical</p>

								<p>styles, genres and traditions</p> <p>identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
Composing	Explores the different sounds of instruments	Experiment to create accompaniments using instruments.	Add accompaniments to create and combine sounds using tuned and untuned instruments.	Improvise and compose music for a range of purposes using the inter-related dimensions of music (pitch, duration)	Improvise and compose music for a range of purposes using the inter-related dimensions of music (pitch, duration, tempo, timbre) Use technology to compose, record and perform	Improvise and compose music for a range of purposes using the inter-related dimensions of music (pitch, duration, tempo, timbre, texture and structure) Use technology to compose, record and perform	Use with increasing accuracy staff and other musical notations Use technology to compose, record and perform	

						Begin to use staff and other musical notations		
Listening and Appraising		Listen with concentration and understanding to a range of high-quality live and recorded music in different styles	Have an opportunity to learn a musical instrument	Have an opportunity to learn a musical instrument	Listen with attention to detail and recall sounds with increasing aural memory Listen to the work of great composers and musicians	Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions Begin to develop an understanding of the history of music Listen, review and evaluate the work of great composers and musicians	Appreciate and understand a wide range of high quality live and recorded music drawn from great composers and musicians Further develop an understanding of the history of music	
Opportunities for SMSC / British Values								

