



Some National Curriculum objectives are deliberately revisited to ensure that key skills, knowledge and understanding are embedded.

## **Music – National Curriculum**

### **KS1**

#### **Year 1**

##### **Autumn**

Music from around the world

Vivaldi's Four Seasons (across the year)

- Use their voices expressively and creatively by singing song 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 interrelated dimensions of music.

Christmas production

Learning songs for production

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

##### **Spring**

Traditional songs from the UK

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

Vivaldi's Four Seasons (across the year)

- 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 interrelated dimensions of music.

##### **Summer**

Traditional songs about the UK– e.g. London's Burning

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

Vivaldi's Four Seasons (across the year)

- 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 interrelated dimensions of music.

## **Year 2**

### **Autumn**

London's Burning

Learning songs and chants from the time of the Great Fire of London.

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

Christmas production

Learning songs for production

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

### **Spring**

Carnival drums

Music from other cultures

- Play unturned and tuned 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 interrelated dimensions of music.

### **Summer**

Experimenting and combining sounds

- Play tuned and unturned instruments musically.
- Experiment with, create, select and combine sounds using the interrelated dimensions of music.

## **KS2**

## **Year 3**

### **Autumn**

Stonehenge

Create music to build too, to perform a ritual at Stonehenge.

- Improvise and compose music for a range of purpose using the interrelated dimensions of music.
- Use and understand staff and other musical notations.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Christmas production

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

## **Spring**

The National Anthem – Stars and Stripes

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

## **Summer**

Hieroglyphics as notation.

Compose a funeral march for a Pharoah

- 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 interrelated dimensions of music.
- Use and understand staff and other musical notations.

## **Year 4**

### **Autumn**

Creating a theme for a Greek God

- 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
- use and understand staff and other musical notations

Christmas production

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

### **Spring**

Samba, Rainforest composition, Theme for a rainforest animal.

- 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

## **Summer**

Fanfare for an Emperor, Theme for Boudicca, Battle music.

Investigate instruments used by Romans/Celts.

- 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
- use and understand staff and other musical notations
- develop an understanding of the history of music.

## **Year 5**

### **Autumn**

Holst Planets Suite - Create a theme for a new planet/existing planet.

- 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.
- Develop an understanding of the history of music – orchestral music from the early 1900s.

Christmas production

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

### **Spring**

Battle scene/invasion music

Listen to battle music from films.

- 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 interrelated dimensions of music.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

### **Summer**

Carnival of the animals, create a theme for an animal (link to science)

- 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

## **Year 6**

### **Autumn**

Islamic religious songs (Nasheeds)

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

Christmas production

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

### **Spring**

Handel's Water Music

- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notation.
- 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.

### **Summer**

Music through time

- 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 interrelated dimensions of music.
- Develop an understanding of the history of music.

Leavers' production

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