



## 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

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 the 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

## Subject content

### Key stage 1

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 interrelated dimensions of music

### 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.

Pupils should be taught to

- 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
- 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



# Girlington Primary School Music Curriculum 2023-2024

	GEMS	Nursery	Reception
Prior EYFS learning	<b>Expressive Arts and Design – Singing, Movement and Music</b> Show attention to sounds and music. Move and dance to music. Respond emotionally and physically to music when it changes. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	<b>Expressive Arts and Design – Singing, Movement and Music</b> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	<b>Expressive Arts and Design – Singing, Movement and Music</b> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.
	<b>Literacy - Comprehension</b> Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Sing songs and say rhymes independently, for example, singing whilst playing.	<b>Literacy - Comprehension</b> Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Sing songs and say rhymes independently, for example, singing whilst playing.	<b>Personal, Social and Emotional Development – Managing Self</b> Show resilience and perseverance in the face of challenge.
	<b>Physical Development – Gross Motor Skills</b> Clap and stamp to music.	<b>Physical Development – Gross Motor Skills</b> Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	



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Click on the links to view key learning for each year and musical knowledge for each unit.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<a href="#">Year 1 – key learning</a>	Charanga MMC v2	My Musical Heartbeat <a href="#">musical knowledge</a>	Dance, Sing and Play <a href="#">musical knowledge</a>	Exploring Sounds <a href="#">musical knowledge</a>	Learning to Listen <a href="#">musical knowledge</a>	Having Fun with Improvisation <a href="#">musical knowledge</a>	Let's Perform Together! <a href="#">musical knowledge</a>
	Focus Instrument	glockenspiel	glockenspiel	glockenspiel	glockenspiel	glockenspiel	glockenspiel
<a href="#">Year 2 - key learning</a>	Charanga MMC v2	Pulse, Rhythm and Pitch <a href="#">musical knowledge</a>	Playing in an Orchestra <a href="#">musical knowledge</a>	Inventing a Musical Story <a href="#">musical knowledge</a>	Recognising Different Sounds <a href="#">musical knowledge</a>	Exploring Improvisation <a href="#">musical knowledge</a>	Our Big Concert <a href="#">musical knowledge</a>
	Focus Instrument	glockenspiel	glockenspiel	glockenspiel	glockenspiel	glockenspiel	glockenspiel
<a href="#">Year 3 - key learning</a>	Charanga MMC v2	Writing Music Down <a href="#">musical knowledge</a>	Playing in a Band <a href="#">musical knowledge</a>	Compose Using Your Imagination <a href="#">musical knowledge</a>	More Musical Styles <a href="#">musical knowledge</a>	Enjoying Improvisation <a href="#">musical knowledge</a>	Opening Night <a href="#">musical knowledge</a>
	Focus Instrument(s)	glockenspiel	glockenspiel	glockenspiel	glockenspiel	glockenspiel	glockenspiel
		Recorder – Blown Away 1 B, A, G	Recorder – Blown Away 1 E, D, F	Recorder – Blown Away 1 C, D'	recorder	recorder	recorder
<a href="#">Year 4 - key learning</a>	Charanga MMC v2	Musical Structures <a href="#">musical knowledge</a>	Exploring Feelings When We Play <a href="#">musical knowledge</a>	Compose with Your Friends <a href="#">musical knowledge</a>	Feelings Through Music <a href="#">musical knowledge</a>	Expression and Improvisation <a href="#">musical knowledge</a>	The Show Must Go On! <a href="#">musical knowledge</a>
	Focus Instrument(s)	glockenspiel	glockenspiel	glockenspiel or recorder	glockenspiel or recorder	glockenspiel or recorder	glockenspiel or recorder
		Recorder – Blown Away 1 B, A, G	Recorder – Blown Away 1 E, D, F, C, D'	Ukulele – Rockschoo Method 1,2	Ukulele – Rockschoo Method 3	Ukulele – Rockschoo Method 4,5	Ukulele – Rockschoo Method 6
<a href="#">Year 5 - key learning</a>	Charanga MMC v2	Melody and Harmony in Music <a href="#">musical knowledge</a>	Sing and Play in Different Styles <a href="#">musical knowledge</a>	Composing and Chords <a href="#">musical knowledge</a>	Enjoying Musical Styles <a href="#">musical knowledge</a>	Freedom to Improvise <a href="#">musical knowledge</a>	Battle of the Bands! <a href="#">musical knowledge</a>
	Focus Instrument	Whole Class Ensemble Teaching trumpet	Whole Class Ensemble Teaching trumpet	Whole Class Ensemble Teaching trumpet	Whole Class Ensemble Teaching trumpet	Whole Class Ensemble Teaching trumpet	Whole Class Ensemble Teaching trumpet
<a href="#">Year 6 - key learning</a>	Charanga MMC v2	Music and Technology <a href="#">musical knowledge</a>	Developing Ensemble Skills <a href="#">musical knowledge</a>	Creative Composition <a href="#">musical knowledge</a>	Musial Styles Connect Us <a href="#">musical knowledge</a>	Improvising with Confidence <a href="#">musical knowledge</a>	Farewell Tour <a href="#">musical knowledge</a>
	Focus Instrument(s)	glockenspiel	glockenspiel	glockenspiel or recorder	glockenspiel or recorder	glockenspiel or recorder	glockenspiel or recorder
		Recorder – Blown Away 1 B, A, G	Recorder – Blown Away 1 E, D, F, C, D'	Ukulele – Rockschoo Method 1,2	Ukulele – Rockschoo Method 3	Ukulele – Rockschoo Method 4	Ukulele – Rockschoo Method 5,6



## Subsequent Key Stage 3 Learning

Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

Pupils should be taught to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history.