



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 2024-2025

	GEMS	Nursery	Reception
Prior EYFS learning	<p>Expressive Arts and Design – Singing, Movement and Music 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’.</p> <p>Literacy - Comprehension 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.</p> <p>Physical Development – Gross Motor Skills Clap and stamp to music.</p>	<p>Expressive Arts and Design – Singing, Movement and Music 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.</p> <p>Literacy - Comprehension 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.</p> <p>Physical Development – Gross Motor Skills Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Expressive Arts and Design – Singing, Movement and Music 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.</p> <p>Personal, Social and Emotional Development – Managing Self Show resilience and perseverance in the face of challenge.</p>



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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
Year 1 – key learning	Charanga MMC v2	My Musical Heartbeat musical knowledge	Dance, Sing and Play musical knowledge	Exploring Sounds musical knowledge	Learning to Listen musical knowledge	Having Fun with Improvisation musical knowledge	Let's Perform Together! musical knowledge
	Focus Instrument	glockenspiel	glockenspiel	glockenspiel	glockenspiel	glockenspiel	glockenspiel
Year 2 - key learning	Charanga MMC v2	Pulse, Rhythm and Pitch musical knowledge	Playing in an Orchestra musical knowledge	Inventing a Musical Story musical knowledge	Recognising Different Sounds musical knowledge	Exploring Improvisation musical knowledge	Our Big Concert musical knowledge
	Focus Instrument	glockenspiel	glockenspiel	glockenspiel	glockenspiel	glockenspiel	glockenspiel
Year 3 - key learning	Charanga MMC v2	Writing Music Down musical knowledge	Playing in a Band musical knowledge	Compose Using Your Imagination musical knowledge	More Musical Styles musical knowledge	Enjoying Improvisation musical knowledge	Opening Night musical knowledge
	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
Year 4 - key learning	Charanga MMC v2	Musical Structures musical knowledge	Exploring Feelings When We Play musical knowledge	Compose with Your Friends musical knowledge	Feelings Through Music musical knowledge	Expression and Improvisation musical knowledge	The Show Must Go On! musical knowledge
	Focus Instrument(s)	glockenspiel	glockenspiel	glockenspiel or recorder	glockenspiel or recorder	glockenspiel or recorder	glockenspiel or recorder
		Recorder – Blown Away 1 E, D, F	Recorder – Blown Away 1 C, D	Digital Audio Workstation for composition	Ukulele – Rockscool Method 1,2	Ukulele – Rockscool Method 3	Ukulele – Rockscool Method 4,5
Year 5 - key learning	Charanga MMC v2	Melody and Harmony in Music musical knowledge	Sing and Play in Different Styles musical knowledge	Composing and Chords musical knowledge	Enjoying Musical Styles musical knowledge	Freedom to Improvise musical knowledge	Battle of the Bands! musical knowledge
	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
Year 6 - key learning	Charanga MMC v2	Music and Technology musical knowledge	Developing Ensemble Skills musical knowledge	Creative Composition musical knowledge	Musial Styles Connect Us musical knowledge	Improvising with Confidence musical knowledge	Farewell Tour musical knowledge
	Focus Instrument(s)	trumpet – 8 pupils	trumpet – 8 pupils	trumpet – 8 pupils	trumpet – 8 pupils	trumpet – 8 pupils	trumpet – 8 pupils
		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 – Rockscool Method 1,2	Ukulele – Rockscool Method 3	Ukulele – Rockscool Method 4	Ukulele – Rockscool Method 5,6



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.