

Music Curriculum

Year group	NC Objectives	Objectives
Reception	<p>Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Being imaginative: children use what they have learnt about media in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through music.</p>	<p>know how to make a sound on several musical instruments</p> <p>sing and play loudly and quietly</p> <p>sing and play short notes and long notes</p> <p>sing and play high notes and low notes</p> <p>take part in a group performance or song</p> <p>perform simple rhythms and songs by copying</p> <p>choose sounds to represent ideas eg. horses hooves, money jingling</p> <p>say whether music sounds happy or sad and move to music according to how it feels eg. jumping, sliding, marching or dancing</p>
Year 1	<ul style="list-style-type: none"> ♣ 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 inter-related dimensions of music. 	<p>keep a beat on their own</p> <p>copy and play simple rhythms in time with other people</p> <p>make up rhythms and patterns</p> <p>play at different speeds and in different pulses</p> <p>make up short musical patterns in a group or on own with a beginning, middle and end using different instruments or sounds</p> <p>use made up symbols to represent sounds</p> <p>describe music element words such as high, low, slow, fast, long or short and say how these sounds affect the mood of the music</p>
Year 2		<p>select a sound or instrument to achieve an effect</p> <p>change the way an instrument is played to achieve different effects</p>

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		<p>play a simple ostinato on a pitched instrument as an accompaniment</p> <p>improvise or perform cyclic patterns</p> <p>suggest improvements to group compositions using the appropriate vocabulary</p>
<p>Year 3</p>	<ul style="list-style-type: none"> ♣ 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 ♣ develop an understanding of the history of music. 	<p>select a sound or instrument to achieve an effect</p> <p>change the way they play an instrument to achieve different effects</p> <p>use crescendo, diminuendo and changes in tempo to create effects</p> <p>play a simple ostinato on a pitched instrument as an accompaniment</p> <p>sing simple songs in tune with expression as part of a group or on own</p> <p>improvise or perform cyclic patterns</p> <p>suggest improvements to group compositions using the appropriate vocabulary</p>
<p>Year 4</p>	<ul style="list-style-type: none"> ♣ 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. 	<p>compose music as part of a group from different starting ideas</p> <p>suggest appropriate sounds and instruments to achieve an effect for a purpose</p> <p>perform music as part of a group that uses appropriate sounds to achieve an intention</p> <p>create and interpret simple graphic scores</p> <p>play a separate part in a group performance, keeping in time</p> <p>make up short tunes and rhythms</p> <p>suggest and implement improvements to group compositions and say whether changes have worked or not and why</p>

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		describe music they hear and compare it with music of contrasting styles
Year 5		improvise musical phrases recognise and describe music from other cultures and periods of history recognise some symbols from staff notation play an individual role in a group performance either from memory or by reading notation suggest and implement improvements to a composition or performance using the appropriate vocabulary describe and compare pieces of music using appropriate musical vocabulary
Year 6		improvise musical phrases and use them to develop compositions using repetition and structures recognise and describe music and musical instruments from other cultures and other periods of history use notation such as staff notation or own methods to record and develop compositions play an individual role in a group performance either from memory or by reading notation, playing solos, accompaniments or directing the group suggest and implement improvements to a composition or performance, commenting on reasons for success or failure and reworking and rehearsing to sustain improvement describe and compare pieces of music using appropriate musical vocabulary and commenting on structures, phrasing and effects such as crescendo, staccato etc

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