Curriculum Plan

Music

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'

Nebula Spirituality Statement







MUSIC: STATUTORY COVERAGE EYFS Statutory Programme

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.

KS1 NATIONAL CURRICULUM	KS2 NATIONAL CURRICULUM
 use 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. 	 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.



	CLASS 1									
	Reception, Year 1 and Year 2									
	Autumn		S	pring	Summer					
Year A 2025- 2026	AutumnWeather (MusicExpress Y1) ExploringSoundsY1- Play tuned anduntuned instrumentsmusically Listen withconcentration andunderstanding to a highrange of high-quality liveand recorded musicExperiment with. Create,select, and combinesounds.Use voices expressivelyand creatively by singingsongs and speaking chantsand rhymes (P, C, A, L)Number (MusicExpress- Y1) Beat	Christmas- Performance EYFS- Listening skills, Perform rhymes, songs, poems, and stories. Explore and engage in music making and dance. (L, P) Y1- use voices expressively and creatively by singing songs and speaking chants and rhymes. Respond musically with increasing accuracy to a call (high/low, loud/soft, slow/fast). (L, P)	Reception, Y	ear 1 and Year 2	Summer Ourselves (Music Express-Y2)- Exploring sound EYFS- Begin to express how music makes them feel. Perform rhymes, songs, poems, and stories. Explore and engage in music making and dance. KS1- Use voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically. . (P, A) <u>Animals (Music Express Y2)</u> <u>Pitch</u> Same curriculum coverage as above.	Storytime (Music Express-Y2)- Exploring Sounds EYFS- Begin to express how music makes them feel. Perform rhymes, songs, poems, and stories. Explore and engage in music making and dance. KS1- Use voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically. - Experiment with, create, select and combines sounds.				
	Y1- Play tuned and untuned instruments musically. - Listen with concentration and understanding to a high range of high-quality live and recorded music. (P, C, A)									



Year B	Ourselves (Music	Christmas-	Machines (Music	Toys- (Music Express-	Water- (Music Express-Y2)-	Weather- (Music
2023-	<u>Express-Y1)-</u>	Performance	Express Y1)- Beat	<u>Y2)- Beat</u>	<u>Pitch</u>	Express Y2)-
2024	Exploring sound EXFS- Begin to express how music makes them feel. Perform rhymes, songs, poems, and stories. Explore and engage in music making and dance. KS1- Use voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically.	EYFS- Listening skills, Perform rhymes, songs, poems, and stories. Explore and engage in music making and dance. (L, P) Y1- use voices expressively and creatively by singing songs and speaking chants and rhymes. Respond musically with increasing accuracy to a call (high/low, loud/soft, slow/fast). (L, P)	EYFS- Listening skills, Perform rhymes, songs, poems, and stories. Explore and engage in music making and dance. Y1- Play tuned and untuned instruments musically. - Listen with concentration and understanding to a high range of high- quality live and recorded music. - Experiment with. Create, select, and combine sounds. (L, P)	EYFS- Begin to express how music makes them feel. Perform rhymes, songs, poems, and stories. Explore and engage in music making and dance. KS1- Experiment with, create, select and combines sounds. (P, A)	EYFS- Begin to express how music makes them feel. Perform rhymes, songs, poems, and stories. Explore and engage in music making and dance. KS1- Use voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically. (L, P) Pattern- (Music Express- Y2) - <u>Beat</u> EYFS- Begin to express how music makes them feel. Perform rhymes, songs, poems, and stories. Explore and engage in music making and dance. KS1- Experiment with, create, select and combines sounds. (C, P)	Exploring sounds Exploring sounds EYFS- Begin to express how music makes them feel. Perform rhymes, songs, poems, and stories. Explore and engage in music making and dance. KS1- Use voices expressively and creatively by singing songs and speaking chants and rhymes. - Listen with concentration and understanding to a range of high-quality live and recorded music. - Experiment with, create, select and combines sounds. (L, P, A)
Year C 2024-	Our School (Music Express Y1) Exploring	<u>Christmas-</u> Performance	Our Bodies (Music Express- Y1)-	<u>Number (Music</u> Express- Y2) Beat	Our land (Music Express Y2)- Exploring sounds	<u>Travel- (Music</u> Express-Y2) -
2025	Sounds EYFS- Begin to express how music makes them feel. Perform rhymes, songs, poems, and stories. Explore and engage in music making and dance. KS1- Use voices expressively and creatively by singing songs and	EYFS- Listening skills, Perform rhymes, songs, poems, and stories. Explore and engage in music making and dance. (L, P) Y1- use voices expressively and creatively by singing songs and speaking chants and rhymes. Respond musically with	Beat. EYFS- Begin to express how music makes them feel. Perform rhymes, songs, poems, and stories. Explore and engage in music making and dance. KS1- Use voices expressively and	EYFS- Explore and engage in music making and dance. Y1- Play tuned and untuned instruments musically. - Listen with concentration and understanding to a high range of high-quality live and recorded music. (P, C, A)	EYFS- Listening skills, Perform rhymes, songs, poems, and stories. Explore and engage in music making and dance. KS1- Listen with concentration and understanding to a range of high-quality live and recorded music. (L, A) <u>Seasons (Music Express Y2)-</u> <u>Pitch</u> EYFS- Listening skills, Perform rhymes, songs, poems, and stories. Explore and engage in music making and dance.	Performance EYFS- Begin to express how music makes them feel. Perform rhymes, songs, poems, and stories. Explore and engage in music making and dance. KS1- Use voices expressively and creatively by singing

Frettenham Music Curriculum Plan

speaking chants and	increasing accuracy to a	creatively by singing	KS1- Use voices expressively and	songs and speaking
rhymes.	call (high/low,	songs and speaking	creatively by singing songs and speaking	chants and rhymes.
- Play tuned and untuned	loud/soft, slow/fast). (L,	chants and rhymes.	chants and rhymes.	- Play tuned and untuned
instruments musically.	P)	- Play tuned and	 Play tuned and untuned instruments 	instruments musically.
	,	untuned instruments	musically.	- Listen with
		musically.	- Experiment with, create, select and	concentration and
		(P, A)	combines sounds. (C, P, L)	understanding to a range
				of high-quality live and
				recorded music
				- Experiment with,
				create, select and
				combines sounds. (A, P,
				C, L)
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Nebula where stars are born



	Class 2							
			Year 3, Yea	r 4 and Year 5				
	Autumn		S	pring	Summer			
Year A	Human Body (Music Express- Y3)-	<u>Christmas-</u>	Communication	Food and drink	Solar System (Music	Life Cycles (Music Express- Y5)-		
2025-	<u>Structure</u>	Performance	<u>(Music Express-</u>	(Music Express-	Express-Y5)- Listening	<u>Structure</u>		
2026 Year 3 and 4	 KS2- 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, composers and musicians. (A, P, C, L) <u>Building (Music Express-Y3)</u> KS2- Improvise and compose music for a range of purposes. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, composers and musicians. 	KS2- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (P, A)	Y4)- Composition KS2- Improvise and compose music for a range of purposes. - Listen with attention to detail and recall sounds with increasing aural memory. (P, A, L) Animals (Music Express Y2)- <u>Pitch</u> KS2- Improvise and compose music for a range of purposes. (P, A, L)	Y4)- Performance KS2- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (P, A)	 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. 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 from different traditions/composers and musicians 	 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 notation. Appreciate and understand a wide range of high-quality live and recorded music from different traditions/composers and musicians. Improvise and compose music for a range of purposes. (P, C, A, L). 		
Year B 2023- 2024 Year 3, 4 and 5	Sounds- (Music Express- Y3)- Exploring sounds KS2- 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.	Christmas- Performance KS2- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing	In the past (Music Express-Y3)- Pitch KS2- Play musical instruments with increasing accuracy, fluency,	Recycling (Music Express-Y4) – Structure KS2- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency,	musicians. - Develop an understanding of the history of music. (C, L) Environment (Music Express- Y4)- Composition KS2- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Sounds- (Music Express- Y4)- Exploring sounds KS2- 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.		

Frettenham Music Curriculum Plan



 Year 2, 2024. Year 3, 4 and 5 Year 4, 4 and 5 Year 4, 4 and 5 Year 3, 4 and 5 Year 4, 4 and 5 Year 3, 4 and 5 Year 4, 4 het 4		 Develop an understanding of the history of music. 	accuracy, fluency, control and expression. (P, A)	control and expression. – Use and understand staff and other musical notations.(C, P, A) .	control and expression	 Improvise and compose music for a range of purposes. Appreciate and understand a wide range of high-quality live and recorded music from different traditions, composers and musicians. (C,P,A) 	 Develop an understanding of the history of music.
	2024- 2025 <mark>Year 3,</mark>	 KS2- 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. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notation. Develop and understanding of the history of music(C, P,A) Singing French (Music Express Y3)- Pitch KS2- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff notation. Appreciate and understand a wide range of high-quality live and recorded music from different 	Performance KS2- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	(Music Express-Y4)- Notation KS2- use and understand staff and other musical notations. - Improvise and compose music for a range of purposes. - Listen with attention to detail and recall sounds with increasing aural	(Music Express- Y5)- Beat - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Use and understand staff notation - Appreciate and understand a wide range of high-quality live and recorded music from different traditions/composers and musicians.	Express- Y5)- Composition - 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 notation. - Appreciate and understand a wide range of high-quality live and recorded music from different traditions/composers and musicians. - Improvise and compose music for a range of	 Y5)- Performance 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. Appreciate and understand a wide range of high-quality live and recorded music from different traditions/composers and musicians. Develop an understanding of the history of music. (C, L) Celebration (Music Express- Y5)- Performance 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

All the appraisal skills run throughout each unit.

<u>KEY-</u> Performance skills (**P**) Composition skills (**C**) Listening skills (**L**) Appraising skills (A)



	Class 3						
			Year 6				
	Autumn	1	Spr		Summer		
Year B 2023- 2024 Year 5 and 6	Keeping Healthy (Music Express-YS)- Beat - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Use and understand staff notation - Appreciate and understand a wide range of high-quality live and recorded music from different traditions/composers and musicians. (P, A, L, C).	Celebration (Music Express- Y5)- Performance - 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. (P, A) <u>Performance (Christmas)- Pitch/Harmony/ countermelody</u> - 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. - Use and understand staff notation. (P, A, L, C).	Learn to play: The Ocarina KS2- 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 notation.	Roots (Music Express- Y6) Notation - 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 notation. - Appreciate and understand a wide range of high-quality live and recorded music from different traditions/composers and musicians. (P, A)	Journeys-(Music Express- Y6)- Performance KS2- Play and perform in solo and ensemble contexts using 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 from different traditions/composers and musicians. - Develop an understanding of the history of music. (L, P, A)	Y6 Leavers performance KS2- 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.	



ear C	WW2 Music- Notation	World Unite (Music	Learn to play: The recorder	Growth (Music Express Y6)	Journeys-(Music Express-	Moving on (Musi
024-	- Play and perform in solo and	Express Year 6)	KS2- Play and perform in	KS2- Play and perform in	Y6)- PerformanceKS2-	Express Y6)
2025	ensemble contexts, using their	Performance	solo and ensemble contexts,	solo and ensemble	Play and perform in solo	Leavers
	voices and playing musical	- Play and perform in	using their voices and	contexts, using their voices	and ensemble contexts	performance
ear 6	instruments with increasing	solo and ensemble	playing musical instruments	and playing musical	using voices and playing	KS2- Play and
	accuracy, fluency, control and	contexts, using their	with increasing accuracy,	instruments with increasing	musical instruments with	perform in solo
	expression.	voices and playing	fluency, control and	accuracy, fluency, control	increasing accuracy,	and ensemble
	- Listen with attention to detail and	musical instruments with	expression.	and expression.	fluency, control and	contexts, using
	recall sounds with increasing aural	increasing accuracy,	- Listen with attention to	- Listen with attention to	expression.	their voices and
	memory.	fluency, control and	detail and recall sounds with	detail and recall sounds	- Appreciate and	playing musical
	- Use and understand staff	expression.	increasing aural memory.	with increasing aural	understand a wide range	instruments with
	notation.	- Improvise and compose	- Use and understand staff	memory.	of high-quality live and	increasing
	- Appreciate and understand a wide	music for a range of	notation.	- Use and understand staff	recorded music from	accuracy, fluency
	range of high-quality live and	purposes.		notation.	different	control and
	recorded music from different	- Use and understand		- Appreciate and	traditions/composers and	expression.
	traditions/composers and	staff notation. (P, A, L,		understand a wide range of	musicians.	- Listen with
	musicians. (P, A)	C).		high-quality live and	- Develop an	attention to deta
		-		recorded music from	understanding of the	and recall sounds
				different	history of music. (L, P, A)	with increasing
				traditions/composers and		aural memory.
				musicians.		
				- Develop an understanding		
				of the history of music.		
				(C, P, L)		
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			isal skills run throug			
		*** Covered at	t least once in three-year rolli	ing programme***		
ecognis	se how musical elements are used b	ov composers to create di	fferent moods and effects. Co	ontrasting the work of estab	lished composers	

<u>KEY-</u> Performance skills (P) Composition skills (C) Listening skills (L) Appraising skills (A)