

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	
<p>Expressive Arts and Design</p> <p>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.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	
KEY STAGE ONE NATIONAL CURRICULUM	KEY STAGE TWO NATIONAL CURRICULUM
<ul style="list-style-type: none"> • 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 inter-related dimensions of music. 	<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.

At Hainford Reception and Year 1 are taught music separately

	Autumn		Spring		Summer	
EYFS	<u>Special people (Music Express- EYFS)</u> EYFS Listen carefully to, learn, and perform rhymes, poems and songs. Sing in a group/ on their own. Use their voices to sing/chant. Begin to express how music makes them feel. (L, P, A)	<u>Christmas-Performance</u> EYFS- Listening skills, Perform rhymes, songs, poems, and stories. Explore and engage in music making and dance. (L, P)	<u>Going places (Music Express- EYFS)- Pitch.</u> EYFS- Make a range of sounds with their voice and instruments. Listening skills, Perform rhymes, songs, poems, and stories. Explore and engage in music making and dance. (P, C, L)	<u>Growth and Change (Music Express- EYFS)- Dynamics</u> EYFS -Develop control, coordination and movement and try to move in time with the music. Begin to express how music makes them feel. (P, C, A, L)	<u>Working World/ Moving Patterns (Music Express).- Texture/ Structure</u> EYFS- Identify and distinguish environmental sounds. Express how music makes them feel. (C, P, A, L)	<u>Our senses/ Moving Patterns (Music Express)- Timbre/ structure</u> EYFS- Recognise how sound can be changed and explored. Begin to sequence sounds. (C, P, A)
Year 1	<u>Pattern (Music Express Y1) Beat</u> 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)	<u>Christmas-Performance</u> 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)	<u>Animals (Music Express Y1) Pitch</u> Y1- Use voices expressively and creatively by singing songs and speaking chants and rhymes. (P, C, L)	<u>Story time (Music Express Y1) Exploring Sounds</u> Y1- Listen with concentration and understanding to a high range of high-quality live and recorded music. -Experiment with. Create, select, and combine sounds. (P, C, A)	<u>Weather (Music Express Y1) Exploring Sounds</u> 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. Use voices expressively and creatively by singing songs and speaking chants and rhymes (P, C, A, L)	<u>Number (Music Express- Y1) Beat</u> 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)
	<p style="text-align: center;">*** All the appraisal skills run throughout each unit. ***</p> <p style="text-align: center;">KEY- Performance skills (P) Composition skills (C) Listening skills (L) Appraising skills (A)</p>					

Class 2 Year 2/3					
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1
Summer 2					
Year A 2025- 2026		<u>Performance (Christmas)</u> KS1- Use voices expressively and creatively by singing songs and speaking chants and rhymes. (P, A) 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)	Learn to Play tuned and untuned instruments- Percussion <i>Can be covered through the below unit.</i> <u>Main unit- Travel- (Music Express-Y2)</u> <u>- Performance</u> <u>If time can also do - Pattern (Music express- Y2)</u> KS1- 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 combines sounds. (A, P, C, L) KS2- Play musical instruments with increasing accuracy, fluency, control and expression. (C, P, A)		
					<u>Our land (Music Express Y2)- Exploring sounds (3 lessons)</u> KS1- Listen with concentration and understanding to a range of high-quality live and recorded music. (L, A) KS2- Listen with attention to detail and recall sounds with increasing aural memory. <u>Weather- (Music Express Y2)- Exploring sounds</u> 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. (P, L, C, A) (in 2 years time to replace our land). <u>Anglo Saxons</u> <u>Human Body (Music Express- Y3)- Structure. (A, P, C, L) (3 lessons)</u> KS1- Play tuned and untuned instruments musically. 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.
Year B 2026- 2027		<u>Performance (Christmas)</u> KS1- Use voices expressively and creatively by singing songs and speaking chants and rhymes. (P, A) KS2- Play and perform in solo and ensemble contexts, using their voices and playing	Learn to Play tuned and untuned instruments- Kazoo/ocarina/ boom whackers KS1- Play tuned and untuned instruments musically. (L, P) 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)		
					<u>Time (Music Express- Y3)- Beat.</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. - 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) <u>Communication (Music Express- Y3) - Composition</u>

		musical instruments with increasing accuracy, fluency, control and expression. (P, A)				<p>KS1-Create short, rhythmic patterns- representing sounds pictorially, creating a beginning, middle and end, choosing sounds to create a particular effect. (C, P, A)</p> <p>KS2- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>- Use and understand staff and other musical notation. (C, P, A)</p> <p><u>Rocking Romans</u></p>
<p>*** All the appraisal skills run throughout each unit. ***</p> <p>KEY- Performance skills (P) Composition skills (C) Listening skills (L) Appraising skills (A)</p>						

Class 3 Year 4, 5 and 6						
Autumn 1		Autumn 2	Spring 1	Spr ing 2	Summer 1	Summer 2
Year A 2025- 2026	History of Music- 1 lesson	<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).	<u>WW2 Songs Beat/ Rhythm/Notation</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. - Listen with attention to detail and recall sounds with increasing aural memory. - Use and understand staff notation. - Develop an understanding of the history of music. (P, A, L, C)			<u>Learn to play the Recorder</u> - Play and perform in solo and ensemble contexts. - Use and understand staff notation. - Play musical instruments with increasing accuracy, control, fluency and expression.
Year B 2026- 2027	History of Music- 1 lesson <u>Viking Saga Songs</u>	<u>Performance (Christmas)- Pitch/Harmony/coun termelody</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.	<u>Learn to play the Keyboard</u> - Play and perform in solo and ensemble contexts. - Use and understand staff notation. - Play musical instruments with increasing accuracy, control, fluency and expression.			<u>Time (Music Express year 4)- Rhythm, metre and Syncopation</u> - 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)

		- Use and understand staff notation. (P, A, L, C).				
Year C	History of Music- 1 lesson Medieval and Renaissance music	<u>Performance (Christmas)- Pitch/Harmony/coun termelody</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).	<u>Around the world (Music Express Y4)- Learn to play tuned/untuned instruments -boom whackers</u> - Play and perform in solo and ensemble contexts. - Use and understand staff notation. - Play musical instruments with increasing accuracy, control, fluency and expression.			<u>Celebrations- (Music Express- Y5- structure, ostinato and harmony)</u> Lesson 1 and 4 - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <u>At the Movies- (Music Express Y5-Composition)</u> Lesson1, Lesson 2 and Lesson 4. - Improvise and compose music for a range of purposes.
<p style="text-align: center;">*** All the appraisal skills run throughout each unit. ***</p> <p style="text-align: center;">*** Covered at least once in three-year rolling programme***</p> <p>Recognise how musical elements are used by composers to create different moods and effects. Contrasting the work of established composers</p> <p><u>KEY-</u> Performance skills (P) Composition skills (C) Listening skills (L) Appraising skills (A)</p>						

Yellow highlighted units- These are additional music resources that can be used to enhance topic lessons not taught as additional music units.

If any additional time here are some other good units:

Life Cycles- (Music Express- Y5)- Staff notation, reading melody, 3-part harmony.

Ancient Worlds- (Music Express- Year 4- Structure

Keeping Healthy- (Music Express- Y5)- Beat- Lesson 1 and 2

