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.

KEY STAGE TWO NATIONAL CURRICULUM
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/ Year1

At Hainford Reception and Year 1 are taught music separately								
Autumn			Spring		Summer			
EYFS	Special people (Music	Christmas-	Going places	Growth and Change	Working World/ Moving	Our senses/		
	Express- EYFS)	<u>Performance</u>	(Music Express-	(Music Express- EYFS)-	Patterns (Music Express)	Moving Patterns		
	EYFS Listen carefully to,	EYFS- Listening	EYFS)- Pitch.	Dynamics	Texture/ Structure	(Music Express)-		
	learn, and perform	skills, Perform	EYFS- Make a range of	EYFS -Develop control,	EYFS- Identify and distinguish	Timbre/ structure.		
	rhymes, poems and songs.	rhymes, songs,	sounds with their voice	coordination and movement	environmental sounds. Express how	EYFS- Recognise how		
	Sing in a group/ on their	poems, and stories.	and instruments.	and try to move in time with	music makes them feel. (C, P, A, L)	sound can be changed		
	own. Use their voices to	Explore and engage	Listening skills, Perform	the music. Begin to express		and explored. Begin to		
	sing/chant. Begin to	in music making	rhymes, songs, poems,	how music makes them		sequence sounds. (C, P,		
	express how music	and dance. (L, P)	and stories. Explore	feel.		A)		
	makes them feel. (L, P,		and engage in music	(P, C, A, L)				
	A)		making and dance.	, , , , ,				
			(P, C, L)					
Year	Pattern (Music	Christmas-	Animals (Music	Story time (Music	Weather (Music Express Y1)	Number (Music		
1	Express Y1) Beat	<u>Performance</u>	Express Y1) Pitch	Express Y1) Exploring	Exploring Sounds	Express- Y1) Beat		
	Y1- Play tuned and	Y1- use voices	Y1- Use voices	Sounds	Y1- Play tuned and untuned	Y1- Play tuned and		
	untuned instruments	expressively and	expressively and	Y1- Listen with concentration	instruments musically.	untuned instruments		
	musically.	creatively by	creatively by singing	and understanding to a high	- Listen with concentration and	musically.		
	- Listen with concentration	singing songs and	songs and speaking	range of high-quality live and	understanding to a high range of high-	- Listen with		
	and understanding to a	speaking chants	chants and rhymes. (P,	recorded music.	quality live and recorded music	concentration and		
	high range of high-quality	and rhymes.	C, L)	-Experiment with. Create,	Experiment with. Create, select, and	understanding to a high		
	live and recorded music.	Respond musically		select, and combine sounds.	combine sounds.	range of high-quality		
	- Experiment with. Create,	with increasing		(P, C, A)	Use voices expressively and creatively	live and recorded		
	select, and combine	accuracy to a call			by singing songs and speaking chants	music.		
	sounds. (L, P)	(high/low, loud/soft,			and rhymes (P, C, A, L)	(P, C, A)		
		slow/fast). (L, P)						
		•			t each unit ***	<u> </u>		
		*** }	All the appraisal	skills run throughou	t each unit. ***			
	KEY- Performance skills (P) Composition skills (C) Listening skills (L) Appraising skills (A)							



Class 2 Year 2/3

Teal 2/3									
	Autu	mn	Spring		Summer				
Year	<u>Animals</u>	<u>Performance</u>	Weather- (Music Express Y2)-	Communication (Music	Our Bodies (Music Express-	Seasons (Music Express Y2)-			
Α	<u>(Music</u>	(Christmas)	Exploring sounds	Express- Y3) -	<u>Y2)- Beat.</u>	<u>Pitch</u>			
	Express Y2)-	KS1- Use voices	KS1- Use voices expressively and	<u>Composition</u>	KS1- Use voices expressively	KS1- Use voices expressively and			
2022-	<u>Pitch</u>	expressively and	creatively by singing songs and	KS1- Create short,	and creatively by singing	creatively by singing songs and			
2023	KS1- Play	creatively by singing	speaking chants and rhymes.	rhythmic patterns-	songs and speaking chants	speaking chants and rhymes.			
	tuned and	songs and speaking	- Listen with concentration and	representing sounds	and rhymes.	- Play tuned and untuned			
	untuned	chants and rhymes.	understanding to a range of high-	pictorially, creating a	- Play tuned and untuned	instruments musically.			
	instruments	(P, A)	quality live and recorded music.	beginning, middle and	instruments musically. (L, P)	- Experiment with, create, select			
	musically. (P,	KS2- Play and	- Experiment with, create, select and	end, choosing sounds to	Time (Music Express- Y3)-	and combines sounds. (C, P, L)			
	A, L)	perform in solo and	combines sounds.	create a particular effect.	<u>Beat.</u>	Food and Drink (Music Express			
	KS2-	ensemble contexts,	(P, L, C, A)	(C, P, A)	- Play and perform in solo and	<u>Y3)- Performance.</u>			
	Improvise and	using their voices and		KS2- Play and perform in	ensemble contexts, using	KS2- Improvise and compose			
	compose	playing musical		solo and ensemble	their voices and playing	music for a range of purposes. (C,			
	music for a	instruments with	Environment (Music Express- Y3)-	contexts, using their	musical instruments with	P, A)			
	range of	increasing accuracy,	<u>Composition</u>	voices and playing musical	increasing accuracy, fluency,				
	purposes.	fluency, control and	KS2- Play and perform in solo and	instruments with	control and expression.				
	(P,A, L)	expression. (P, A)	ensemble contexts, using their voices	increasing accuracy,	- Improvise and compose				
			and playing musical instruments with	fluency, control and	music for a range of purposes.				
			increasing accuracy, fluency, control	expression.	- Listen with attention to				
			and expression.	- Use and understand staff	detail and recall sounds with				
			- Improvise and compose music for a	and other musical	increasing aural memory.				
			range of purposes.	notation. (C, P, A)	- Use and understand staff				
			- Appreciate and understand a wide		and other musical notation.				
			range of high-quality live and recorded		- Develop and understanding				
			music from different traditions,		of the history of music. (C, P,				
			composers and musicains. (C,P,A)		A)				
Year	Toys- (Music	<u>Performance</u>	Our land (Music Express Y2)-	China (Music Express Y3)-	Pattern- (Music Express- Y2) -	Travel- (Music Express-Y2) -			
В	Express- Y2)-	(Christmas)	Exploring sounds	Pitch	Beat	Performance			
2023-	Beat	KS1- Use voices	KS1- Listen with concentration and	KS1- Use voices	KS1- Experiment with, create,	KS1- Use voices expressively and			
2024	KS1-	expressively and	understanding to a range of high-	expressively and creatively	select and combines sounds.	creatively by singing songs and			
2024	Experiment	creatively by singing	quality live and recorded music. (L, A)	by singing songs and	(C, P)	speaking chants and rhymes.			
	with, create,	songs and speaking	KS2 - Listen with attention to detail and	speaking chants and	KS2- Play musical instruments	- Play tuned and untuned			
				•	with increasing accuracy,				
	select and	chants and rhymes.	recall sounds with increasing aural	rhymes. (C, P, L)	fluency, control and	instruments musically.			
	combines	(P, A)	memory.	KS2- Play and perform in	expression (C, P, A)				
	sounds. (P, A)			solo and ensemble	EAPTESSION (C, F, A)				

Hainford Music Curriculum Plan



KS2- Listen	KS2- Play and	Sounds (Music Express- Y3)- Exploring	contexts, using their		- Listen with concentration and		
with attention	perform in solo and	<u>sounds</u>	voices and playing musical		understanding to a range of high-		
to detail and	ensemble contexts,	KS2- Appreciate and understand a	instruments with		quality live and recorded music		
recall sounds	using their voices and	wide range of high-quality live and	increasing accuracy,		- Experiment with, create, select		
with	playing musical	recorded music drawn from different	fluency, control and		and combines sounds. (A, P, C,		
increasing	instruments with	traditions, composers and musicians.	expression. (C, P, L)		L)		
aural	increasing accuracy,	(L, A)			Human Body (Music Express-		
memory. (P,	fluency, control and				Y3)- Structure. (A, P, C, L)		
A)	expression. (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.		
					- Appreciate and understand a		
					wide range of high-quality live		
					and recorded music drawn from		
					different traditions, composers		
					and musicians.		
*** 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 4, 5 and 6								
Autumn			Spri	ng	Summer			
Year A	Communication	<u>Performance</u>	Life Cycles (Music	Time- (Music Express-	Jazz Music/Beat/	Growth (Music Express		
2022-2023	(Music Express- Y4)- Composition - Improvise and compose music for a range of purposes Listen with attention to detail and recall sounds with increasing aural memory. (P, A, L)	(Christmas)- Pitch/Harmony/ countermelody - 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).	Express- Y5)- Structure - 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).	Y4)- Beat - 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)	Rhythm/Notation WW2 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. - 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)	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. - 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, P, L)		
Year B 2023- 2024	Around the World (Music Express-Y4)- Pitch - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy,	Performance (Christmas)- Pitch/Harmony/co untermelody - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing	Solar System (Music Express-Y5)- Listening - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	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.	Sounds- (Music Express-Y4)- Exploring sounds - 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.	Roots (Music Express- Y6) - 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.		

Hainford Music Curriculum Plan



	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,).	accuracy, fluency, control and expression Improvise and compose music for a range of purposes Use and understand staff notation. (P, A, L, C).	- 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 Develop an understanding of the history of music. (C, L)	- Listen with attention to detail and recall sounds with increasing aural memory.	- Develop an understanding of the history of music. Ancient Worlds (Music Express- Y4) Structure - Listen with attention to detail and recall sounds with increasing aural memory Develop an understanding of the history of music. - Use and understand staff notation. - Develop an understanding of the history of music.)	- 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)
Year C 2024- 2025	Environment- (Music Express- Y4)- Composition - Play and perform in solo and ensemble contexts, using their voices and playing 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. (P, A, L).	Performance (Christmas)- Pitch/Harmony/co untermelody - 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).	At the Movies (Music 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 purposes. (C, A)	In the past- (Music Express- Y4)- Notation - 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, C)	Keeping Healthy (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. (P, A, L, C).	World Unite- (Music Express- Y6) 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 Use and understand staff notation. (C, P, A)A).

Hainford Music Curriculum Plan



*** All the appraisal skills run throughout each unit. ***

*** Covered at least once in three-year rolling programme***

Recognise how musical elements are used by composers to create different moods and effects. Contrasting the work of established composers

KEY- Performance skills (**P**) Composition skills (**C**) Listening skills (**L**) Appraising skills (**A**)