

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

- 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.

KS2 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 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.

CLASS 1 Reception, Year 1						
Autumn			Spring		Summer	
Year A 2025- 2026	<u>Pattern (Music Express Y1) Beat</u> 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)	<u>Christmas-Performance</u> 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)	<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)	<u>Our Bodies (Music Express- Y2)- 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- Use voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically. (P, A)	<u>Ourselves (Music Express-Y2)- Exploring sound</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- 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) Pitch</u> Same curriculum coverage as above.	<u>Storytime (Music Express-Y2)- Exploring Sounds</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- 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. <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)
Year B 2023- 2024	<p><u>Ourselves (Music Express-Y1)- Exploring sound</u></p> <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- Use voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically.</p>	<p><u>Christmas- Performance</u></p> <p>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)</p>	<p><u>Machines (Music Express Y1)- Beat</u></p> <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)</p>	<p><u>Toys- (Music Express-Y2)- Beat</u></p> <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)</p>	<p><u>Water- (Music Express-Y2)- Pitch</u></p> <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- Use voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically. (L, P)</p> <p><u>Pattern- (Music Express- Y2) - Beat</u></p> <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. (C, P)</p>	<p><u>Weather- (Music Express Y2)- Exploring sounds</u></p> <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- 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)</p>

Year C 2024- 2025	<p><u>Our School (Music Express Y1) Exploring Sounds</u></p> <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- Use voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically.</p>	<p><u>Christmas- Performance</u></p> <p>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)</p>	<p><u>Our Bodies (Music Express- Y1)- Beat.</u></p> <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- Use voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically. (P, A)</p>	<p><u>Number (Music Express- Y2) Beat</u></p> <p>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)</p>	<p><u>Our land (Music Express Y2)- Exploring sounds</u></p> <p>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)</p> <p><u>Seasons (Music Express Y2)- Pitch</u></p> <p>EYFS- Listening skills, 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. (C, P, L)</p>	<p><u>Travel- (Music Express-Y2) - Performance</u></p> <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- 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)</p>
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Class 2						
Year 2, Year 3, Year 4						
		Autumn 2	Spring 1			Summer 2
Year A 2025- 2026		<u>Christmas- Performance</u> KS1- use voices expressively and creatively by singing songs and speaking chants and rhymes. Respond musically with increasing accuracy to a call loud/soft, slow/fast). (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>Learn to play percussion- Life at sea (Music Express-Y3)</u> KS1- Play tuned and untuned instruments musically. - Experiment with, create, select and combines sounds. (C, P, L) KS2- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.			<u>Communication (Music Express- Y4)- Composition</u> KS1- use voices expressively and creatively by singing songs and speaking chants and rhymes. Respond musically with increasing accuracy to a call loud/soft, slow/fast). (L, P) - Play tuned and untuned instruments musically. - Experiment with, create, select and combines sounds. (C, P, L) - Listen with concentration and understanding to a range of high-quality live and recorded music 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) <u>Rocking Romans</u>
Year B 2026- 2027		<u>Christmas- Performance</u> KS1- use voices expressively and creatively by singing songs and speaking chants and rhymes. Respond musically with increasing accuracy to a call loud/soft, slow/fast). (L, P) KS2- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing	<u>Learn to play the Kazoo/Ocarina</u> KS1- Play tuned and untuned instruments musically. - Experiment with, create, select and combines sounds. (C, P, L) KS2- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.			<u>Ancient Worlds (Music Express Y3)</u> KS1- use voices expressively and creatively by singing songs and speaking chants and rhymes. Respond musically with increasing accuracy to a call loud/soft, slow/fast). (L, P) - Play tuned and untuned instruments musically. - Experiment with, create, select and combines sounds. (C, P, L) - Listen with concentration and understanding to a range of high-quality live and recorded music 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. - Develop an understanding of the history of music. <u>Sounds- (Music Express- Y4)- Exploring sounds</u> KS1- use voices expressively and creatively by singing songs and speaking chants and rhymes. Respond musically with increasing accuracy to a call loud/soft, slow/fast). (L, P)

		accuracy, fluency, control and expression. (P, A)			<ul style="list-style-type: none"> - Play tuned and untuned instruments musically. - Experiment with, create, select and combines sounds. (C, P, L) - Listen with concentration and understanding to a range of high-quality live and recorded music <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> <ul style="list-style-type: none"> - Listen with attention to detail and recall sounds with increasing aural memory. - Develop an understanding of the history of music.
Year C 2027- 2028		<p><u>Christmas- Performance</u></p> <p>KS1- use voices expressively and creatively by singing songs and speaking chants and rhymes. Respond musically with increasing accuracy to a call loud/soft, slow/fast). (L, P)</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, A)</p>	<p><u>Learn to play the Glockenspiel/ Xylophone</u></p> <p>KS1- Play tuned and untuned instruments musically.</p> <ul style="list-style-type: none"> - Experiment with, create, select and combines sounds. (C, P, 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>		<p><u>Environment (Music Express- Y3)- Composition</u></p> <p>KS1- use voices expressively and creatively by singing songs and speaking chants and rhymes. Respond musically with increasing accuracy to a call loud/soft, slow/fast). (L, P)</p> <ul style="list-style-type: none"> - Play tuned and untuned instruments musically. - Experiment with, create, select and combines sounds. (C, P, L) - Listen with concentration and understanding to a range of high-quality live and recorded music <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> <ul style="list-style-type: none"> - 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) <p><u>Around the World (Music Express- Y4)-</u></p> <p>KS1- use voices expressively and creatively by singing songs and speaking chants and rhymes. Respond musically with increasing accuracy to a call loud/soft, slow/fast). (L, P)</p> <ul style="list-style-type: none"> - Experiment with, create, select and combines sounds. (C, P, 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> <ul style="list-style-type: none"> - Improvise and compose music for a range of purposes.

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

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

Class 3 Year 5 and Year 6					
		Autumn 2	Spring 1		Summer 2
Year A 2025- 2026 Year 5 and 6		<u>Keeping Healthy (Music Express-Y5)- Beat</u> - 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).	<u>Learn to play: The Keyboard</u> 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.		<u>End of year performance</u> 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.
Year C 2026- 2027 Year 5/ 6		<u>Life Cycles (Music Express-Y5)- Structure</u> - 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. – Develop an understanding of the history of music. (P, A, L, C).	<u>Learn to play: The recorder</u> 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.		<u>End of year performance</u> 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.
<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>					