

MUSIC



Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Music knowledge progression

MUSIC	Skills	Year 3	Year 4	Year 5	Year 6
	Instruments	Recognise a range of instruments Resources: various percussion and tuned-percussion instruments	Recognise a range of instruments and the sounds that they make Resources: various percussion and tuned-percussion instruments		
	Listening	Listen and recall simple phrasing using voice or un-tuned percussion instruments/clapping Find a pulse in a piece of music	Develop aural memory by listening and recalling phrases with voice and instruments Recognise a range of musical styles based on key features	Listen with attention to detail and recall sounds	Appreciate live and recorded music from different traditions. Recognise music.
	Music theory and formal notation	Crotchets and rests – use in improvisation and composition Written notation: Crotchets and rests	Use musical vocabulary to appraise a piece of music Written notation: Minims and quavers.	Understand the history of different genres of music and how music is influenced/changes over time	Deeper understanding of history and context of music. Written notation: staves, semibreves and dotted crotchets

Music knowledge progression

		Resources: sheet music	Resources: sheet music	Written notation: staff, semibreves, dotted crotchets Resources: sheet music	Resources: sheet music
	Singing/playing	Sing songs with multiple parts Play and perform in solo or ensemble contexts	Sing in an ensemble	Sing in an ensemble Play and perform in solo and ensemble contexts with accuracy, fluency, control and expression	Sing as part of an ensemble with confidence and precision Play and perform in solo and ensemble contexts – accuracy, control, fluency and expression