

MUSIC NEW CURRICULUM OVERVIEW: TOPIC COVERAGE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and understanding	<ul style="list-style-type: none"> Listen to music with sustained concentration Use language to describe pieces of music Recognise different instruments by sounds Discuss feeling and emotions linked to music Begin to understand rhythm, pitch and tempo 	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of live and recorded music Understand that timbre describes the character or quality of sound Understand that texture describes the layers within music Begin to describe a piece of music using a developing understanding of the interrelated dimensions of music Develop an understanding of melody and the words and their importance in music 	<ul style="list-style-type: none"> Listen with direction to a range of high quality music Confidently recognise a range of musical instruments Find the pulse within the context of different songs/music with ease 	<ul style="list-style-type: none"> Confidently recognise a range of musical instruments and the different sounds they make Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators Use musical language to appraise a piece or style of music 	<ul style="list-style-type: none"> Understand how pulse, rhythm and pitch work together Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory and accuracy Appreciate and understand a wide range of high quality music drawn from different traditions
Using Voices/Sounds	<ul style="list-style-type: none"> Learn and perform chants, rhythms, raps and songs 	<ul style="list-style-type: none"> Use voices to create a simple rhythm Use voices expressively and creatively by singing songs and speaking chants Sing a song in two parts 	<ul style="list-style-type: none"> Sing songs with multiple parts with increasing confidence 	<ul style="list-style-type: none"> Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate Listen to and recall sounds with increasing aural memory 		
Experiment, Improvisation and Composition	<ul style="list-style-type: none"> Begin to understand and explore pitch, tempo and rhythm 	<ul style="list-style-type: none"> Improvise a simple rhythm using different instruments Use tuned and untuned instruments to compose and improvise Experiment with, create and select sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> Understand the terms improvisation and composition 		<ul style="list-style-type: none"> Compose complex rhythms from increasing aural memory Improvise with increasing confidence using own voice, rhythm and varied pitch 	<ul style="list-style-type: none"> Create a simple composition and record using formal notation Improvise and compose music for a range of purposes using the inter-related dimensions of music
Play Instruments and Perform		<ul style="list-style-type: none"> Play instruments using the correct technique Practice rehearse and perform to audiences 	<ul style="list-style-type: none"> Play and perform in solo ensemble contexts with confidence Develop an understanding of formal, written notation which includes crotchets and rests 	<ul style="list-style-type: none"> Play and perform in solo or ensemble contexts Develop an understanding of formal, written notation which includes minims and quavers 	<ul style="list-style-type: none"> Sing as part of an ensemble with increasing confidence Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression Develop an understanding of formal, written notation which includes staff, semibreves and dotted 	<ul style="list-style-type: none"> Sing as part of an ensemble with increasing confident and precision Play and perform in solo or ensemble contexts Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets

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					crotchets	
History/Context of Music					<ul style="list-style-type: none">• Develop an increasing understanding of the history and context of music	<ul style="list-style-type: none">• Develop a deeper understanding of the history and context of music