



## Music Programme of Study

Last updated: Sam O'Regan, 2024 – original by Preludes Music

Music is taught via music teachers from [Preludes Music](#) from Reception – Year Six.

### 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

- 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.

## Curriculum Content for EYFS, Key Stage 1 and Key Stage 2

Year Group	Key Objectives
Pre-School	<ul style="list-style-type: none"> <li>• Play instruments with increasing control to express their feelings and ideas.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs or improvise a song around one they know.</li> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>



Reception	<ul style="list-style-type: none"><li>• Learning to sing: both in a group and as a soloist, speaking chants and short phrases, using voices expressively</li><li>• Learning about orchestral instruments families: strings, brass, woodwind, percussion</li><li>• Playing instruments in a group: responding to hand signs, sense of purpose and enjoyment</li><li>• Learning simple notation: playing along to percussion charts</li><li>• Learning to play simple rhythms</li><li>• Learning about different composers: e.g. Vivaldi, Haydn, Bartok</li><li>• Adding sounds to a story</li><li>• Listening to music: responding with actions or dance, talking about the music – what was it like, how did it feel?</li><li>• Learning musical terms – pitch, dynamics, duration, structure, tempo, articulation, tonality, timbre</li><li>• Performing in school</li></ul>
Year One	<ul style="list-style-type: none"><li>• Singing – extending musical memory, vocal control, adding actions, different moods</li><li>• Playing instruments in a group</li><li>• Reading more complicated notation</li><li>• Introduction to recorder – learn 3 notes – B A G</li><li>• Focus on composers</li><li>• Stories with music – composing, creating a sequence of sounds within a simple structure</li><li>• Listening to music – communicating ideas</li><li>• Dancing to music</li><li>• Extending knowledge of musical terms and ideas: pitch, dynamics, duration, structure, timbre, tempo, articulation, tonality</li><li>• Performing in school</li></ul>
Year Two	<ul style="list-style-type: none"><li>• Singing more expressively, phrasing, echoes, following a conductor, identify pitch</li><li>• Rhythm games – keeping the beat</li><li>• Playing instruments more musically in a group</li><li>• Recorder – learn 5 notes – B A G C D</li><li>• Reading more complicated notation</li><li>• Learning to compose music on a theme, structure and sequence</li><li>• Listening to music and learning about different composers, describing mood of music heard, identifying instruments heard</li><li>• Musical elements: pitch, dynamics, duration, structure, tempo, articulation, tonality, timbre</li><li>• Performing in school</li></ul>



Year Three	<ul style="list-style-type: none"> <li>• Singing – awareness of posture and breathing, songs with chorus and a verse</li> <li>• Rhythm games – keeping the beat</li> <li>• Playing together – forming an orchestra with recorders and percussion</li> <li>• Recorder – learn 7 notes B A G C D E and low D</li> <li>• composing a song on a topic, using ostinatos, structure of composition</li> <li>• explore elements of music: pitch, dynamics, duration, structure, texture, tempo, articulation, tonality</li> <li>• Listening to music and stories in music – Opera</li> <li>• Performing in school</li> </ul>
Year Four	<ul style="list-style-type: none"> <li>• Singing</li> <li>• Rhythm games – keeping the beat</li> <li>• Listen to music – discuss feelings about music and composers</li> <li>• Recorder – learn 8 notes B A G C D E low D F#</li> <li>• Reading traditional notation</li> <li>• Rhythm games – improving playing together</li> <li>• Writing own rhythms</li> <li>• Full orchestra – percussion, recorders, strings, brass, clarinets</li> <li>• Performing in school</li> </ul>
Year Five	<ul style="list-style-type: none"> <li>• Singing in two parts, performing from memory</li> <li>• Rhythm games – keeping the beat</li> <li>• Full orchestra – percussion, recorders, strings, brass, clarinets playing with a conductor</li> <li>• Reading traditional notation</li> <li>• Create music using unusual instruments, use pentatonic scale and ostinatos. Perform music to classmates and record performance. Make changes where necessary.</li> <li>• Listen to music from established composers before playing their pieces</li> <li>• Look at European music – instruments, singing and writing own music on topic</li> <li>• Musical elements: pitch, dynamics, duration, structure, texture, tempo, articulation, tonality, timbre</li> <li>• Performing at St Mary Redcliffe Church</li> </ul>
Year Six	<ul style="list-style-type: none"> <li>• Singing: in parts and rounds, perform a song from memory linked to topic</li> <li>• Rhythm games – keeping the beat</li> <li>• Full orchestra- percussion, recorders, strings, brass, woodwind playing more complicated pieces with dynamics and a conductor</li> <li>• Compose Blues, look at other styles of music rap, gospel, folk, world music and record performance</li> <li>• Improvising and discuss with class</li> <li>• Listen to selected composers and discuss their music</li> <li>• Musical elements: pitch, dynamics, duration, structure, texture, tempo, articulation, tonality, timbre</li> <li>• Performing in and out of school</li> </ul>