

# Music

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CURRICULUM FRAMEWORK FOR KEY STAGE 1 AND 2

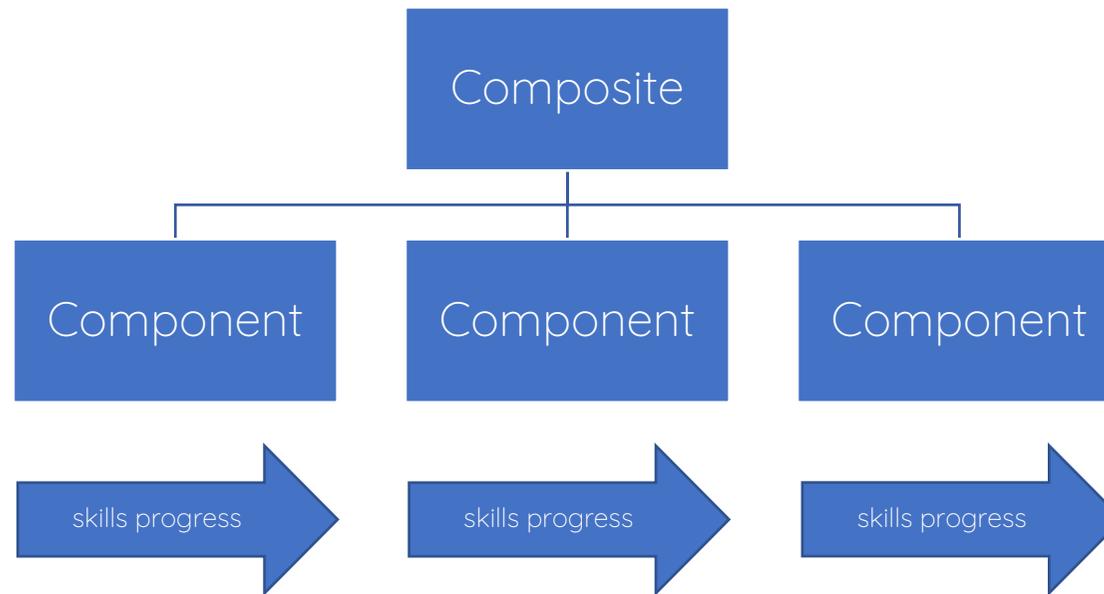
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Subject leaders need to ensure that there is clear progression through each year group towards the national curriculum requirements for their subject. This will ensure that there is a clear year-on-year acquisition of key knowledge as well as skills.

The National Curriculum is the top-level 'composite' outcomes but not the curricular components to get there – the intent. This document shows the subject progress through different components, highlighted in bold. Each component has a skill set that shows progress through each key stage.

The framework document also provides further planning opportunities for planning resources, texts, cross-curricular opportunities and cultural capital opportunities for your individual school.



## Music – Key Stage 2

National Curriculum	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music</li> </ul>		
	<b>Compose</b>	<b>Perform</b>	<b>Appraise</b>
<b>Year 3</b>	<p><b>Notation</b></p> <ul style="list-style-type: none"> <li>• compose melodies and songs</li> <li>• understand metre in 2 and 3 beats, then 4 and 5 beats</li> <li>• use different elements in their composition</li> </ul> <p><b>Pitch and tempo</b></p> <ul style="list-style-type: none"> <li>• create accompaniments for tunes</li> <li>• combine different sounds to create a specific mood or feeling</li> <li>• understand how the use of tempo can provide contrast within a piece of music</li> </ul> <p><b>Instruments</b></p> <ul style="list-style-type: none"> <li>• create repeated patterns with different instruments</li> </ul>	<p><b>Musical performance</b></p> <ul style="list-style-type: none"> <li>• perform with expression</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• sing in tune with expression</li> <li>• pupils control their voice when singing</li> <li>• sing a song with two or more parts</li> </ul> <p><b>Instruments</b></p> <ul style="list-style-type: none"> <li>• play clear notes on instruments</li> <li>• work with a partner to create a piece of music using more than one instrument</li> </ul>	<p><b>Style, mood and effect</b></p> <ul style="list-style-type: none"> <li>• improve their work, explaining how it has improved</li> <li>• use musical words to describe a piece of music and compositions</li> <li>• use musical words to describe what they like and dislike</li> <li>• tell whether a change is gradual or sudden</li> <li>• identify repetition, contrasts and variations</li> <li>• find the beat in a piece of music</li> <li>• recognise a range of music genres</li> <li>• recognise instruments being played in a piece of music</li> </ul> <p><b>Composers</b></p> <ul style="list-style-type: none"> <li>• recognise the work of at least one famous composer</li> </ul>
<b>Year 4</b>	<p><b>Notation</b></p> <ul style="list-style-type: none"> <li>• use notations to record and interpret sequences of pitches</li> <li>• use standard notation</li> <li>• use notations to record compositions in a small group or on their own</li> <li>• compose a tune using eight notes</li> <li>• compose music that has a recognisable structure (beginning, middle and end)</li> <li>• use their notation in a performance</li> <li>• explore and use sets of pitches, eg. 4 or 5 note scales</li> <li>• show how they can use dynamics to provide contrast</li> <li>• recognise crotchets, quavers, semibreves and crotchet rests</li> <li>• begin to be able to recognise some notes on a treble clef staff</li> </ul>	<p><b>Musical performance</b></p> <ul style="list-style-type: none"> <li>• perform a simple part rhythmically</li> <li>• improvise using repeated patterns</li> <li>• use selected pitches simultaneously to produce simple harmony</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• sing songs from memory with accurate pitch</li> </ul> <p><b>Instruments</b></p> <ul style="list-style-type: none"> <li>• use correct technique to play instruments</li> </ul>	<p><b>Style, mood and effect</b></p> <ul style="list-style-type: none"> <li>• explain the place of silence and say what effect it has</li> <li>• start to identify the character of a piece of music</li> <li>• describe and identify the different purposes of music</li> <li>• identify how a change in timbre can change the effect of a piece of music</li> <li>• begin to recognise some orchestral instruments in a piece of music</li> </ul> <p><b>Composers</b></p> <ul style="list-style-type: none"> <li>• begin to identify with the style of work of Beethoven, Mozart and Elgar</li> </ul>

Music – Key Stage 2				
Year 3	Composers	Compose	Perform	Appraise
Software/websites/ texts				
Topic/Curriculum opportunities				
Cultural Capital opportunities				
SMSC	<p><b>Spiritual</b> Music supports spiritual development through the experience and emotion of responding to, performing, listening to and composing music. We encourage our pupils to express their feelings verbally and in written form to improve their levels of articulation. Where pupils are sensitive about expressing their feelings, we nurture their confidence to do this by creating a supportive environment.</p>	<p><b>Moral</b> Music supports moral development by encouraging pupils to engage in critical discussions of musical performances and dramas/presentations from other children and also of visiting professionals. Where there is a specific cultural or social reference that is explicit in the work examined, we encourage pupils to reflect upon this. Where pupils present their own work, we ensure fair and objective assessment and evaluation of their work.</p>	<p><b>Social</b> Music supports social development with children collaborating routinely in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Where they engage in group tasks, we build a sense of unity which leads to them addressing their individual abilities and strengths and learning to build upon these collaboratively.</p>	<p><b>Cultural</b> Music supports cultural development by encouraging a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. This philosophy also underpins our selection of music for performance events whether they are informal or formal occasions. We encourage children to create their own music and to incorporate different musical influences in their own composition. We use a wide variety of instruments from around the world to enrich the cultural experiences of our children.</p>