



## WATERVILLE PRIMARY SCHOOL CURRICULUM OVERVIEW

MUSIC			
Year Group	NC Objectives	Skills	Knowledge
<b>Year 1</b>	<ul style="list-style-type: none"><li>• Use voices expressively and creatively by singing songs and speaking chants and rhymes.</li><li>• Play un-tuned instruments musically.</li><li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li><li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>	<ul style="list-style-type: none"><li>• Listen to music with sustained concentration.</li><li>• Find the pulse whilst listening to music and using movement.</li><li>• Listen to, copy and repeat a simple rhythm or melody.</li><li>• Learn and perform chants, rhythms, raps and songs.</li><li>• Learn to follow the conductor or band leader.</li><li>• Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture.</li></ul>	<ul style="list-style-type: none"><li>• Recognise different instruments.</li><li>• Use the correct musical language to describe a piece of music.</li><li>• Discuss feelings and emotions linked to different pieces of music.</li><li>• Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.</li><li>• Understand that pitch describes how high or low sounds are.</li><li>• Understand that tempo describes how fast or slow the music is.</li><li>• Understand that dynamics describe how loud or quiet the music is.</li><li>• Learn and perform chants, rhythms, raps and songs.</li></ul>



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<b>Year 2</b>	<ul style="list-style-type: none"><li>• Use voices expressively and creatively by singing songs and speaking chants and rhymes.</li><li>• Play tuned and un-tuned instruments musically.</li><li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li><li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>	<ul style="list-style-type: none"><li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li><li>• Build an understanding of the pulse and internalise it when listening to a piece of music.</li><li>• Improvise a simple rhythm using different instruments including the voice.</li><li>• Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.</li><li>• Sing a song in two parts.</li><li>• Use tuned and un-tuned classroom percussion to play accompaniments and tunes.</li><li>• Use tuned and un-tuned classroom percussion to compose and improvise.</li><li>• Play instruments using the correct techniques with respect.</li><li>• Practise, rehearse and present performances to audiences with a growing awareness of the people watching.</li></ul>	<ul style="list-style-type: none"><li>• Understand that timbre describes the character or quality of a sound.</li><li>• Understand that texture describes the layers within the music.</li><li>• Understand that structure describes how different sections of music are ordered.</li><li>• Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.</li><li>• Develop an understanding of melody, the words and their importance in the music being listened to.</li></ul>
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		<ul style="list-style-type: none"><li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>	
<b>Year 3</b>	<ul style="list-style-type: none"><li>• Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li><li>• Listen with attention to detail and recall sounds with increasing aural memory.</li><li>• 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></ul>	<ul style="list-style-type: none"><li>• Listen with direction to a range of high quality music.</li><li>• Find the pulse within the context of different songs/music with ease.</li><li>• Sing songs with multiple parts with increasing confidence.</li><li>• Play and perform in solo or ensemble contexts with confidence.</li></ul>	<ul style="list-style-type: none"><li>• Confidently recognise a range of musical instruments.</li><li>• Understand that improvisation is when a composer makes up a tune within boundaries.</li><li>• Understand that composition is when a composer writes down and records a musical idea.</li><li>• Develop an understanding of formal, written notation which includes crotchets and rests.</li><li>• Begin to listen to and recall sounds with increasing aural memory.</li></ul>



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<b>Year 4</b>	<ul style="list-style-type: none"><li>• Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li><li>• 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>	<ul style="list-style-type: none"><li>• Use musical language to appraise a piece or style of music.</li><li>• Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.</li><li>• Sing as part of an ensemble with confidence and precision.</li><li>• Play and perform in solo or ensemble contexts with increasing confidence.</li><li>• Listen to and recall sounds with increasing aural memory.</li></ul>	<ul style="list-style-type: none"><li>• Confidently recognise a range of musical instruments and the different sounds they make.</li><li>• Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</li><li>• Develop an understanding of formal, written notation which includes minims and quavers.</li></ul>
<b>Year 5</b>	<ul style="list-style-type: none"><li>• Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li><li>• Use and understand staff and other musical notations.</li><li>• Appreciate and understand a wide range of high-quality live and</li></ul>	<ul style="list-style-type: none"><li>• Improvise with increasing confidence using own voice, rhythms and varied pitch.</li><li>• Sing as part of an ensemble with increasing confidence and precision.</li><li>• Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</li></ul>	<ul style="list-style-type: none"><li>• Compose complex rhythms from an increasing aural memory.</li><li>• Understand how pulse, rhythm and pitch work together.</li><li>• Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.</li><li>• Develop an increasing understanding of the</li></ul>



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	<p>recorded music drawn from different traditions and from great composers and musicians.</p> <ul style="list-style-type: none"><li>• Improve 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.</li></ul>		<p>history and context of music.</p> <ul style="list-style-type: none"><li>• Listen with attention to detail and recall sounds with increasing aural memory.</li></ul>
<b>Year 6</b>	<ul style="list-style-type: none"><li>• Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li><li>• Improve 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></ul>	<ul style="list-style-type: none"><li>• Sing as part of an ensemble with full confidence and precision.</li><li>• Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.</li><li>• Create a simple composition and record using formal notation.</li><li>• Appropriately discuss the dimensions of music and recognise them in music heard.</li><li>• Improve and compose music for a range of purposes using the inter-related dimensions of music.</li></ul>	<ul style="list-style-type: none"><li>• Develop a deeper understanding of the history and context of music.</li><li>• Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</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>• Deepen an understanding and use of formal, written notation which includes</li></ul>



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	<ul style="list-style-type: none"><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>		staff, semibreves and dotted crotchets.
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