

Music Curriculum

Perform

Compose

Threshold concepts
and skills

Transcribe

Describe Music

EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant statements for Music are taken from Communication and Language, Physical Development and Expressive Arts and Design.

Breadth of study

KS1

Use their voices expressively by singing songs and speaking chants and rhymes.

- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Make and combine sounds using the inter-related dimensions of music.

KS2

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
- Improvise and compose music using the inter-related dimensions of music separately and in combination.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand the basics of the staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music.

Birth to three Music Skills

Communication and Language

- T1 Copy your gestures and words
- T2 Constantly babble and use single words during play.
- T3 Use intonation, pitch and changing volume when 'talking'
- T4 Enjoy singing, music and toys that make sounds

Physical Development

- T5 Clap and stamp to music

Expressive Arts and Design

- T6 Show attention to sounds and music.
- T7 Respond emotionally and physically to music when it changes.
- T8 Move and dance to music.
- T9 Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
- T10 Explore their voices and enjoy making sounds.
- T11 Join in with songs and rhymes, making some sounds.
- T12 Make rhythmical and repetitive sounds.
- T13 Explore a range of sound makers and instruments and play them in different ways.

Nursery Music Skills

Communication and Language

T1 Sing a large repertoire of songs.

Physical Development

T2 Use large-muscle movements to wave flags and streamers, paint and make marks

Expressive Arts and Design

T3 Listen with increased attention to sounds.

T4 Respond to what they have heard, expressing their thoughts and feelings.

T5 Remember and sing entire songs.

T6 Sing the pitch of a tone sung by another person ('pitch match').

T7 Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

T8 Create their own songs, or improvise a song around one they know.

T9 Play instruments with increasing control to express their feelings and ideas.

Reception Music Skills

Communication and Language

T1 Listen carefully to rhymes and songs, paying attention to how they sound.

T2 Learn rhymes, poems and songs.

Physical Development

T3 Combine different movements with ease and fluency

Expressive Arts and Design

T4 Explore, use and refine a variety of artistic effects to express their ideas and feelings.

T5 Return to and build on their previous learning, refining ideas and developing their ability to represent them.

T6 Create collaboratively sharing ideas, resources and skills.

T7 Listen attentively, move to and talk about music, expressing their feelings and responses.

T8 Sing in a group or on their own, increasingly matching the pitch and following the melody.

T9 Explore and engage in music making and dance, performing solo or in groups.

ELG: Being Imaginative and Expressive

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Year 1 Music Skills

Year 2 Music Skills

Year 3 Music Skills

Year 4 Music Skills

Year 5 Music Skills

Year 6 Music Skills