

Music Curriculum

Langford, Wilberforce, Fulham, Sullivan and Queen's Manor
Primary Schools



	Supporting Songs and Styles	Performing	Musicianship	Composing
Nursery	Nursery rhymes & action songs	- Remember and sing songs. - Sing the pitch of a tone sung by another person. - Sing the melodic shape.	- Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings.	Create their own songs or improvise a song around one they know.
Reception	Nursery rhymes & action songs, funk	- Play instruments with increasing control to express their feelings and ideas. - Sing a range of well-known nursery rhymes and songs. - Perform songs with others, and – when appropriate – try to move in time with music.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Explore and engage in music making, performing solo or in groups.
Year 1: Autumn: Hey You! Spring: In The Groove Summer: Your Imagination	Hip Hop, Pop	- Children will learn to sing or rap three songs in new styles including hip hop and pop. - To learn the names of the notes in their instrumental part from memory or when written down.	- To know that music has a steady pulse, and to listen and respond to this pulse. - Recognise high and low sounds. - Follow pictures and symbols to guide singing and playing.	- To know what improvisation is. - To improvise 1 bar rhythms using body percussion and untuned percussion. - To know what composing is. - To learn how notes of a composition can be written down and changed if necessary. - To compose a melody using a high and low pitch. - To compose a rhythm using crotchets and paired quavers.
Year 2: Autumn: Hands Feet Heart Spring: Singing in the city Summer: Friendship Song	Afropop, Rock, Pop	- Children will learn to sing or rap 3 songs, some in new styles such as afropop and rock. - To know what singing in unison is. - To play an instrumental part in time with a steady pulse.	- To know that songs have a musical style. - To know that rhythms are different from the pulse and be able to alternate between the two.	- To improvise short phrases using tuned or untuned percussion using crotchets, paired quavers, and crotchet rests. - To compose a melody using high, middle, and low pitches.

	Supporting genres, artist and composers	Performing	Listening	Composing
Year 3: Autumn: Let Your spirit Fly Spring: Three Little Birds Summer: Bringing us together	RnB, Reggae (Bobby McFerrin), Disco Composers: Purcell, Haydn, Lizst	- Children will learn to sing 3 songs in new styles such as RnB, reggae and disco. - To sing in unison and simple two parts. - To sing with an awareness of being ‘in tune’.	- To know the style of the 3 songs and who wrote/sung them. - To be able to talk about some of the musical dimensions of a song (pitch, rhythm, pulse, tempo, dynamics, texture, structure).	- To improvise using up to two notes: C, D and C, A. - To compose using up crotchets, paired quavers, and crotchet rests. - To improvise and compose within the styles of RnB, Reggae and Disco. - To understand the core features of staff notation such as clefs, bar lines, and time signatures.
Year 4: Autumn: Mamma Mia Spring: Lean on me Summer: Blackbird	Pop (ABBA), Pop (The Beatles), Gospel (Bill Withers) Composers: Handel, Carreno, Gershwin	- Children will learn to sing 3 songs, some in new styles such as gospel. - To explore singing solo.	- To know the style of the 3 songs and who wrote/sung them. - To know some of the style indicators of the songs they have learned (musical characteristics that the give the song its style).	- To improvise using up to two notes: C, D and F, G. - To compose using up to five notes: C, D, E, F, G, A and G, A, B , D, E. - To improvise and compose within the styles of Pop and Gospel. - To know what crotchets, paired quavers, and minims are.
Year 5: Autumn: Livin' on a Prayer Spring: Make you feel my love Summer: Fresh Prince of Bel Air	Rock (Bon Jovi), Pop Ballads (Adele/Bob Dylan), Hip Hop (Will Smith) Composers: Hildegard, Beethoven, Chopin	Children will learn to sing 3 songs, some in new styles such as Pop ballad.	To know the style of the 3 songs and who wrote/sung them, when they were written, and if applicable, their historical context.	- To improvise using up to three notes: C, D, E and D, E, F and G, A, B. - To compose using up to five notes: C, D, E, F, G, A and D, E, F, G, A. - To improvise and compose within the styles of rock, pop ballad, and hip hop. - To know what semibreves and semiquavers are.
Year 6: Autumn: Happy Spring: Hip Hop beat making project Summer: You've got a friend	Neo soul (Pharrell Williams), Hip Hop, 70s Ballad/Pop (Carole King) Composers: Casaluna, Mozart, Debussy	- Children will learn to sing 3 songs in new styles such as Motown, neo-soul and 70s ballad. - To know about the style of the songs so they can represent the style and context to their audience.	- To know the style of the 3 songs and who wrote/sung them, when they were written, and if applicable, their historical context. - To talk about how the music makes you feel, using musical language to support your answer.	- To improvise using up to three notes: A, G, B and D, E, F. - To compose using up to five notes: C, D, E, F, G, A and E, G, A, C, D. - To improvise and compose within the styles of Motown, neo-soul and 70s ballad. - To know that they can learn riffs and use them in your improvisations. - To know what crotchets and crotchet rests are and to recognise C, D, E, F, G, A and B on a stave.

Beyond the taught curriculum:

	Singing in the Classroom	Singing Assembly	Singing in Class Sharing Assembly	Offered 1:1 music tuition with Piano Fun Club*	Choir	Christmas Concert Performance	End of Year Production
Nursery							
Reception							
Year 1							
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							

*[Piano Fun Club](#) offer 1:1 peripatetic music tuition to children in Reception to Year 6

Beyond KS2:

Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

[KS3 National Curriculum Programme of Study](#)