

National Curriculum

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

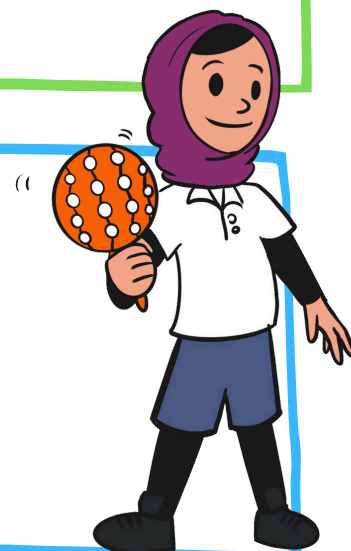
The national curriculum for music aims to ensure that all pupils:

- 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.



Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes: [Senses Superheroes](#), [Dinosaurs](#), [Carnival of the Animals](#), [Fantasy and Adventure](#), [At the Seaside](#), [Four Seasons](#), [GFOL](#), [Folksongs](#), [Jupiter](#), [Toys](#), [Oceans](#)
- play tuned and untuned instruments musically: [Senses Superheroes](#), [Dinosaurs](#), [Carnival of the Animals](#), [Fantasy and Adventure](#), [At the Seaside](#), [Four Seasons](#), [GFOL](#), [Folksongs](#), [Jupiter](#), [Toys](#), [Oceans](#)
- listen with concentration and understanding to a range of high-quality live and recorded music: [Senses Superheroes](#), [Dinosaurs](#), [Carnival of the Animals](#), [Fantasy and Adventure](#), [At the Seaside](#), [Four Seasons](#), [GFOL](#), [Folksongs](#), [Jupiter](#), [Toys](#), [Oceans](#)
- experiment with, create, select and combine sounds using the inter-related dimensions of music: [Senses Superheroes](#), [Dinosaurs](#), [Carnival of the Animals](#), [Fantasy and Adventure](#), [At the Seaside](#), [Four Seasons](#), [GFOL](#), [Folksongs](#), [Jupiter](#), [Toys](#), [Oceans](#)

Key stage 2

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.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression: [Stone age](#), [Volcanoes](#), [Castles](#), [In the Garden](#), [Jazz](#), [Greek Myths](#), [Mayans](#), [Samba](#), [Rivers](#), [Ancient China](#), [Jazz](#), [Words](#), [words](#), [words](#), [Minimalism](#), [Melodies of Divinity](#), [Planets](#), [Vikings](#), [Africa](#), [Rock and Roll](#), [Animal Kingdom](#), [Reggae](#), [Electricity](#), [Arctic](#), [Celebrations](#), [WW2](#), [Glockenspiel](#)
- improvise and compose music for a range of purposes using the inter-related dimensions of music: [Stone age](#), [Volcanoes](#), [Castles](#), [In the Garden](#), [Jazz](#), [Greek Myths](#), [Mayans](#), [Samba](#), [Rivers](#), [Ancient China](#), [Jazz](#), [Words](#), [words](#), [words](#), [Minimalism](#), [Melodies of Divinity](#), [Planets](#), [Vikings](#), [Africa](#), [Rock and Roll](#), [Animal Kingdom](#), [Reggae](#), [Electricity](#), [Arctic](#), [Celebrations](#), [Bandlab](#), [WW2](#), [Glockenspiel](#)
- listen with attention to detail and recall sounds with increasing aural memory: [Stone age](#), [Volcanoes](#), [Castles](#), [In the Garden](#), [Jazz](#), [Greek Myths](#), [Mayans](#), [Samba](#), [Rivers](#), [Ancient China](#), [Jazz](#), [Words](#), [words](#), [words](#), [Minimalism](#), [Melodies of Divinity](#), [Planets](#), [Vikings](#), [Africa](#), [Rock and Roll](#), [Animal Kingdom](#), [Reggae](#), [Electricity](#), [Arctic](#), [Celebrations](#), [Garageband](#), [Bandlab](#), [WW2](#), [Glockenspiel](#)
- use and understand staff and other musical notations: [Stone age](#), [Volcanoes](#), [Castles](#), [In the Garden](#), [Jazz](#), [Greek Myths](#), [Mayans](#), [Samba](#), [Rivers](#), [Ancient China](#), [Jazz](#), [Words](#), [words](#), [words](#), [Minimalism](#), [Melodies of Divinity](#), [Planets](#), [Vikings](#), [Africa](#), [Rock and Roll](#), [Animal Kingdom](#), [Reggae](#), [Electricity](#), [Arctic](#), [Celebrations](#), [Garageband](#), [WW2](#), [Glockenspiel](#)
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians: [Stone age](#), [Volcanoes](#), [Castles](#), [In the Garden](#), [Jazz](#), [Greek Myths](#), [Mayans](#), [Samba](#), [Rivers](#), [Ancient China](#), [Jazz](#), [Words](#), [words](#), [words](#), [Minimalism](#), [Melodies of Divinity](#), [Planets](#), [Vikings](#), [Africa](#), [Rock and Roll](#), [Animal Kingdom](#), [Reggae](#), [Electricity](#), [Arctic](#), [Celebrations](#), [Garageband](#), [Bandlab](#), [WW2](#), [Glockenspiel](#)
- develop an understanding of the history of music: [Stone age](#), [Volcanoes](#), [Castles](#), [In the Garden](#), [Jazz](#), [Greek Myths](#), [Mayans](#), [Samba](#), [Rivers](#), [Ancient China](#), [Jazz](#), [Words](#), [words](#), [words](#), [Minimalism](#), [Melodies of Divinity](#), [Planets](#), [Vikings](#), [Africa](#), [Rock and Roll](#), [Animal Kingdom](#), [Reggae](#), [Electricity](#), [Arctic](#), [Celebrations](#), [Garageband](#), [Bandlab](#), [WW2](#), [Glockenspiel](#)