

Music Curriculum Overview



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.

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively 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
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

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
- improvise 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
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

The [National Curriculum Music Programme of Study](#) provides the content that must be taught to each year group.

Perran-ar-Worthal School uses the Charanga Scheme of work – an interactive online programme to teach music throughout the school. In line with the new curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

The links below show the overview of how at Perran-ar-Worthal School we teach the music curriculum using this scheme.

	Autumn 1 Year 2	Autumn 2 Year 1	Spring 1 Year 6	Spring 2 Year 5	Summer 1 Year 4	Summer 2 Year 3
Listen and Appraise	Camille Saint-Saëns: Le Carnaval des Animaux Live: recorder group	Rimsky-Korsakov: Flight of the Bumblebee Vaughan Williams: The Wasps Chopin: Op. 25, No. 9 'Butterfly' Etude	From BBC Radio 3: 10 Pieces John Adams: Short Ride in a Fast Machine Beethoven: Symphony No. 5 (1st movement) Britten: 'Storm' Interlude from 'Peter Grimes' Grieg: In the Hall of the Mountain King from 'Peer Gynt' Handel: Zadok the Priest	From BBC Radio 3: 10 Pieces Holst: 'Mars' from 'The Planets' Anna Meredith: Connect It David Ogle: Choreographer Mozart: Horn Concerto No. 4 (3 rd movement) Mussorgsky: A Night on the Bare Mountain Stravinsky: The Firebird –suite (1911) (Finale)	Benjamin Britten: Young person's guide to the orchestra	Sergei Prokofiev: Peter and the Wolf
Instruments	Recorder and African Drumming	African drumming	Brass	Brass	Ukulele	Ocarina
Composition	Using tuned and untuned percussion. Graphic notation	Rhythmic composition using untuned percussion	Graphic and staff notation, use of instructional symbols in both. Diatonic scale	Graphic notation; using diatonic scale	Staff notation; using tuned and untuned percussion, glockenspiels and xylophones, pentatonic scale	Introduction to staff notation; using glockenspiels, pentatonic scale
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