



Music Curriculum – Year 3 and 4– Cycle A

Our schemes of work are also aligned with the Department for Education document “Model Music Curriculum which can be found at

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974366/Model_Music_Curriculum_Full.pdf

Pedagogy - The Music curriculum within our schools is based upon 7 key areas of knowledge – listening/appraising, the dimensions of music, signing, playing, improvising, composing and performing. Each aspect of music is covered within all year groups except for the EYFS (where we cover 4 of the 7 areas explicitly). Rather than simply covering knowledge and then moving on, the scheme seeks to ensure that the correct knowledge is introduced in the age appropriate year group. All knowledge is then repeated and most embedded (covered for a third time) prior to the pupils beginning their next stage of education in Year 7.

Subject Content National Curriculum

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.

	Autumn		Spring		Summer	
	Create and Notate	Sing and Move	Recycling Songs	You Gotta Try	FX Sound Effects	Sound Exploration
Objectives	1. Copy and improvise short melodic phrases. 2. Compose short structured piece using Music Explorer.	1. Sing songs with attention to expression and dynamics, following the conductor's cues. 2. Perform actions with accuracy and confidence.	1. Compose and perform an original song about plastic pollution using researched facts, with clear lyrics, rhythm, and expressive dynamics. 2. Collaborate in groups to create a structured song and confidently record and present the performance using digital tools.	1. Perform simple rhythmic and melodic patterns accurately and expressively, applying understanding of pulse, syncopation, dynamics, tempo, structure, and timbre. 2. Collaborate effectively within an ensemble (using voice, percussion, glockenspiel, and/or descant recorder) to rehearse, refine, and deliver a confident final performance.	1. Use sound effects to add drama and realism to a film clip. 2. Begin to make compositional decisions, considering mood, timing, and narrative impact.	1. Appreciate and respond to music from across historical periods through understanding dynamics, tempo, texture and timbre. 2. Present a multi-art form performance of a song.
‘I can’ Statements	I can create and play short musical phrases using five notes of a pentatonic scale. I can use Music Explorer to create a composition with a structure. I can make decisions about the overall structure of my improvisations/compositions, using techniques such as repetition.	I can follow my teacher's or the conductor's hands to sing with feeling. I can add actions to songs and keep in time with my friends. I can sing with my class in assembly. I can sing with expression, changing my voice to match the mood of the song.	I can research a topic and summarise key facts for a song. I can compose lyrics that communicate a meaningful message. I can perform a song with expression and dynamics. I can collaborate in a group to create musical sections. I can record and share my creative work confidently.	I can keep a steady pulse and recognise rhythm patterns. I can perform syncopated rhythms accurately on different instruments. I can sing and play notes with accurate pitch and rhythm. I can use changes in tempo and dynamics to make my performance expressive. I can perform my part confidently as part of an ensemble whilst others play their parts.	I can choose and perform sound effects to enhance a video scene. I can record natural or digital sounds and layer them to create a dramatic effect. I can experiment with timing, volume, and texture to match actions on screen. I can collaborate with others to create a cohesive soundscape. I can evaluate my sound effects and make adjustments to improve mood and realism.	I can listen to different pieces of music and confidently use musical vocabulary linked to pitch, tempo, dynamics, and timbre to describe what I hear. I can respond to music in different ways, such as by creating artwork or using movement to show changes in the sound. I can make my own music, like fanfares or sea shanties, using instruments, sounds, and my ideas related to melody and pitch. I can notice changes in the music like tempo and dynamics, and use my voice, body, or instruments to show them.

						I can plan and perform a show using music, movement, and art to share a story or idea with my friends or audience.
Vocabulary	See Folder for full vocab lists and glossary of terms.					
Progression	See Folder for full details of progression in the music units of learning.					