



Discovery Primary Academy Music Curriculum 2025/26

National Curriculum objectives

KS1

- Pupils should be taught to play tuned and untuned instruments musically

KS2

- Pupils should sing and play musically with increasing confidence and control.
- Pupils 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.
- Pupils should be taught to use and understand staff notation.

Progression in Music by Strand

Using Instruments

Autumn **Spring** **Summer**

Year Group	Objective
Reception	<ul style="list-style-type: none">• Play instruments by shaking, scraping, rattling, tapping etc• Start and stop together• Begin to develop a sense of beat, using instruments or body sounds

	<ul style="list-style-type: none"> • Respond to symbols or hand signs • Play loudly, quietly, fast, slow • Copy a simple rhythm pattern or number of beats played on an instrument. • Play along to music showing a developing awareness of the beat • Play with a sense of purpose and enjoyment
Year 1	<ul style="list-style-type: none"> • Play instruments by shaking, scraping, rattling, tapping etc • Play in time to a steady beat, using instruments or body sounds • Play loudly, quietly, fast, slow • Imitate a rhythm pattern on an instrument • Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song • Play a single pitched note to accompany a song • Follow simple hand signals indicating: loud/quiet and start/stop
Year 2	<ul style="list-style-type: none"> • Play with control: a) maintaining a steady beat, b) getting faster or slower, c) getting louder or quieter • Perform a repeated two note melodic ostinato to accompany a song • Perform a rhythm accompaniment to a song • Perform a sequence of sounds using a graphic score • Work and perform in smaller groups • Follow a leader (teacher) starting and stopping together • Demonstrate some confidence in performing as a group and as an individual
Year 3 Samba Whole class instrumental tuition	<ul style="list-style-type: none"> • Keep a steady beat on an instrument in a group or individually • Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat • Use tuned percussion with increasing confidence • Copy a short melodic phrase by ear on a pitched instrument • Play using symbols including graphic and / or simple traditional notation • Follow simple hand directions from a leader • Perform with an awareness of others • Perform a composed piece to a friendly audience, as a member of a group or class.
Year 4 Ukulele Whole class instrumental tuition	<ul style="list-style-type: none"> • Use instruments with increasing confidence to accompany songs • Play music in a metre of four • Read and play from some conventional music symbols or chord charts • Combine instrumental playing with movement • Follow a leader, stopping / starting, playing faster/ slower and louder / quieter. • Perform to an audience of peers and adults
Year 5	<ul style="list-style-type: none"> • Use chord charts or conventional notation to record composition

<p>Recorder Whole class instrumental tuition</p>	<ul style="list-style-type: none"> ● Perform own compositions to an audience ● Perform with sensitivity to different dynamics, tempo ● Maintain a rhythmic or melodic accompaniment to a song ● Read and play with confidence from conventional or Chord chart ● Know what makes a good performance ● Perform to peers and adult audience with confidence.
<p>Year 6 ICT Whole class instrumental tuition</p> <p>Djembe Whole class instrumental tuition</p>	<ul style="list-style-type: none"> ● Perform own compositions to an audience ● Make use of ICT to compose and record performances ● Continue to read and play with confidence from conventional or graphic notation ● Continue to play on tuned and untuned instruments, extending the length of phrases, melodies played. ● Continue to perform with sensitivity to different dynamics, tempo ● Know what makes a good performance

Edited and amended from the Minimum expected standards 2012 (London borough of Barking and Dagenham) by Donna Barnes.