

Discovery Primary Music Curriculum 2025/26

National Curriculum objectives



KS1

- Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music

KS2

- 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 use and understand staff notation
- Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music

Progression in Music by Strand

Composing and Arranging

Autumn **Spring** **Summer**

Year Group	Objectives
Reception	<ul style="list-style-type: none">• Begin to create and manipulate different effects on a sound source or instrument• Add chosen sound effects at an appropriate moment in a story or song• Sort and name different sounds• Create a sequence of different sounds in response to a given stimuli
Year 1	<ul style="list-style-type: none">• Add sound effects to a story• Choose musical sound effects to follow a story line or match a picture• Sequence symbols to make a simple structure (score)

	<ul style="list-style-type: none"> • Compose own sequence of sounds independently and perform.
Year 2	<ul style="list-style-type: none"> • Short melodic phrases • Short repeated rhythmic patterns (ostinati) • Rhythm patterns from words • A piece of music that has a beginning, middle and end (structure) • Create a graphic score notation
Year 3 Samba Whole class instrumental tuition	<ul style="list-style-type: none"> • Words and actions to go with songs • A simple rhythmic accompaniment to go with a song, using ostinato patterns • Music that has a recognisable structure; Beginning, Middle and End or verse/chorus • Music that uses repetition / echo • Create a graphic/ symbol score
Year 4 Ukulele Whole class instrumental tuition	<ul style="list-style-type: none"> • A simple melody from a selective group of notes or chords- 3 chord ostinato • Music that has a recognisable structure • Use notation to capture compositions. • Lyric writing
Year 5 Recorder Whole class instrumental tuition	<ul style="list-style-type: none"> • Create own simple sound sequences reflecting the meaning of words. • Compose music that reflects given intentions. • Compose using a recognised structure • Refine own compositions after discussion • Use a range of symbols (conventional / chord or graphic) to record compositions. • Use ICT to record, sample, sequence, loop and manipulate sound compositions • Arrange a song for class performance
Year 6 ICT Whole class instrumental tuition Djembe Whole class instrumental tuition	<ul style="list-style-type: none"> • Create own simple songs /raps reflecting the meaning of the words/lyrics • Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment • Arrange a song for class performance with an appropriate percussive accompaniment • Refine own compositions after discussion • Use a range of symbols (conventional or graphic) to record compositions. • Use ICT to record, sample, sequence, loop and manipulate sound compositions

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