

Discovery Primary Academy Music Curriculum 2025/26



National Curriculum objectives

KS1

- Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music

KS2

- Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.
- Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Pupils should be taught to develop an understanding of the history of music.

Progression in Music by Strand

Listening, Reflecting and Appraising

Autumn Spring Summer

Year Group	Objectives
Reception	<ul style="list-style-type: none">• Listen to sounds and respond by talking about them or physically with movement and dance.• Recognise the sounds of the percussion instruments used in the classroom and identify and name them• Begin to identify and describe key features or extreme contrasts within a piece of music• Begin to use musical terms (louder/quieter, faster/slower, higher/lower)• Participate in appropriate peer feedback.
Year 1	<ul style="list-style-type: none">• Listen to a piece of music and move in time to its steady beat• Recognise and respond through movement to the different musical characteristics and moods of music.

	<ul style="list-style-type: none"> Recognise the sounds of the instruments used in the classroom and identify and name them Begin to use musical terms (louder/quieter. Faster/slower. Higher/lower) Begin to articulate how changes in speed, pitch and dynamics effect the mood.
Year 2	<ul style="list-style-type: none"> Listen with increased concentration to contrasting and varied music styles Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds Recognise how sounds are made – tapping, rattling, scraping, blowing etc Identify different qualities of sound such as smooth, scratchy, clicking, ringing (timbre) Recognise and respond to different changes of speed (tempo)/volume (dynamics) and pitch Respond through movement/dance to different musical characteristics and moods Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly)
Year 3 Samba Whole class instrumental tuition	<ul style="list-style-type: none"> Listen with concentration to longer pieces / extracts of contrasting and varied music styles Listen to live/recorded extracts of different kinds of music and identify where appropriate a steady beat, a specific rhythm pattern, the speed (tempo) of the music, the volume (dynamics) the melody using appropriate musical terms/language Identify common characteristics Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc) Identify repetition in music ie a song with a chorus Recognise aurally wooden, metal, skin percussion instruments and begin to know their names
Year 4 Ukulele Whole class instrumental tuition	<ul style="list-style-type: none"> Listen , recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (tempo, dynamics, metre, texture timbre) Identify repeated rhythmic or melodic phrases in live and recorded music. Identify whether a song has a verse/chorus or call and response structure Identify the use of metre in live or recorded music Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings. Participate in appropriate peer feedback
Year 5 Recorder Whole class instrumental tuition	<ul style="list-style-type: none"> Listen , recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (tempo, dynamics, metre, texture timbre) Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation Identify and discuss 'what happens when' within simple musical structures Use musical vocabulary and knowledge to help identify areas for development or refinement when composing Participate in appropriate peer feedback
Year 6 ICT Whole class instrumental tuition	<ul style="list-style-type: none"> Listen , recognise and talk about some contrasting styles of music in broad terms, using knowledge of interrelated dimensions of music. Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation Identify and discuss 'what happens when' within simple musical structures

Djembe Whole class instrumental tuition	<ul style="list-style-type: none">• Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions• Use musical vocabulary and knowledge to help identify areas for development or refinement when composing• Participate in appropriate peer feedback
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Edited and amended from the Minimum expected standards 2012 (London borough of Barking and Dagenham) by Donna Barnes.