

# Discovery Primary Academy Music Curriculum 2025/26



## National Curriculum objectives

### KS1

- Pupils should be taught 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 improvise and compose music for a range of purposes using the inter-related dimensions of music

### Progression in Music by Strand

## Exploring Musical Ideas

**Autumn** **Spring** **Summer**

Year Group	Objectives
Reception	<ul style="list-style-type: none"><li>• Improvisation</li><li>• Different sounds made by the voice, hands, found objects and conventional instruments (timbre)</li><li>• High and low sounds (pitch)</li><li>• Long and short sounds (duration)</li><li>• Loud and quiet sounds (dynamics)</li><li>• Fast and slow sounds (tempo)</li><li>• Begin to be aware of the effect that different sounds have to convey mood or meaning</li><li>• Movement</li></ul>

	<ul style="list-style-type: none"> <li>• Collaboration</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Loud and quiet sounds (dynamics)</li> <li>• Fast and slow sounds (tempo)</li> <li>• Different sounds made by the voice and hands (timbre)</li> <li>• High and low sounds (pitch)</li> <li>• Long and short sounds (duration)</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Ways in which sounds are made (<i>tapped, blown, scraped, shaken</i>), and can be changed</li> <li>• Long and short sounds (rhythm – duration)</li> <li>• Changes in pitch (higher and lower)</li> <li>• Sequences of sound (structure)</li> <li>• Short repeated rhythm patterns</li> <li>• Sounds in response to a stimulus (visual or aural)</li> <li>• How sounds can be manipulated to convey different effects and moods</li> <li>• Movement</li> <li>• Collaboration</li> </ul>
<b>Year 3</b> Samba Whole class instrumental tuition	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Longer – shorter / faster - slower / higher - lower / louder - quieter sounds on tuned and untuned percussion and voices.</li> <li>• Symbols to represent sound (graphic scores / traditional notation)</li> <li>• The sounds of different instruments - TIMBRE</li> <li>• The different sounds (timbres) that one instrument can make</li> <li>• Body percussion</li> <li>• Movement</li> <li>• Collaboration</li> </ul>
<b>Year 4</b> Ukulele Whole class instrumental tuition	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Chords</li> <li>• Music that describes feelings or moods</li> <li>• Music that incorporates silence (rests)</li> <li>• Texture and layering sounds</li> <li>• Body percussion</li> <li>• Movement</li> <li>• Collaboration</li> </ul>
<b>Year 5</b> Recorders	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Timbre and sound used to affect composition.</li> <li>• Conventional and graphic notation for composing.</li> <li>• Texture and layering</li> </ul>

<p>Whole class instrumental tuition</p>	<ul style="list-style-type: none"> <li>● ICT</li> <li>● Collaboration.</li> </ul>
<p><b>Year 6</b></p> <p>ICT Whole class instrumental tuition</p> <p>Djembe Whole class instrumental tuition</p>	<ul style="list-style-type: none"> <li>● Improvisation</li> <li>● Texture by layering rhythmic and or melodic ostinato.</li> <li>● Body percussion</li> <li>● Improvise with repetition, sequence and melody</li> </ul> <ul style="list-style-type: none"> <li>● Develop ideas using musical devices - call and response, repetition, ostinato.</li> <li>● Characteristics of varied styles.</li> <li>● Explore ICT .</li> <li>● Collaboration.</li> </ul>

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