

# Castle View Primary School Music Curriculum

## Autumn & Spring Terms – KS1

Prior learning: In nursery and reception, children have specialist music lessons in singing. They also sing songs and rhymes daily to support their learning.

### National Curriculum Objectives:

Perform, listen to, review and evaluate music

Learn to sing and to use their voices, to create and compose music on their own and with others

Understand and explore how music is created, produced and communicated

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned musical instruments musically
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

### Assessment Questions:

Which instruments have you played?

What is your favourite instrument and why?

What songs have you performed? Which was your favourite and why?

### Key vocabulary:

Music, instrument,  
singing, voice, loud,  
soft, dynamics, high,  
low, pitch, fast, slow,  
tempo,

# Castle View Primary School Music Curriculum

## Summer Term – KS1

Prior learning: In the Autumn and Spring terms, children experiment with music and have the opportunity to engage in and develop a love of music. They will explore playing different instruments and increase their confidence around music and creativity. In this term, children will explore the theory and history of music.

### National Curriculum Objectives:

Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Learn to sing and to use their voices, to create and compose music on their own and with others.

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo,

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned musical 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.

### Assessment Questions:

What is pitch?

What is duration?

What are dynamics?

What is tempo?

Can you name a famous composer?

What is your favourite genre of music so far? Why?

### Key vocabulary:

Music, instrument,  
singing, voice, loud,  
soft, dynamics, high,  
low, pitch, fast, slow,  
tempo,

# Castle View Primary School Music Curriculum

## Autumn & Spring Terms – KS2

Prior learning: In KS1, children begin to learn about the inter-related dimensions of music and experience listening to and playing music, exploring each of the dimensions. Children have begun to develop an awareness of different genres of music and are aware of some composers. All children will have had an opportunity to watch a live performance and also perform to an audience.

### National Curriculum Objectives:

Perform, listen to, review and evaluate music.

Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

Understand and explore how music is created, produced and communicated.

Use their voices expressively and creatively by singing songs and speaking chants and rhymes

- 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
- Appreciate and understand a wide range of high-quality live and recorded music

### Assessment Questions:

What is pitch and can you demonstrate different pitches of music using instruments or your voice?

What is duration and how can this affect a piece of music and the audience?

How do dynamics influence a piece of music?

How might the change in tempo affect the mood of music?

Can you name a famous composer?

What is your favourite genres of music and why?

Key vocabulary:  
Music, instrument,  
singing, voice, loud, soft,  
dynamics, high, low,  
pitch, fast, slow, tempo,

# Castle View Primary School Music Curriculum

## Summer Term – KS2

**Prior learning:** In the Autumn and Spring terms, children continue to experiment with music and have the opportunity to engage in and develop a love of music. Children begin to apply each of the inter-related dimensions of music both as ensembles and independently. They have explored playing different instruments, singing a range of songs and increased their confidence around music and creativity. Children will have had several opportunities to perform. In this term, children will continue to explore the theory and history of music and year 5 and 6 children will take part in an ensemble performance

### **National Curriculum Objectives:**

Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Use their voices expressively and creatively by singing songs and speaking chants and rhymes

- 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.

### **Assessment Questions:**

What is your favourite genre of music and why?

Can you name a famous composer?

What is: pitch, duration, dynamics, tempo, timbre, texture, structure?

What live music have you experienced and what did you think about it?

How has music changed over time?

### **Key vocabulary:**

Music, instrument, duration, pitch, dynamics, tempo, timbre, structure, composer, mood, ensemble, performance