**Music Curriculum at Amble Links First School**

**National Curriculum Coverage**

Our Music consists of singing, listening to music and playing the Ocarina with some specific additional sessions to ensure appropriate coverage of the relevant National Curriculum Programmes of Study. Throughout the year there is a strong focus on listening to music. The tables below map how these are covered across each year group.

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| **KEY STAGE 1** |  |  | **Year 1** | |  |  |  |  | **Year 2** | |  |  |
| Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **National Curriculum Music Programmes of Study for Key Stage 1** |
| Use their voice expressively and creatively by singing songs and speaking chants and rhymes. | R | R  xmas | R | R | R | R | R | R | R | R | R | R |
| Play tuned and untuned instruments | O | O  Xmas | O | O | O | O | O | O | O | O | O | O |
| Listen with concentration and understanding to a range of high-quality live & recorded music | A | A  panto | A | A | A | A | A | A | A | A | A | A |
| Experiment with, create, select & combine sounds using the inter-related dimensions of music |  |  |  |  |  |  |  |  |  |  |  |  |

**R = Rosie O = Ocarinas A = Assemblies E = Everything**

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| **KEY STAGE 2** |  |  | **Year 3** | |  |  |  |  | **Year 4** | |  |  |
| Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **National Curriculum Music Programmes of Study for Key Stage 2**  **Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within structures and reproducing sounds from aural memory.**  **They 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. | R  O | R  O  xmas | R  O | R  O | R  O | R  O | R  O | R  O | R  O | R  O | R  O | R  O  lesvers |
| Improvise and compose music for a range of purposes using the inter-related dimensions of music. | E | E | E | E | E | E | E | E | E | E | E | E |
| Listen with attention to detail and recall sounds with increasing aural memory | R | R | R | R | R | R | R | R | R | R | R | R |
| Use and understand staff and other musical notations | O | O | O | O | O | O | O | O | O | O | O | O |
| Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | A | A  panto | A | A | A | A | A | A | A | A | A | A |
| Develop an understanding of the history of music over time | Display & discussion | | | | | | Display & discussion | | | | | |

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