

MUSIC · PRE-K TO Y6 / GRADE 6

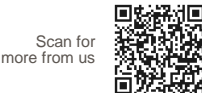
Music Curriculum Overview

What each year group covers, and how it progresses

How to use this overview

Pre-K & Reception (Pre-K and Kindergarten)

Strand	Focus	Examples
Singing	Match pitch in simple range; whole-class songs	Nursery rhymes, hello/goodbye songs, action songs
Listening	Identify sounds; loud/quiet; fast/slow	Sound walks, instrument recognition by ear
Composing	Choose body percussion; explore voice	Make a thunderstorm with hands and feet
Performing	Sing in groups; use simple percussion	Tambourines, shakers, claves
Notation	Beat and pulse — feel it, don't read it	Pat the steady beat to a song
History & culture	Songs from many cultures, lullabies	Jamaican lullabies, Spanish lullabies



Year 1 & 2 (Grades 1-2)

Strand	Focus	Examples
Singing	Sing in tune; rounds in 2 parts (Y2)	London's Burning, Frère Jacques
Listening	Identify musical features; describe with vocabulary	Carnival of the Animals, Peter and the Wolf
Composing	Compose short rhythmic patterns; use simple structure	Rondo form, call-and-response
Performing	Untuned percussion; basic tuned (xylophone)	Class glockenspiel sequences
Notation	Crotchets, quavers, rests by symbol	Rhythm grids, body percussion notation
History & culture	Music from a non-Western tradition each term	African drumming, Indian raga listening

Year 3 & 4 (Grades 3-4)

Strand	Focus	Examples
Singing	Two- and three-part singing; harmony	Madrigals, gospel call-and-response
Listening	Compare two pieces; identify era and culture	Baroque vs Romantic, blues vs reggae
Composing	Use technology (e.g. Chrome Music Lab) and acoustic	Loop-based composition, ostinato
Performing	Recorders or other tuned instrument; ensemble	School recorder programme
Notation	Stave notation — treble clef basics	Read 4-5 notes on the stave
History & culture	Western classical eras; world music depth	Baroque, Classical, Romantic; one in-depth tradition

Year 5 & 6 (Grades 5-6)



Strand	Focus	Examples
Singing	Three- and four-part singing; complex repertoire	Choral arrangements, jazz harmonies
Listening	Analyse with technical vocabulary; spot devices	Chord changes, modulations, cadences
Composing	Multi-section compositions with intent	ABA form, programme music
Performing	Multiple instruments; small ensembles	Y6 performance for whole school
Notation	Read and write rhythmic and melodic notation	Notate own compositions
History & culture	20th-century music; contemporary genres; protest songs	Hip-hop history, civil rights songs, electronic music

Assessment across the year groups

Coordinator's annual checklist

- September: Audit instrument stock — what's broken? what's missing?
- September: Confirm peripatetic music teacher schedule (recorder, violin, etc.)
- October: Observe music in 2 year groups — note any obvious gaps
- November: Plan Christmas production music with relevant year groups
- January: CPD session for non-specialist class teachers (single topic)
- March: Plan summer term productions / performances
- May: Whole-school music week (different cultures, instruments, genres each day)
- June: Y6 leavers' performance — repertoire selection and rehearsal



■ July: End-of-year review of curriculum coverage; identify gaps for next year

■ Year-round: Maintain repertoire bank for assemblies (50+ songs minimum)

