

## Music Topic Coverage Grid - Year 5

The national curriculum for music aims to ensure that all pupils:

- 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.

National Curriculum Subject Content	Rhythm	Space	Orchestra	Africa	Stories in Music	Fanfares & Marches
<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>						
<ul style="list-style-type: none"> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>						
<ul style="list-style-type: none"> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> </ul>						
<ul style="list-style-type: none"> <li>• use and understand staff and other musical notations</li> </ul>						
<ul style="list-style-type: none"> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>						
<ul style="list-style-type: none"> <li>• develop an understanding of the history of music.</li> </ul>						

## Music Topic Coverage Grid - Year 6

The national curriculum for music aims to ensure that all pupils:

- 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.

National Curriculum Subject Content	Notation/ Keyboard	Songwrit ng	Graphic Scores	Keyboard 2	Japanese Music	Rondo & Rounds
<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>						
<ul style="list-style-type: none"> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>						
<ul style="list-style-type: none"> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> </ul>						
<ul style="list-style-type: none"> <li>• use and understand staff and other musical notations</li> </ul>						
<ul style="list-style-type: none"> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>						
<ul style="list-style-type: none"> <li>• develop an understanding of the history of music.</li> </ul>						

## Music Topic Coverage Grid - Year 7

The national curriculum for music aims to ensure that all pupils:

- 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.

National Curriculum Subject Content	Elements of Music	Reggae	Indian Raga	Variations	IT
▪ play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression					
▪ improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions					
▪ use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions					
▪ identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices					
▪ listen with increasing discrimination to a wide range of music from great composers and musicians					
▪ develop a deepening understanding of the music that they perform and to which they listen, and its history.					

## Music Topic Coverage Grid - Year 8

The national curriculum for music aims to ensure that all pupils:

- 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

National Curriculum Subject Content	Rhythm and Rests	12 Bar Blues	12 Tone	Film Music	IT
▪ play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression					
▪ improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions					
▪ use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions					
▪ identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices					
▪ listen with increasing discrimination to a wide range of music from great composers and musicians					
▪ develop a deepening understanding of the music that they perform and to which they listen, and its history.					