Eynesbury School - Music Curriculum National Curriculum Coverage Grid

| MUSIC | | YEAR 1 | | YEAR 2 | | | |
|---|-----|--------|-----|--------|-----|-----|--|
| | AUT | SPR | SUM | AUT | SPR | SUM | |
| use their voices expressively and creatively by singing | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| songs and speaking chants and rhymes | | | | | | | |
| play tuned and untuned 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. | | | | | | | |

In Spring Term, both KS1 classes will work together to create a music week, where pupils have the opportunity to listen to a range of high quality live music.

| MUSIC | YEAR 3 | | YEAR 4 | | | YEAR 5 | | | YEAR 6 | | | |
|--|--------|-----|--------|-----|-----|--------|-----|-----|--------|-----|-----|-----|
| | AUT | SPR | SUM | AUT | SPR | SUM | AUT | SPR | SUM | AUT | SPR | SUM |
| 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. | | | | | | | | | | | | |