

THE CURRICULUM IN YEAR 1/2

MUSIC

YEAR 1 OF THE TWO YEAR CYCLE

What could my classroom be made of?	
How do we live a healthy life?	
Where is our twin?	
How can we help?	Experiment with, create, select and combine sounds using the inter-related dimensions of music
What did Brunel do to help Great Britain?	
How are schools the same?	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music
How will we get around in the future?	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

YEAR 2 OF THE TWO YEAR CYCLE

What is my hat made of?	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Experiment with, create, select and combine sounds using the inter-related dimensions of music
Where is my school?	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
How do we move around?	
Who helps who?	
What changes around me?	
What am I?	
What do artists do?	
What grows near me?	
How could we play in different ways?	
What might I do in the future?	

THE CURRICULUM IN YEAR 3/4

MUSIC

YEAR 1 OF THE TWO YEAR CYCLE	
What is the difference between noise and sound?	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>
Why are more people becoming vegetarian?	
Why do we live here?	
What is creativity?	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>
What should we flush down the loo?	
Who has stood here before us?	
How can we switch off?	
Where does our water come from?	

YEAR 2 OF THE TWO YEAR CYCLE	
Where does the darkness come from?	
How can we find out about people from the past?	Develop an understanding of the history of music
What is underneath our feet?	
Why did people travel in the past?	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>
How can you feel the force?	
How do plants die?	
What is the difference between surviving and being healthy?	

Use and understand staff and other musical notations: to be taught discretely - not included within a specific enquiry

THE CURRICULUM IN YEAR 5/6

MUSIC

YEAR 1 OF THE TWO YEAR CYCLE	
How can science help the homeless?	
What does the Earth look like from the solar system?	
Where is our twin?	
How can we show what we believe in?	
Who is trading with whom?	
How are you helping to save the planet?	
What makes a good performance great?	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>

YEAR 2 OF THE TWO YEAR CYCLE	
How are lives saved?	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
How big is your footprint?	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>
How do we all live together?	
Linnaeus or Darwin – how are they connected?	
Where does our food really come from?	
Who were the great engineers?	
Why are shadows important?	

Use and understand staff and other musical notations: to be taught discretely - not included within a specific enquiry