

The Grove Music Curriculum – 2025



		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
End points		Substantive Knowledge						
To be able to play or sing in an ensemble or as solo.	- To be able to perform a practised piece to an audience - To play the correct notes on a pitched instrument. - To play a percussion instrument in time using the correct technique. - To sing in tune. - To perform from memory and from a written representation.	– Practise and perform a simple, nursery rhyme as a class. – To freely experiment with percussion instruments and know how to make a sound. – Enjoying singing with the class. – Sing well known tunes and nursery rhymes, from memory, as a group.	– Practise and perform a simple age appropriate song as a class. – Play percussion instruments with a growing amount of control. – Enjoy singing as a class and listen to what others are singing. – Sing well known songs from memory as a group.	– Practise and perform both songs and simple tunes including at least 3 notes on a tuned instrument as a small group. – To begin to play the recorder and play at least three notes correctly. – To play a steady beat. – Enjoy singing as a class. When sung simple notes they should sing them back with some accuracy. – Sing taught songs and sections of songs they have heard around them (E.g. on the TV or radio) from memory. – Perform as a group on the recorder from memory or with the letter names of the notes written down on the score.	– Practise and perform both songs and simple piece on the djembe drum as a group with some solo sections for more able pupils. – Create high and low sounds on the djembe drum. – Play a variety of rhythms and have a good understanding of the djembe drum. – Children should sing in tune a majority of the time and follow the instructions of an adult if a tuning correction is needed. – Sing from memory and perform simple drum rhythms from memory.	– Practise and perform songs and pieces with musicality including using dynamics appropriately. – Use instruments such as the glockenspiel to play simple tunes using five notes within the classroom. – Play a solid beat without changing tempo. – Children should sing in tune a majority of the time and follow the instructions of an adult if a tuning correction is needed. – Sing and perform songs from memory as a group or as a solo – Follow the music on a graphic score.	– Confidently perform songs and pieces with convincing dynamics. This should include a mixture of solo and group work. – Use instruments such as the glockenspiel to play simple tunes initially with music and then from memory. (Classroom Jazz 1) – Play a solid beat and maintain this when children are playing other parts. – Children should sing in tune a majority of the time and follow the instructions of an adult if a tuning correction is needed. – Sing and perform songs from memory as a group or as a solo – Create a graphic score for a single line of music and perform from it.	– Confidently lead and perform songs and pieces with convincing dynamics. This should include a mixture of solo and group work. – Use instruments such as the glockenspiel to play tunes with more complex rhythms with an appropriate style. (Classroom Jazz 2) – Children should select and maintain an appropriate tempo even in pieces with complex polyrhythms. – Children should sing in tune a majority of the time and follow the instructions of an adult if a tuning correction is needed. – Sing and perform songs from memory as a group or as a solo – Create a graphic score for a three part piece of music and perform from it. – Children should be able to identify all notes an octave above middle C and be able to play the corresponding correct note on a pitched percussion instrument.

To evaluate my own performance and that of others. Mini Music	• To critically analyse a performance and offer suggestions on what to improve. • To analyse a performance and find positive features in it. • To listen to and understand a range of live and high quality recorded music.	– Articulate if they like or dislike a section of music. – Articulate if they like or dislike a section of music. – All year groups, listen to a new piece of music weekly following the school's Mini Music Programme. This will include music from a wide variety of styles, cultures and musical periods.	– Describe why they do not like a section of music. – Describe why they like a piece of music. – All year groups, listen to a new piece of music weekly following the school's Mini Music Programme. This will include music from a wide variety of styles, cultures and musical periods.	– Describe why they do not like a section of music and what could be done differently. Eg, "I didn't like it because the trumpets were too loud, they could have been quieter." – Describe why they like a piece of music with growing detail. – All year groups, listen to a new piece of music weekly following the school's Mini Music Programme. This will include music from a wide variety of styles, cultures and musical periods.	– Begin to use technical language to describe what they did not like. (See interrelated dimension of music section) – Describe in specific detail which elements of the piece of music they liked using technical language. – All year groups, listen to a new piece of music weekly following the school's Mini Music Programme. This will include music from a wide variety of styles, cultures and musical periods.		– Critically analyse a piece of music and decide what needs improving using technical language. This should be more fact than opinion. Eg, "The tuba player is out of tune and there isn't a great range of dynamics." – Describe in specific detail which elements of the piece they like and compare and contrast this to pieces they have already listened to. – All year groups, listen to a new piece of music weekly following the school's Mini Music Programme. This will include music from a wide variety of styles, cultures and musical periods.	
To be able to improvise and compose in a range of styles.	• To able to improvise small sections of music. • To compose small sections of music	– Freely experiment with a range of percussion instruments.	– To use instruments to create an effect. Eg rain or something happy.	– Make an unaccompanied tune using the known notes on a recorder.	– Make an unaccompanied rhythm on the djembe drum and teach this to a friend. – To compose a simple rhythm on the Djembe drum that can be taught to a friend.	– When provided with appropriate notes, can improvise a simple pattern of notes on the glockenspiel over a backing track. – Compose a tune on a pitched percussion instrument for a set purpose (to represent a picture).	– When provided with appropriate notes, can improvise a 4 bar phrase over a backing track. – Compose a tune on a pitched percussion instrument over a given baking track.	– Improvise a rhythm and note pattern to be played over a backing track on a pitched percussion instrument. – Compose a two or three part piece (as a group if necessary) for a set purpose with or without a backing track.
To begin to read written music (staff) and other music notations.	• To use technology to compose music for a set purpose. • To identify and read the position of notes on a treble clef score. • To identify and read basic rhythms.			– Understand that notes on the recorder have names. – Understand that notes on the recorder have names. – Children should understand that notes have different lengths using the language of 'long' and 'short' notes.	– Teachers should use the correct language for note lengths during djembe drum lessons.	– Use Song Maker on Chrome Music Lab to create a story piece of music. – Children should identify middle c on a treble clef score. – Children should be able to identify B, A and G above middle C. – Children should be able to identify the symbol for crotchets and minims and be able to clap these rhythms over a pulse.	– Create a graphic score for a single line of music and perform from it. – Children should be able to identify all notes an octave above middle C. – Children should be able to identify the symbol for crotchets, minims, quavers and semi quavers and be able to clap these over a pulse.	– Create a graphic score for a three part piece of music and perform from it. – Children should be able to identify all notes an octave above middle C and be able to play the corresponding correct note on a pitched percussion instrument. – Children should be able to identify the symbol for crotchets, minims, quavers and semi quavers and be

								able to clap these over a pulse. They should also play these rhythms on an instrument.
To know the meaning of key music vocabulary and use these to describe a piece of music.	- To know the meaning of key terms in music. - It is important that teachers revisit all of the elements from the previous year groups. - To identify features of music and use the correct technical language to describe this.	- Children should know that music can be loud or quiet. - Children should listen to music and describe whether it is loud or quiet.	- Children should know music can be fast or slow. - Children should listen to music and know whether it is fast or slow.	- Children should know that there can be low notes and high notes. - Children should listen to a particular note and decide whether it is high or low.	- Learn the meaning of pulse, rhythm and dynamics. - Children should listen to a piece of music and describe the pulse, rhythm and dynamics.	- Learn the meaning of pitch and tempo. - Children should listen to a piece of music and describe the pitch and tempo.	- Learn the meaning of texture and structure. - Children should listen to a piece of music and describe the texture and structure	- Learn the meaning of timbre. - Children should listen to a piece of music and describe the timbre. (and all other elements from previous year groups.)
Develop aural skills.	- To listen to pieces of music and be able to clap back the rhythm. - To sing back sections of a song with growing accuracy. - To recreate an element of a song using an instrument.	- Children should be able to clap along to a song when the teacher is modelling this. - Children should attempt to sing back what the teacher has sung.	- Children should be able to clap along to a song in time, independently. - Children should sing back what has been sung with some note and word accuracy.	- Children should be able to clap three 'claps' with different rhythms accurately. - Children should be able to sing back what has been sung to them nearly correctly.	- Children should be able to clap back any rhythm accurately. - Children should be able to sing back what has been sung to them with the correct tempo and pitch. - Children should copy elements of a drum recording they have heard.	- Children should be able to clap a pulse in time without changing the tempo. - Children should hear something they like and include it in their music (Eg Dynamics).	Children should hear something they like and include it in their music (Eg Dynamics).	Children should listen to a specific piece of music and draw influence from it. Eg the raindrops in Chopin's Raindrop Prelude.
To develop an understanding of Music History.	- To understand there are different eras of music. - To know some of the great composers. - To understand the influences of particular pieces of music.	Debussy	Vivaldi – Four Seasons – Our Amazing Planet	Prokofiev – Peter and the wolf - Where the Wild Things Are	Mozart – Horn Concerto – Take a Step Back in Time	- Children should begin to understand that there were different periods in music where different styles were written. - Beethoven , Mozart and Elgar. – My Ideal World	- To know the names of the key eras in music. (Baroque, Classical, Romantic and 20th century) - Holst- planets (Space) and Saint Saens – Carnival of animals (Dreams or What an Adventure). - Listen to different music and describe what it is representing. (Planets or Saint Saens)	- To know what era key composers composed in. - Charles Mingus and Chopin – Raindrop Prelude – Antarctica Adventure - Look in depth at two pieces of music and learn about the influences behind them. (Chopin's Raindrop Prelude).