



Music Curriculum Rationale

Intent – what does the Music curriculum intend to do?

At our school we intend that children should master Music to such an extent that they can go on to have careers within music and make use of music effectively in their everyday lives. Our children will be taught Music in a way that ensures progression of skills, and follows a sequence to build on previous learning. They will gain experience and skills of a wide range of dimensions of music in a way that will enhance their learning opportunities, enabling them to use music in a wide variety of contexts, ensuring they make progress.

Implementation – how is the curriculum implemented?

We follow a broad and balanced Music curriculum that builds on previous learning and provides both support and challenge for learners. We follow a Music scheme (Kapow Music) that ensures progression of skills and covers all aspects of the Music curriculum. We are also employing a music specialist to provide whole-class ukulele lessons to all KS2 children for at least one term. All classes will have a scheduled Music lesson each week and all children take part in weekly singing assemblies, and class and whole-school productions and performances. We want to ensure that Music is embedded in our whole school curriculum and that opportunities for enhancing learning by using music are always taken.

Impact – what progress will children make?

Our children enjoy and value Music and know why they are doing things, not just how. Children will understand and appreciate the value of music in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities. Progress in Music is demonstrated through regularly reviewing and scrutinising children's work, in accordance with our Music assessment policy to ensure that progression of skills is taking place, namely through:

- Looking at pupils' work, especially over time as they gain skills and knowledge
- Observing how they perform in lessons
- Talking to them about what they know



The Music curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, and sharing their work with others. Progress will be shown through outcomes and through the important record of the process leading to them.



Music National Curriculum Coverage

Early Years Foundation Stage
Expressive Arts and Design: Being Imaginative and Expressive
Sing a range of well-known nursery rhymes and songs.
Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
General Aims for KS1 and KS2
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.



KS1 Aims
Pupils should be taught to:
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.

KS2 Aims
Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
Pupils should be taught to:
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.



Music Curriculum/Skills Progression Map

Key Stage	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reception	Celebration Music Lesson 1: Diwali music Lesson 2: Hanukkah music Lesson 3: Kwanzaa music Lesson 4: Traditional Christmas music Lesson 5: Christmas action songs Key knowledge:	Celebration Music All lessons focus on learning Christmas music from around the world and practising traditional Christmas songs in preparation for the school Nativity play and Christmas church services. Key knowledge: To understand that different traditional songs are sung at different times of the year. To understand the importance of	Exploring Sound Lesson 1: Vocal sounds Lesson 2: Body sounds Lesson 3: Instrumental sounds Lesson 4: Environmental sounds Lesson 5: Nature sounds Key knowledge: To understand how to listen carefully and talk about what I hear. To know that sounds can be copied by my	Music and Movement Lesson 1: Action songs Lesson 2: Finding the beat Lesson 3: Exploring tempo Lesson 4: Exploring tempo and pitch through dance Lesson 5: Music and movement performance Key knowledge:	Big Band Lesson 1: What makes an instrument? Lesson 2: Introduction to orchestra Lesson 3: Follow the beat Lesson 4: Tuned and untuned instruments Lesson 5: Big band performance Key knowledge: To know that an orchestra is a big	Musical Stories Lesson 1: Moving to music Lesson 2: Using instruments to represent characters Lesson 3: Storytelling with actions Lesson 4: Using instruments to represent actions Lesson 5: Musical story composition



	To know that there are special songs we can sing to celebrate events. To understand that my voice or an instrument can match an action in a song. To know that moving to music can be part of a celebration. To recognise that different sounds can be long or short. To recognise music that is 'fast' or 'slow'.	ensemble singing at times of celebration. To learn and perform a variety of traditional and modern Christmas songs.	voice, body percussion and instruments. To understand that instruments can be played loudly or softly. To know that music often has more than one instrument being played at a time.	To know that the beat is the steady pulse of a song. To know that tempo is the speed of the music. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. To know that signals can tell us when to start or stop playing.	group of people playing a variety of instruments together. To know that music often has more than one instrument being played at a time.	Lesson 6: Musical story performance Key knowledge: To understand that a piece of music can tell a story with sounds. To understand that performing means playing a finished piece of music for an audience.
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KS1 Cycle A (2022-2023 and every other year thereafter)	Pulse and Rhythm ‘All About Me’ Lesson 1: Pulse and rhythm: My favourite things Lesson 2: Pulse and rhythm: You've got a friend Lesson 3: Pulse and rhythm: Dance, dance, dance Lesson 4: Pulse and rhythm: Happy Lesson 5: Pulse and rhythm: Practice makes perfect Key knowledge:	Classical music, dynamics and tempo ‘Animals’ Lesson 1: Classical music, dynamics and tempo: Percussive animals Lesson 2: Classical music, dynamics and tempo: Singing animals Lesson 3: Classical music, dynamics and tempo: Performing animals Lesson 4: Classical music, dynamics and tempo: Composing animals Lesson 5: Classical music, dynamics and tempo: The story of the lion	Pitch and Tempo ‘Superheroes’ Lesson 1: Pitch and tempo: High fliers Lesson 2: Pitch and tempo: Pitch patterns Lesson 3: Pitch and tempo: Faster than a speeding bullet Lesson 4: Pitch and tempo: Superhero theme tune Lesson 5: Pitch and tempo: Final performance Key knowledge: To understand that tempo can be used to represent mood or help tell a story. To understand that 'tuned' instruments	Musical Me Lesson 1: Once a man fell in a well Lesson 2: Dynamics and timbre Lesson 3: Melody Lesson 4: My own melody Lesson 5: Group composition Key knowledge:	On This Island: British songs and sounds Lesson 1: British seaside sounds Lesson 2: Countryside sounds Lesson 3: Sounds of the city Lesson 4: Structured soundscape Lesson 5: Journey through Britain Key knowledge:	Orchestral Instruments ‘Traditional Western stories’ Lesson 1: Once a man fell in a well Lesson 2: Dynamics and timbre Lesson 3: Melody Lesson 4: My own melody Lesson 5: Group composition Key knowledge:
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	To know that rhythm means a pattern of long and short notes. To know that pulse is the regular beat that goes through music. To understand that the pulse of music can get faster or slower. To know that a piece of music can have more than one section, e.g. a versed and a chorus.	Key knowledge: To understand that sounds can be adapted to change their mood, e.g. through dynamics or tempo. To know that sounds can help tell a story. To know that tempo is the speed of the music. To know that dynamics means how loud or soft a sound is.	play more than one pitch of notes. To know that following a leader when we perform helps everyone play together accurately			
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KS1 Cycle B (2023-2043 and every other year thereafter)	Musical Vocabulary	Timbre and Rhythmic Patterns	African call-and-response songs	Vocal and Body Sounds	Dynamics, timbre, tempo and motifs	Myths and Legends
	'Under the Sea'	'Fairy tales'	'Animals'	'By the Sea'	'Space'	
	Lesson 1: Pulse and tempo: Dive into danger!	Lesson 1: Classical music, dynamics and tempo: Percussive animals	Lesson 1: Going on safari	Key knowledge:	Lesson 1: Space soundtrack	Lesson 1: Rhythm and structure
	Lesson 2: Dynamics and timbre: Underwater world	Lesson 2: Classical music, dynamics and tempo: Singing animals	Lesson 2: Rhythmic safari	Lesson 1: The sea: Vocal and body sounds	Lesson 2: Listening to space	Lesson 2: Structured graphic score
	Lesson 3: Pitch and rhythm: Underwater world	Lesson 3: Classical music, dynamics and tempo: Performing animals	Lesson 3: The safari call	Lesson 2: Vocal and body sounds: Embodying the sea	Lesson 3: Comparing planets	Lesson 3: Layered graphic score
	Lesson 4: Texture and structure: Coral reef	Lesson 4: Classical music, dynamics and tempo: Composing animals	Lesson 4: The safari response	Lesson 3: Vocal and body sounds: Musical treasure hunt	Lesson 4: Planet motif	Lesson 4: Compose with structure
	Lesson 5: Musical vocabulary	Lesson 5: Classical music, dynamics and tempo: The story of the lion.	Lesson 5: The safari event	Lesson 4: Vocal and body sounds: Seaside story	Lesson 5: Journey to space	Lesson 5: Rehearse and perform
	Key knowledge:		Key knowledge:	Lesson 5: Vocal and body sounds: Seaside soundscape	Key knowledge:	Key knowledge:
	To understand that pitch means		To know that dynamics can change the effect a sound has on the audience.	To know that dynamics can change how someone	To know that a 'soundscape' is a landscape created using only sounds.	I know that a graphic score can show a picture of the structure of music.
			To know that the long and short sounds of a spoken phrase can be		To know that a composer is someone who	To know that a graphic score can show a picture of the layers, or



	how high or low a note sounds. To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch. To know that music has layers called 'texture'.	Key knowledge: To know that an instrument or rhythm pattern can represent a character in a story. To know that my voice can create different timbres to help tell a story. To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.	represented by a rhythm. To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song. To understand that the tempo of a musical phrase can be changed to achieve a different effect. To understand that an instrument can be matched to an animal noise based on its timbre.	listening feels about music. To know that your voice can be used as a musical instrument. To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees. To understand that music can be represented by pictures or symbols. Lesson 1: The sea: Vocal and body sounds Lesson 2: Vocal and body sounds: Embodying the sea Lesson 3: Vocal and body sounds:	creates music and writes it down. To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music	'texture', of a piece of music. To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.



				Musical treasure hunt Lesson 4: Vocal and body sounds: Seaside story Lesson 5: Vocal and body sounds: Seaside soundscape Key knowledge:		
KS2 Cycle A (2022-2023)	Balads Lesson 1: What is a ballad? Lesson 2: Performing a ballad Lesson 3: The story behind the song Lesson 4: Writing lyrics	Creating compositions in response to an animation ‘Mountains’ Lesson 1: Telling stories through music Lesson 2: Creating a soundscape Lesson 3: Story sound effects	Pentatonic melodies and composition ‘Chinese New Year Lesson 1: Dragon dance Lesson 2: Pentatonic scale Lesson 3: Letter notation Lesson 4: Enter the dragon	Developing singing technique ‘Vikings’ Lesson 1: Here come the Vikings! Lesson 2: Sing like a Viking Lesson 3: Viking notation Lesson 4: Viking battle song	Jazz Lesson 1: Ragtime Lesson 2: Dixieland Lesson 3: Scat singing Lesson 4: Jazz motifs Lesson 5: Swung rhythms Key knowledge:	Traditional instruments and improvisation ‘India’ Lesson 1: Introducing traditional Indian music and instruments Lesson 2: Indian music: Playing a rag



	Lesson 5: Singing my ballad Key knowledge: To know that a ballad tells a story through song. To know that lyrics are the words of a song. To know that in a ballad, a 'stanza' is a verse.	Lesson 4: Adding rhythm Lesson 5: Musical mountain Key knowledge: To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that to perform well, it is important to listen to the other members of your ensemble.	Lesson 5: Final performance Key knowledge: To know that the word 'crescendo' means a sound getting gradually louder. To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.	Lesson 5: Perform like a Viking Key knowledge: To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that different notes have different durations, and that crotchets are worth one whole beat. To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To understand that 'syncopation' means a rhythm that is played off the natural beat. To know that Ragtime is piano music that uses syncopation and a fast tempo. To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. To know that 'scat singing' is using made-up words to create the sound of an instrument playing.	Lesson 3: Indian music: Adding a drone Lesson 4: Indian music: Introducing the tal Lesson 5: Indian music: Performing Anile vaa Key knowledge: To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.
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				To know that written music tells you how long to play a note for.		To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar' To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.
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KS2 Cycle B (2023-2024)	Body and tuned percussion ‘Rainsforests’ Lesson 1: Pitter patter raindrops Lesson 2: Rainforest body percussion Lesson 3: The rhythm of the forest floor Lesson 4: The loopy rainforest Lesson 5: Sounds of the rainforest Key knowledge: To know that deciding the structure of music when composing can help us create interesting music	Rock ‘n’ Roll Lesson 1: Hand jive Lesson 2: Rock around the clock Lesson 3: Walking bass line Lesson 4: Performing the bass Lesson 5: Rock and Roll performance Key knowledge: To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. To know that a bass line is the lowest pitch line of notes in a piece	Changes in pitch, tempo and dynamics ‘Rivers’ Lesson 1: The singing river Lesson 2: The listening river Lesson 3: The repeating river Lesson 4: The percussive river Lesson 5: The performing river Key knowledge: To know that when you sing without accompaniment it is called 'A Capella'. To understand that harmony means playing two notes at the same time, which	Haiku, music and performance ‘The Hanami Festival’ Lesson 1: Describing blossom Lesson 2: Sounds of blossom Lesson 3: Blossom haiku Lesson 4: Haiku melodies Lesson 5: Haiku performance Key knowledge: To know that a glissando in music means a sliding effect played on instruments or made by your voice.	Samba and carnival sounds and instruments ‘South America’ Lesson 1: Introduction to Samba Lesson 2: Pulse and rhythm Lesson 3: Samba rhythms Lesson 4: Composing a break Lesson 5: Samba performance Key knowledge: To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.	Adapting and transposing motifs ‘Romans’ Lesson 1: Here come the Romans Lesson 2: Musical motifs Lesson 3: Motifs and mosaics Lesson 4: Motif development Lesson 5: Combine and perform Key knowledge: To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth



	with contrasting sections.	of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.	usually sound good together.	To know that expressive language (like a poem) can be used as inspiration for composing music.	To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.	symphony (dah dah dah dum!).
	To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.	To know that playing in time means all performers playing together at the same speed.	An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.	To understand that both instruments and voices can create audio effects that describe something you can see.	To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.	To know that 'transposing' a melody means changing its key, making it higher or lower pitched.
	To know that a 'loop' in music is a repeated melody or rhythm.	To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.	To know that 'performance directions' are words added to music notation to tell the performers how to play.	To know that grouping instruments according to their timbre can create contrasting 'textures' in music.		To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.
	To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.					



KS2 Cycle C (2024-2025)	Composition notation 'Ancient Egypt' Lesson 1: Here come the Egyptians (free lesson) Lesson 2: Hieroglyphic score Lesson 3: Play like an Egyptian Lesson 4: Pitch pyramids Lesson 5: Egyptian farewell Key knowledge: To know that simple pictures can be used to represent the structure	Blues Key knowledge: Lesson 1: History of the Blues Lesson 2: Playing a chord Lesson 3: The 12-bar Blues Lesson 4: Blues scale Lesson 5: Improvisation and the Blues Key knowledge: To understand that a chord is the layering of several pitches played at the same time. To know that 12-bar Blues is a sequence of 12 bars of music,	South and West African music Lesson 1: 'Shosholozza' a cappella Lesson 2: Playing 'Shosholozza' Lesson 3: The 'Shosholozza' show Lesson 4: Drumming away to Africa Lesson 5: Make a break in Africa Key knowledge: To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. To know that 'The Click Song' is a traditional song sung	Composition to represent the festival of colour Lesson 1: Hearing colours Lesson 2: Picturing music Lesson 3: Vocal composition Lesson 4: Colour composition Lesson 5: Performing in colour Key knowledge: To know that a vocal composition is a piece of music created only using voices. To understand that varying effects can be created using only your voice, for	Looping and remixing Lesson 1: Body percussions loops Lesson 2: Mixing loops Lesson 3: Learning the original Lesson 4: Looping fragments Lesson 5: Remix Key knowledge: To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. To know that a loop is a repeated rhythm	Musical theatre Lesson 1: What is musical theatre? Lesson 2: Character or action song Lesson 3: Create your own musical Lesson 4: Rehearsing my musical Lesson 5: Performing my musical Key knowledge: To understand that musical theatre includes both character and action songs, which explain what is going on and



	(organisation) of music. To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. To know that simple pictures can be used to represent the structure (organisation) of music.	made up of three different chords. To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.	in the Xhosa language and is believed to bring good luck at weddings. To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once. To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.	example by changing the pitch, dynamic or tempo of the sounds made. To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. To know that a vocal composition is a piece of music created only using voices.	or melody, and is another word for ostinato. To know that remix is music that has been changed, usually so it is suitable for dancing to. To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.	how characters feel. To know that choreography means the organisation of steps or moves in a dance. To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action



KS2 Cycle D (2025-2026)	Advanced rhythms Lesson 1: Try Kodaly Lesson 2: Getting into the groove Lesson 3: Clapping music Lesson 4: Composing crews Lesson 5: Let's notate Key knowledge: To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on	Dynamics, pitch and texture 'Coast – Fingal's Cave' Lesson 1: Exploring Fingal's Cave Lesson 2: Making waves: Pitch and dynamics Lesson 3: Making waves: Texture Lesson 4: Group compositions Lesson 5: We are waves Key knowledge: To know that the conductor beats time to help the performers work well together. To understand that improvisation means	Song of World War II Lesson 1: Singing for victory Lesson 2: The White Cliffs of Dover Lesson 3: Pitch up Lesson 4: Harmonise Lesson 5: Let's notate Key knowledge: To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. To know that the Solfa syllables represent the pitches in an octave. To know that a counter-melody is different to harmony because it uses a	Film music Lesson 1: Soundtracks Lesson 2: Scenes and sounds Lesson 3: Following the score Lesson 4: Composing for film Lesson 5: The soundtrack Key knowledge: To know that a film soundtrack includes the background music and any songs in a film. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.	Theme and variations 'Pop art' Lesson 1: Pop Art and music Lesson 2: The Young Person's Guide to the Orchestra Lesson 3: Learning the theme Lesson 4: Exploring rhythms Lesson 5: Picturing Pop Art Key knowledge: To know that a 'theme' is a main melody in a piece of music. To know that 'variations' in music are when a main	Composing and performing a leavers' song Lesson 1: A single year Lesson 2: Writing chorus lyrics Lesson 3: Writing verse lyrics Lesson 4: Backing track Lesson 5: Creating a melody Lesson 6: The final piece Key knowledge: To know that a chord progression is a sequence of chords that repeats throughout a song.



	the special lines called 'staves'. To know that Steve Reich is a composer who wrote the minimalist piece 'Clapping Music' in 1972. To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To know that a quaver is worth half a beat.	making up music 'on the spot' To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.	different rhythm as well as complementary notes	To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.	melody is changed in some way throughout the piece. To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.	To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals.