



Curriculum Music- Whole School 2025 - 2027





Curriculum Music- Intent

Intent:

At Victoria Road we want to provide opportunities for our children to develop their own appreciation of music including music from other cultures and times. We want our music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement so that everyone has the opportunity to enjoy music through singing, making their own music (using tuned and untuned instruments) and through listening to music. We want all children to have the opportunity to learn to play a musical instrument and compose their own pieces using the interrelated dimensions of music. We strive to ensure all children have the opportunity to perform to an audience both in school and to the wider community through local network activities.



Curriculum Music- Implementation

Implementation

Using the Charanga musical school platform, a steady progression plan has been built into our music curriculum across the school, ensuring consistent musical development. Our curriculum includes examples of musical styles and genres from different times and places. Our approach is, participatory and inclusive. Children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play instruments effectively to create and express their own and others' music. Through a range of whole class and group activities children have opportunities to explore sounds, actively listen, compose and perform.

Our curriculum ensures children have the opportunities to play a range of instruments, both tuned and untuned, with our Year 4 children learning to play a string instrument.

To build upon the pupil's cultural capital and to inspire our children to want to become composers and musicians themselves, each year group has a Top 2%er Composer. These were specifically chosen to show diversity, from both modern day and the past. Weekly music assemblies enable the children to listen and reflect upon the impact that music has on them and helps them to build a body of knowledge about their composers through recall activities.



Curriculum Music- Impact

Impact

As a result of our inclusive active curriculum children sing enthusiastically and are skilled at listening to music and giving personal responses. They are able to identify the work of our school composers, both past and present as well as the musical artists they have studied. Children are more confident performers who have a developing understanding of music from other cultures and how music can impact positively on mental health and wellbeing. Children can discuss a piece of music and how this was created including the interrelated dimensions of music.



Curriculum

Music Rationale EYFS and KS1



EYFS	By the end of reception children will have built up a repertoire of songs they have learnt by memory. They will be able to explore the different sounds that can be made using different instruments. They will also be able to sing, make music and experiment with changing this.
Year 1	In year 1 children will continue to build a repertoire of songs which they will be able to sing with confidence. This will include exploring music from another culture. They will also build on exploring sounds in EYFS and will be able to recognise the sounds made by instruments they have played. In year 1 children will be introduced to pulse and rhythm. Children should know that music has a steady pulse, like a heartbeat and that we can create rhythms from words, including our names colours and animals. Children will have had the opportunity to explore these in different styles of music. Children will begin to play instruments, naming the notes they have used (C, D and E). By the end of year 1, children will understand that improvisation is about making up your own tunes and that anyone can improvise. They will also understand that composing is like writing a story with music and performing is sharing music with other people (an audience).
Year 2	Building on knowledge of songs in year 1, children will begin to understand the structure of these, with a particular focus on the chorus. Children will continue to explore songs from other cultures, focusing on celebrating musical differences around the world. They will also begin to understand that songs have a musical style. Throughout year 2, children will continue to explore pulse and rhythm, looking at how these are different. When singing and playing instruments children will begin to explore high and low sounds (pitch). By the end of year 2, children will be able to confidently sing songs they know. They will understand unison is everyone signing together and songs can include different ways of using your voice e.g. rapping. Children will also start to think about why we need to warm up our voices. As in year 1, children will be able to play instruments naming the notes they have used (C, D, F and G) they will also be able to name untuned percussion instruments played in class.



Curriculum Music Rationale LKS2

Year 3

In year 3 children, will not only be able to sing songs but they will begin to explore the artist who wrote/sang them as well as being able to identify the style of music they are listening to. Children will build on knowledge of how a song is made up from year 2 and will be able to discuss this deeper in relation to the introduction, verse and the chorus. When looking at the inter related dimension of music, children will be able to discuss how pitch, rhythm and pulse work together to make up a song. They will also begin to explore texture, dynamics and tempo. When singing, children will know and be able to talk about: what the role of a conductor/leader is, how songs can make people feel different things and the importance of listening to each other when singing as part of an ensemble/large group. By the end of year 3, children will be able to talk about the instruments they have used and will continue to talk about the notes they have used (G,A,B).

Year 4

When listening to music, Children will be able to talk about: style indicators of that song, the lyrics and the musical dimensions used and where they are used (texture, dynamics, tempo, rhythm and pitch). Building on from year 3, children will continue to explore how pitch, rhythm and pulse work together. Children will be able to explain what these are. When signing, children will understand how a solo singer makes a thinner texture than a large group. When playing, Children will not only be able to discuss the instruments they have used, they will be able to discuss instruments that may be used in a band/orchestra. In year 4, children will continue to play a range of instruments, identifying the notes they have used.



Curriculum Music Rationale UKS2

Year 5

In year 5, children will know a range of songs from memory, they will be able to discuss who sang/wrote the songs and also when they were written and why. Children will begin to explore the historical context of songs, considering what else was going on at the time the songs were written. Children will be able to discuss how pulse, rhythm, pitch, tempo, dynamics and texture as well as the structure of a song work together and how they connect within a song. When singing, children will be able to choose a song and discuss: its main features, different vocals (lead, solo, backing, rapping etc) and what the song is about. When playing and composing, children will be able to talk about: the different ways of writing music down (staff notation/symbols) and the C,D,E,F,G,A,B on the treble starve.

Year 6

In year 6, Children will be able to discuss any musical dimension featured in a song and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre). Children will be able to understand that everyone has a musical identify and will compose their own music inspired by this. Using their knowledge of style, children will perform songs representing feeling and context to their audience. As in year 5, children will continue to play and compose music with a deeper understanding of written music.



Curriculum Map

Whole School 2025 - 26

	Autumn	Spring	Summer
EYFS	Me My Stories	Everyone Our World	Big Bear Funk Reflect, Rewind & Replay
Year 1/2	My Musical Heartbeat Dance, Sing & Play	Exploring Sounds Learning to Listen	Having Fun with Improvisation Let's Perform Together!
Year 3/4	Musical Structures Exploring Feelings When You Play	Compose with Your Friends Feelings Through Music	Expression & Improvisation The Show Must Go On!
Year 4	Brass Instruments Provided by Love Music Trust		
Year 5	Melody & Harmony in Music Sing & Play in Different Styles	Composing & Chords Enjoying Musical Styles	Freedom to Improvise Battle of the Bands!
Year 6	Music & Technology Developing Ensemble Skills	Creative Composition Musical Styles Connect Us	Improvising with Confidence Farwell Tour



Curriculum Map

Whole School 2026 - 27

	Autumn	Spring	Summer
EYFS	Me My Stories	Everyone Our World	Big Bear Funk Reflect, Rewind & Replay
Year 1/2	Pulse, Rhythm & Pitch Playing in an Orchestra	Inventing a Musical Story Recognising Different Sounds	Exploring Improvisation Our Big Concert
Year 3/4	Writing Music Down Playing in a Band	Compose Using Your Imagination More Musical Styles	Enjoying Improvisation Opening Night
Year 4	Brass Instruments Provided by Love Music Trust		
Year 5	Melody & Harmony in Music Sing & Play in Different Styles	Composing & Chords Enjoying Musical Styles	Freedom to Improvise Battle of the Bands!
Year 6	Music & Technology Developing Ensemble Skills	Creative Composition Musical Styles Connect Us	Improvising with Confidence Farwell Tour



Curriculum Map End points - EYFS

Listening and appraising	Singing	composition	Performing	Musicianship
<p>I know how to respond to music through action and through the expression of thoughts and feelings.</p>	<p>I can enjoy my voice and enjoy making sounds, I can join in with nursery songs and rhymes, some of which are from memory. I can also sing in a group or on my own.</p>	<p>I can choose sounds from my voice or my instrument which match a given brief, for example winter songs, happy songs, sad songs etc.</p>	<p>I can copy a simple body percussion pattern. I know how to make sounds with a range of objects and instruments. I am beginning to play untuned percussion instruments with some expression.</p>	<p>I know that music is made up of instruments and voices playing sounds together in lots of different ways.</p>
<ul style="list-style-type: none"> • I know when music sounds sad and when music sounds happy. • I know how to move with expression in a way that mimics the music (either through pitch, dynamic or tempo). • I know the difference between a loud sound and a quiet sound. • I know the difference between a high sound and a low sound. 	<ul style="list-style-type: none"> • I know how to sing songs with a range pitches. • I know how to pitch match. • I know how to imitate a simple melody. • I know how to recognise learnt songs. • I know how to keep a steady beat when singing with others. 	<ul style="list-style-type: none"> • I know how choose an instrument or vocal sound to go with a chosen mood, for example; a drum for angry, a chime bar for happy, a bell for excited. • I know how to play loud or soft to show extremes of the given stimulus. For example, very angry - very loud, very soft - very calm. 	<ul style="list-style-type: none"> • I know how to make a range of sounds with my body. • I know how to copy actions. • I know how to play along with the beat. • I know how to classify or group instruments based on how they are played (tapping, scrapping and shaking). • I can start and stop my music. • I can imitate some dynamics and tempo. 	<p>I know that music can be loud and quiet.</p> <p>I know that music can be fast and slow.</p>



Curriculum Map End points - Year 1

Listening and appraising	Singing	composition	Performing	Musicianship
<p>I can listen carefully to music from lots of different cultures and traditions. I can identify at least some instruments from groups like orchestras or bands and use appropriate adjectives to describe how a piece of music sounds or makes me feel.</p>	<p>I am happy to sing, sometimes from melody, in a group. I can sing loud and quiet and high and low with confidence, knowing that I am in time with the beat and performing accurate</p>	<p>I can participate in a group composition using instruments or voice knowing when to start and stop and how to play my instrument or use my voice.</p>	<p>I can play, sometimes from memory, in a group. knowing that I can play in time with the beat and perform repeated rhythms accurately.</p>	<p>I know the difference between pulse and beat and can describe these differences clearly.</p>
<ul style="list-style-type: none"> • I can identify sounds in the local school environment. • I can name high, medium and low sounds when listening. • I can use a more developed vocabulary to describe the mood of music (Angry, calm, smooth etc.). 	<ul style="list-style-type: none"> • I can sing in unison. • I can sing with varying dynamics and tempo when asked. • I can respond to simple visual directions 	<ul style="list-style-type: none"> • I can give an opinion and choose which instruments or sounds should be chosen to go with a given stimulus. • I can play my instrument or use my voice with the correct technique at the correct time on my own or within a group. • I can play my instrument or use my voice at the correct dynamic chosen by me or my group or my class. 	<ul style="list-style-type: none"> • I can perform short copycat rhythm patterns accurately. • I can perform short repeating rhythm patterns (Ostinati) while keeping in time with a steady beat 	<ul style="list-style-type: none"> • I know that the pulse is steady and doesn't change. • I know that rhythms are made of short and long notes in a certain order.



Curriculum Map

End points - Year 2

Listening and appraising	Singing	composition	Performing	Musicianship
<p>I can distinguish between different types of ensembles and recognise timbres of specific instruments.</p> <p>I can give an opinion on the sounds of these instruments with an appropriate adjective.</p>	<p>I can confidently sing songs with different pitches.</p> <p>I can sing a range of dynamics.</p>	<p>I can create graphic scores which show some or all of changes in pitch, dynamics, tempo. The graphic scores will also show some elements or longer and shorter sounds.</p>	<p>I can play untuned instruments musically. I can play my untuned instrument with varied tempo and dynamics.</p>	<p>I know how to write my own graphic score and can follow another person's graphic score, playing the pitch, tempo and dynamics accurately.</p>
<ul style="list-style-type: none"> I can recognise the difference between some ensembles such as choirs orchestras, bands and popular solo artists. I know the difference between live and record music and can recognise when technology has been used in creating the music. I can talk about my favourite instrument or genre of music talking about features such as the timbre of how it makes them feel. 	<ul style="list-style-type: none"> I can sing with a growing range of dynamics. I can follow the music or singing leader in order to produce the correct dynamic. 	<ul style="list-style-type: none"> I can create a graphic score which shows changes in pitch. I can create a graphic score which shows changes in dynamic. I can create a graphic score that shows changes in tempo. I can create a graphic score that shows different lengths of notes or sounds. 	<ul style="list-style-type: none"> I can play short and long notes from a form of graphic notation or from physical direction from the ensemble leader. I can play loud and quiet and high and low with confidence. 	<ul style="list-style-type: none"> I know that the word pitch is used to describe high and low. I know that dynamic is used to describe the volume of the music. I know that tempo is used to describe the speed of the music.



Curriculum Map

End points - Year 3

Listening and appraising	Singing	composition	Performing	Musicianship
<p>I can recognise a growing number of orchestral instruments including the orchestral family which they are from.</p> <p>I can recognise when music may be from a different culture or time in history.</p>	<p>I can accurately sing a piece with 2 parts or more to a live audience.</p>	<p>I can write short compositions using 3 or more varieties of pitch and different note lengths.</p>	<p>I know how to play 3 notes on tuned percussion instruments. I can read and perform from graphic notation and I can perform a 2 part song in a round.</p>	<p>I know how to recognise simple elements of a widely used form of notation such as standard western notation of tablature.</p>
<ul style="list-style-type: none"> I can recognise the timbres of at least one different instrument of each section in the orchestra. I know the four sections of the orchestra. I know that classical music has a long history. I can recognise when music sounds like it is from another culture and give at least one reason why the music sounds different from their own culture. 	<ul style="list-style-type: none"> I can sing my part in time and at pitch whilst also keeping in time with another part. I can listen to other children singing the same part and keep in time with them. I can watch and listen to the singing leader in order to keep in time. 	<ul style="list-style-type: none"> I can choose and notate 3 or more pitches using standard notation, tablature or another form of notation using a tuned instrument, technology or my voice. I can compose a short tune using 2 or 3 different note lengths for example crotchet, minims and semibreves using a tuned instrument, technology or my voice. 	<ul style="list-style-type: none"> I know where at least 3 notes are on my instrument. I know how to make a range of notes on my instrument, I know how to follow the structure of a song. I know how to listen to other parts. I know how to follow the ensemble leader. 	<ul style="list-style-type: none"> I know how to recognise 3 notes using notation I know how to relate the name of a note to the position or technique on an instrument. I know how to recognise 1, 2 and half beat rhythms using a form of notation. I know that different words can represent different rhythms, e.g. tea, coffe, shh etc. To know that harmony means two or more separate sounds that compliment each other. To know that the word timbre is used to describe the sound of an instrument.



Curriculum Map

End points - Year 4

Listening and appraising	Singing	composition	Performing	Musicianship
<p>I can describe how a piece of music uses elements such as pitch, dynamics, instrumentation, texture, rhythm.</p>	<p>I can sing songs with more complex rhythms and/or melodies in English or other languages.</p>	<p>I can compose a longer piece of music using a tuned instrument, my voice or technology which uses five notes or more. I have used variants in pitch, note length, dynamics and specific tempi (speed).</p>	<p>I can perform 5 notes on my tuned instrument and perform a song in 2 parts in harmony, in time and on a tuned instrument.</p>	<p>I know how to read a score to perform a piece of music on an instrument or with my voice.</p>
<ul style="list-style-type: none"> • I can describe how a piece of music has used varying pitch. • I can describe how a piece of music has used varying dynamics. • I can describe how a piece of music has used varying textures. • I can talk about the instrumentation used. • I can say whether I think the rhythms are complex or simple. 	<ul style="list-style-type: none"> • I can sing my part with accurate dynamics, reacting to the instructions of the music or the singing leader. • I can show good singing technique including breathing and posture. 	<ul style="list-style-type: none"> • I can choose and notate 5 or more pitches using standard notation, tablature or another form of notation using a tuned instrument, technology or my voice. • I can compose a short tune using 4 or 5 different note lengths including quavers and rests using a tuned instrument, technology or my voice. • I can indicate what speed the music should be played at and whether this changes 	<ul style="list-style-type: none"> • I know how to read simple notation and / or tablature (drum or guitar). • I know how to access and play a wider range of notes on my instrument. 	<ul style="list-style-type: none"> • I know that F means loud and P means quiet in music. • I can recognise a tempo marking on the music and play it accordingly (e.g. presto means fast). • To know that harmony means two or more separate sounds that compliment each other. • I know that thin and thick textures describes how many parts are used in a composition.



Curriculum Map End points - Year 5

Listening and appraising	Singing	composition	Performing	Musicianship
<p>I can show a developing awareness of music around me and start to recognise the style or genre of the music.</p>	<p>I can confidently sing music in a range of styles showing leadership skills within singing warm ups or part singing.</p>	<p>I can compose a longer piece of music using a tuned instrument, my voice or technology which uses 8 notes or more or 3 chords or more. I have used variants in pitch, note length, dynamics and specific tempi (speed).</p>	<p>I know how to play between 5 and 8 notes on an instruments. Or 3-5 chords.</p>	<p>I know how to read notation up to an octave and I can use this knowledge to write a composition.</p>
<ul style="list-style-type: none"> I can recognise that a piece of music may be from a particular genre and name a reason why that might be. For example: Jazz - improvised solos, swung or syncopated rhythms. Pop - repetitive, verse/chorus structure, memorable melodies. Hip hop - often uses rap, soulful. 	<ul style="list-style-type: none"> I can sing lyrics in English or other languages with correct techniques resulting in clear pronunciation. I can lead and take part in a range of singing warm ups and talk about what area of singing the warm ups help with. I can be a leader or stronger member of a small group. 	<ul style="list-style-type: none"> I can choose and notate 8 or more pitches or 3 or more chords using standard notation, tablature or another form of notation using a tuned instrument, technology or my voice. I can use use the note length variations used in year 3 and 4 in my composition. I can apply the written tempi (speed) and dynamic knowledge learnt in year 4 and apply this to my composition. 	<ul style="list-style-type: none"> I can recognise 5-8 notes or 3-5 chords based upon an appropriate format of notation. I can play short pieces of music which use the majority of the notes or chords used. I can play in time with the rest of the ensemble. 	<ul style="list-style-type: none"> To know that Major and minor chords are used to evoke different emotions in music. To know that Major and minor scales are used to evoke different emotions in music. To know the formal note names of crotchets, minims, quavers and rests.



Curriculum Map

End points - Year 6

Listening and appraising	Singing	composition	Performing	Musicianship
<p>I can listen to and recognise music from a range of periods and cultures giving an opinion based upon my own experiences and knowledge of music commenting on the interrelated dimensions of music (the elements of music), the historical, social and cultural contexts.</p>	<p>I can change my voice to reflect mood and style and I can sing songs from a variety of times and places with accuracy and sensitivity to the genre of music.</p>	<p>I can compose a piece of music using standard notation, tablature or another recognised form of notation that uses 2 parts or more. In my composition, I can show knowledge of all of the interrelated dimensions of music learnt so far</p>	<p>I can confidently produce a high quality performance, using all elements of music; pitch, rhythm, beat and dynamics whilst following a conductor or musical leader.</p>	<p>I know how to read and follow a form of notation to play and compose a piece of music. I can use my knowledge of the interrelated dimensions of music create and play music which fits a particular purpose or setting.</p>
<ul style="list-style-type: none"> • I know how to recognise and discuss all of the elements of music when listening to music. • I know how to recognise where a piece of music might come from when a particular style has been studied. • I know how to justify my own opinion. 	<ul style="list-style-type: none"> • I know how to sing with accurate pitching over an octave in range. • I know how to confidently sing a part with complex rhythms and melodies whilst keeping in time with other parts. 	<ul style="list-style-type: none"> • I know how to show knowledge of pitch, dynamics, tempo, timbre, structure, mood, dynamics and texture in my compositions. • I know how to create a composition using tuned instruments, my voice or technology. 	<ul style="list-style-type: none"> • I know how to vary the dynamic of my instrument whilst playing simple songs. • I know how to accurately play rhythms progressing in complexity. • I know how to play my instrument, beginning to read from the notation whilst having an awareness of the musical leader and how they would like me to play the music. 	<ul style="list-style-type: none"> • I know how to show knowledge of pitch, dynamics, tempo, timbre, structure, mood, dynamics and texture.