

KNPS MUSIC CURRICULUM



Curriculum Intent

Our Music curriculum ensures that all pupils:

- Perform, listen to, review and evaluate music across a range of genres and styles
- Sing regularly and develop vocal control and confidence
- Compose and improvise music for different purposes
- Use musical notation progressively and confidently
- Understand key elements of music including pulse, rhythm, pitch, structure, timbre and dynamics
- Develop cultural and historical awareness of music

The curriculum is designed to build **progressive musical knowledge and skill** from EYFS foundations through to Year 6 mastery.

Curriculum Strands

Each unit develops at least one of the following strands:

- 🎧 Listening & Appraising
- 🎵 Performing (voice and instruments)
- 🎨 Composing & Improvising
- 🎼 Notation & Musical Literacy

EYFS

In EYFS, music is a fundamental part of daily learning. Pupils develop early musical skills through regular opportunities to sing, listen to, move to and create music. Music is embedded continuously through play and routines.

The focus is on building the foundations for future learning in KS1 by developing:

- early awareness of pulse, rhythm and pitch
- confidence in singing and vocal play
- curiosity about sound and instruments
- ability to listen actively and respond to music
- enjoyment and engagement in shared musical experiences

Reception pupils follow **weekly Charanga units**, which build directly on these early experiences and prepare pupils for the KS1 Music curriculum.

	Nursery	Reception
Listening	<ul style="list-style-type: none"> • Regular exposure to a wide range of music styles • Listening during routines, transitions and focused activities • Responding physically to changes in music (movement, dance, actions) 	<ul style="list-style-type: none"> • Listening to a wide range of styles and genres • Responding to music through movement and discussion • Beginning to describe music using simple vocabulary (fast/slow, loud/quiet)
Singing	<ul style="list-style-type: none"> • Daily singing of nursery rhymes and simple songs • Repetition of familiar songs to build confidence and memory • Call-and-response singing games 	<ul style="list-style-type: none"> • Weekly structured singing sessions (Charanga songs) • Singing in tune with increasing accuracy • Developing memory for lyrics and melodies • Using voices expressively (quiet/loud, high/low)
Making music, performing, early composition	<ul style="list-style-type: none"> • Exploration of untuned percussion instruments • Experimenting with sounds (shake, tap, scrape, bang) • Creating simple sound effects in play (e.g. storytelling) 	<ul style="list-style-type: none"> • Keeping a steady pulse in songs and activities • Performing actions in time with music • Playing simple percussion instruments in time with a beat • Creating simple sound patterns • Exploring musical storytelling through sound • Beginning to choose sounds for effect or mood
Key Early Skills Developed	<ul style="list-style-type: none"> • Awareness of sound vs silence • Beginning to feel a steady pulse through movement • Vocal experimentation (pitch, volume, tone) • Confidence in group musical participation 	<ul style="list-style-type: none"> • Steady pulse awareness • Basic pitch awareness (high/low) • Ability to perform as part of a group • Early understanding of musical structure (beginning/end, repetition) • Confidence in sharing musical ideas

YEAR 1 OVERVIEW

Term	Unit	Focus	Key Skills	Knowledge	Outcome
Autumn 1	My Musical Heartbeat	Pulse & steady beat	Keep steady pulse, move in time, perform with others	Tempo (fast/slow), heartbeat, pulse	Group performance with steady beat
Spring 1	Dance, Sing and Play	Singing & movement	Sing in time, respond to music, simple call & response	Rhythm vs pulse	Group singing and movement performance
Summer 1	Exploring Sounds	Sound exploration	Experiment with instruments/voice, describe sounds	Timbre, loud/quiet, high/low	Simple soundscape performance

YEAR 2 OVERVIEW

Term	Unit	Focus	Key Skills	Knowledge	Outcome
Autumn 1	Pulse, Rhythm and Pitch	Musical foundations	Clap rhythms, sing pitch patterns, maintain pulse	High/low pitch, rhythm patterns	Simple melodic performance
Spring 1	Inventing a Musical Story (Glocks)	Composition (tuned percussion)	Sequence sounds, create structure, perform ideas	Beginning/middle/end, basic melody	Composed musical story
Summer 1	Recognising Different Sounds	Listening & instruments	Identify orchestral instruments, describe sounds	Instrument families	Listening and recognition task

YEAR 3 OVERVIEW

Term	Unit	Focus	Key Skills	Knowledge	Outcome
Autumn 2	Writing Down Music	Notation	Read/write rhythm, begin pitch notation	Crotchets, quavers, basic stave	Simple written patterns
Spring 2	Compose Using Your Imagination	Composition	Layering, ostinato, group work	ABA structure, repetition	Group composition performance
Summer 2	Playing in a Band (Glocks)	Ensemble performance	Keep time, play in ensemble, follow cues	Harmony (layered parts)	Class band performance

YEAR 4 OVERVIEW

Term	Unit	Focus	Key Skills	Knowledge	Outcome
Autumn 2	Music Structures	Song form	Analyse and create structure, organise ideas	Verse, chorus, bridge	Structured composition
Summer 1	UKE (Ukulele)	Instrumental performance	Play chords, strumming, ensemble coordination	C, F, G chords	Ukulele ensemble performance
Summer 2	Food Song Composing	Songwriting	Create lyrics, perform rhythmically, sing expressively	Phrasing, melody shaping	Class song performance








YEAR 5 OVERVIEW

Term	Unit	Focus	Key Skills	Knowledge	Outcome
Autumn 1	UKE (Ukulele)	Ensemble performance	Chord fluency, rhythm accuracy, ensemble playing	Harmony, rhythm patterns	Group performance
Autumn 2	Graphic Score Composing	Non-traditional notation	Create/interpret symbols, translate ideas into sound	Graphic notation systems	Performed graphic score
Spring 2	Western Art Music Unit	Listening & history	Analyse orchestral works, compare styles	Classical composers, orchestral structure	Written/listening analysis

YEAR 6 OVERVIEW

Term	Unit	Focus	Key Skills	Knowledge	Outcome
Spring 1	UKE (Ukulele)	Ensemble mastery	Confident chord changes, timing, balance	Advanced ensemble skills	Final performance
Spring 2	Blues Improvising	Improvisation	Improvise melodies, use blues structure	12-bar blues, blues scale	Group improvisation
Summer 2	Leavers Performance & Transition	Performance project	Rehearse, perform, evaluate	Performance discipline	Final showcase performance

PROGRESSION OVERVIEW

 LISTENING & APPRAISING	<ul style="list-style-type: none"> • Y1–2: Sound awareness and recognition 	<ul style="list-style-type: none"> • Y3–4: Musical vocabulary and comparison 	<ul style="list-style-type: none"> • Y5–6: Genre, history, evaluation and critique
 PERFORMING	<ul style="list-style-type: none"> • Y1–2: Movement, voice, simple rhythm 	<ul style="list-style-type: none"> • Y3–4: Ensemble performance (glock/ukulele) • 	<ul style="list-style-type: none"> • Y5–6: Confident ensemble and independent performance •
 COMPOSING & IMPROVISING	<ul style="list-style-type: none"> • Y1–2: Exploration of sound 	<ul style="list-style-type: none"> • Y3–4: Structured composition with purpose 	<ul style="list-style-type: none"> • Y5–6: Independent composition and improvisation
 NOTATION	<ul style="list-style-type: none"> • Y1–2: Graphic symbols and sound representation 	<ul style="list-style-type: none"> • Y3–4: Rhythm notation + staff introduction 	<ul style="list-style-type: none"> • Y5–6: Applied staff notation and fluent interpretation
 SINGING PROGRESSION	<ul style="list-style-type: none"> • KS1: Simple songs, pitch matching, call and response 	<ul style="list-style-type: none"> • LKS2: Rounds, ensemble singing, expression 	<ul style="list-style-type: none"> • UKS2: Controlled, expressive, performance-quality singing
 INSTRUMENT PROGRESSION	<ul style="list-style-type: none"> • Y1–2: Voice, untuned percussion 	<ul style="list-style-type: none"> • Y3–4: Glockenspiel → introduction to ukulele 	<ul style="list-style-type: none"> • Y5–6: Ukulele fluency + ensemble mastery
 MUSIC HISTORY & CULTURAL DEVELOPMENT	<ul style="list-style-type: none"> • KS1: Exposure to simple styles and sounds 	<ul style="list-style-type: none"> • LKS2: Orchestral and Western Art Music awareness 	<ul style="list-style-type: none"> • UKS2: Classical periods, blues, and comparative genres

ASSESSMENT OVERVIEW	STAFF IMPLEMENTATION NOTES
<p>Teachers assess pupils through:</p> <ul style="list-style-type: none"> • Performance (individual and group) • Composition outcomes • Listening responses and discussion • Use of musical vocabulary • Progress in notation and instrumental skills 	<ul style="list-style-type: none"> • Each unit should include: listening, performing, composing • Singing should be embedded in every lesson • Vocabulary should be explicitly taught and revisited • Progression should be evident within and across year groups
<p>By end of KS1 pupils can:</p> <ul style="list-style-type: none"> • Keep a steady pulse • Sing in time • Explore sounds creatively • Recognise basic instruments 	<p>By end of KS2 pupils can:</p> <ul style="list-style-type: none"> • Perform confidently in ensembles • Compose structured music • Use staff notation in context • Evaluate and compare music • Improvise using musical knowledge