

Music Curriculum Overview

[Singing](#)

[Instruments](#)

[Improvise and Compose](#)

[Listen and Appraise](#)

[Vocabulary](#)

Singing: Concept & Skills Progression

EYFS	KS1	LKS2	UKS2
<p>Focus Concept: enjoyment, imitation, and early control</p> <ul style="list-style-type: none"> • Join in with familiar songs and rhymes • Copy simple pitch patterns (high/low, up/down) • Sing simple songs from memory • Explore voice sounds (loud/quiet, fast/slow) • Begin to keep a steady pulse through movement • Sing as part of a group with growing confidence • Show awareness of actions, words and structure 	<p>Focus Concept: accuracy, control, and group singing</p> <ul style="list-style-type: none"> • Sing simple songs with a clear pitch and steady pulse • Start and stop together as a group • Echo and match pitch more accurately • Sing with clear diction and simple phrasing • Follow a leader or conductor (e.g. teacher cues) • Perform with actions and expression • Begin to recognise changes in tempo and dynamics • Build a small repertoire of memorised songs 	<p>Focus Concept: developing technique and musicality</p> <ul style="list-style-type: none"> • Sing with increasing pitch accuracy and control • Maintain an independent part in simple rounds or partner songs • Sing with expression, including dynamics and phrasing • Breathe appropriately to support longer phrases • Sing in tune within a wider vocal range • Follow a conductor confidently • Perform as part of an ensemble with awareness of others • Begin to evaluate and improve their own singing 	<p>Focus Concept: confidence, independence, and performance</p> <ul style="list-style-type: none"> • Sing confidently with accurate pitch, control and tone • Hold a part in two- or three-part harmony • Demonstrate control of dynamics, phrasing and expression • Sustain longer vocal lines with good breath control • Adapt voice for different styles and genres • Perform with confidence, stage presence and awareness of the audience • Rehearse effectively and refine performances • Evaluate performances using musical vocabulary

Instruments: Concept & Skills Progression

EYFS - body percussion	KS1 - untuned percussion and boomwhackers	LKS2 - glockenspiels	UKS2 - recorders
<p>Focus Concept: exploration, coordination and basic control</p> <ul style="list-style-type: none"> ● Explore body percussion (clapping, tapping, stamping) ● Copy simple rhythmic patterns ● Begin to keep a steady pulse through movement and sound ● Experiment with different sounds (loud/quiet, fast/slow) ● Perform simple patterns as part of a group ● Develop coordination and control of movements 	<p>Focus Concept: pulse, rhythm and basic technique</p> <ul style="list-style-type: none"> ● Play untuned percussion instruments with control ● Keep a steady pulse and play simple rhythms ● Follow simple rhythmic notation (e.g. symbols, stick notation) ● Start and stop together as a group ● Play in time with others ● Explore pitch using boomwhackers ● Perform simple parts as part of a class ensemble 	<p>Focus Concept: accuracy, notation and developing technique</p> <ul style="list-style-type: none"> ● Play tuned instruments with increasing accuracy ● Read and follow simple staff notation ● Play melodies using a limited range of notes ● Maintain an independent part within a group ● Develop control of rhythm and pitch ● Use correct technique (e.g. holding beaters appropriately) ● Perform with awareness of others in an ensemble 	<p>Focus Concept: fluency, expression and ensemble playing</p> <ul style="list-style-type: none"> ● Play melodies with increasing fluency and accuracy ● Read and follow staff notation confidently ● Use correct fingering and breath control ● Play with expression, including dynamics and articulation ● Maintain an independent part in ensemble playing ● Rehearse and refine performances ● Perform with confidence and musical awareness

Improvise and Compose: Concept & Skills Progression

EYFS	KS1	LKS2	UKS2
<p>Focus Concept: exploration, play and creativity</p> <ul style="list-style-type: none"> • Explore and create sounds using voice, body and instruments • Experiment with different ways of making sounds (e.g. loud/quiet, fast/slow) • Improvise simple sound patterns and vocal responses • Begin to create simple musical ideas linked to stories, images or themes • Choose sounds to represent characters or actions • Share their creations with others 	<p>Focus Concept: simple structure and creating with purpose</p> <ul style="list-style-type: none"> • Improvise simple rhythms and melodies using voice and instruments • Create short musical patterns with a clear pulse • Begin to organise sounds (e.g. repeating patterns, simple sequences) • Use basic musical elements (e.g. tempo, dynamics) in their compositions • Respond musically to a stimulus (e.g. story, image, theme) • Record ideas using simple notation (e.g. symbols, pictures) • Share and talk about their musical ideas 	<p>Focus Concept: developing structure and control</p> <ul style="list-style-type: none"> • Improvise melodies using a limited set of notes (e.g. pentatonic scale) • Create compositions with a clear structure (e.g. beginning, middle, end) • Combine rhythm and melody in their work • Use musical elements (pitch, tempo, dynamics) more purposefully • Compose in response to a range of stimuli, including other music • Begin to use standard or graphic notation to record ideas • Refine and improve compositions with guidance 	<p>Focus Concept: independence, refinement and intention</p> <ul style="list-style-type: none"> • Improvise confidently using a range of notes and rhythms • Compose pieces with clear structure and musical coherence • Use a wider range of musical elements (including harmony and texture) • Develop ideas over time, showing contrast and variation • Compose for a specific purpose or audience • Record compositions using appropriate notation (staff, graphic or digital) • Evaluate and refine their work independently

Listen and Appraise: Concept & Skills Progression

EYFS	KS1	LKS2	UKS2
<p>Focus Concept: awareness, enjoyment, and responding to sound</p> <ul style="list-style-type: none"> • Listen attentively to music and respond through movement or expression • Begin to recognise changes in music (e.g. fast/slow, loud/quiet) • Talk about how music makes them feel • Identify simple sounds and instruments • Show preferences for different songs or pieces of music • Begin to recognise and join in with familiar songs 	<p>Focus Concept: recognising features and beginning to describe music</p> <ul style="list-style-type: none"> • Listen carefully and respond to a range of music • Identify basic musical elements (pulse, tempo, dynamics) • Recognise different instruments by sound • Begin to describe music using simple vocabulary (e.g. fast, slow, happy, sad) • Talk about what they like or dislike and why • Recognise repeated patterns or sections in music • Experience music from different times and cultures 	<p>Focus Concept: developing understanding and musical vocabulary</p> <ul style="list-style-type: none"> • Listen with increasing attention to detail • Identify and describe musical elements (pitch, tempo, dynamics, structure) • Recognise families of instruments (e.g. strings, percussion, brass, woodwind) • Begin to explain how music creates mood and atmosphere • Identify simple structures (e.g. verse/chorus, call and response) • Discuss music using appropriate musical vocabulary • Compare pieces of music from different traditions and time periods 	<p>Focus Concept: analysis, comparison, and critical thinking</p> <ul style="list-style-type: none"> • Listen critically and with sustained concentration • Analyse how musical elements are used to create effect and meaning • Identify more complex structures (e.g. layers, harmony, texture) • Compare and contrast music from different genres, cultures and historical periods • Justify opinions using musical vocabulary • Recognise stylistic features of different composers or traditions • Reflect on and evaluate music in a thoughtful and informed way

This progression identifies the new musical vocabulary introduced at each phase. Previously taught vocabulary is revisited and embedded through regular use, enabling pupils to develop confidence and precision in discussing and understanding music. Unit-specific vocabulary is integrated into the teaching slides for each unit (for example, Y5 pupils learn about ragas and drones in their unit on Ravi Shankar).

General Vocabulary Progression			
EYFS	KS1	LKS2	UKS2
<p>New vocabulary:</p> <ul style="list-style-type: none"> • Loud / quiet • Fast / slow • High / low • Start / stop • Pulse (heartbeat) • Rhythm (pattern) • Song • Music • Instrument • Voice • Tap / clap / stamp / click • Emotional response, e.g. happy, sad 	<p>EYFS vocabulary, plus:</p> <ul style="list-style-type: none"> • Pitch • Tempo • Dynamics • Beat • Pattern • Repeat • Verse / chorus • Together • Audience • Performance • Instrument families - wind, brass, strings, etc • Emotional response, e.g. excited, nervous 	<p>EYFS & KS1 vocabulary, plus:</p> <ul style="list-style-type: none"> • Melody • Structure • Call and response • Ensemble • Rehearse • Compose / composition • Improvise / improvisation • Notation • Staff / stave • Crotchet / quaver • Emotional response, e.g. tense, energised • Music eras and genres <i>(embedded in morning music)</i> 	<p>EYFS, KS1 and LKS2 vocabulary, plus:</p> <ul style="list-style-type: none"> • Harmony • Texture • Timbre • Bridge • Unison • Cannon / Round • Ostinato • Part • Solo • Time signature • Dynamics markings (e.g. forte, piano, crescendo) • Expression • Genre • Style