Sandy Lane Primary School

Music Curriculum



Listening, Appraising



Creating, Composing



Performing



Understanding Musical

Intent

At Sandy Lane Primary School, our intent is to provide a dynamic and inclusive music education that nurtures creativity, self-expression, and collaboration. We aim to equip pupils with a broad set of musical skills, from singing and playing instruments to composing and performing, fostering a lifelong appreciation of music. Our curriculum encourages pupils to explore a wide range of musical genres, traditions, and styles, while developing their understanding of rhythm, melody, harmony, and dynamics. We believe that music not only enhances pupils' creativity and cultural awareness but also promotes important life skills such as teamwork, confidence, discipline, and emotional expression.

Implementation

Our music curriculum is designed to be engaging, hands-on, and progressive, allowing pupils to develop their musical abilities in a variety of contexts.

Pupils are introduced to the fundamentals of music, including rhythm, pitch, and dynamics, through practical music-making activities. They learn to sing, play instruments (such as the ukulele, percussion instruments, and keyboards), and participate in group performances. The curriculum emphasizes active listening, encouraging pupils to engage with a wide variety of music from different cultures and historical periods.

As pupils progress, they are given opportunities to build on their skills and explore more complex musical concepts. They participate in ensemble work, learning to play and sing in harmony with others. Music theory is introduced gradually, helping pupils understand notation and musical structure, while composition is encouraged through simple songwriting and arranging tasks. Performance is a key aspect of the curriculum, with pupils regularly participating in class concerts, school assemblies, and other live performances.

Throughout their musical journey, pupils are encouraged to experiment with sound, explore their creativity, and develop their confidence through public performances. The music curriculum is designed to be flexible, providing opportunities for pupils to engage with music in a way that reflects their individual interests and talents.

Impact

The impact of our music curriculum is reflected in the musical, social, and personal growth of our pupils. By the time they leave Sandy Lane Primary School, pupils will have developed a strong foundation in both practical and theoretical aspects of music. They will be confident in their ability to sing, play instruments, and perform as part of a group. Pupils will also have had the opportunity to compose their own music and explore different genres, gaining a deeper understanding of the diverse world of music.

Beyond musical skills, the impact of our curriculum is seen in the way pupils demonstrate teamwork, resilience, and creativity. Pupils develop self-confidence through performance opportunities, learning to express themselves through music and appreciate the contributions of others. Our music education also fosters a sense of cultural awareness, emotional intelligence, and appreciation for the arts. Ultimately, our music curriculum helps pupils develop a lifelong love for music and the skills to continue exploring and enjoying music throughout their lives.

Progression

Progression Overview

The Sandy Lane Primary School progression map is based on the requirements of the English National Curriculum for music, focusing on **listening and appraising**, **creating and composing**, **performing**, and **understanding musical elements**. It ensures a structured development of musical skills and understanding across Key Stages.

Detailed Progression Overview

- **KS1:** Basic introduction to musical elements and concepts through simple activities such as singing, playing instruments, and responding to music.
- **LKS2:** Expands to include more complex music concepts, creative compositions, and refined performance skills.
- **UKS2:** Focuses on advanced musical understanding, sophisticated compositions, and mature performance techniques, with a deeper appreciation for different styles and traditions.

Our music progression map supports curriculum planning by ensuring that our pupils build a solid foundation in music and progressively develop their musical skills and understanding as they move through each key stage.

Focus area	Strand	KS1	LKS2	UKS2
KS1- Developing basic musical skills, understanding of musical elements, and confidence in performance.	Listening and Appraising	Explore a variety of high-quality live and recorded music from different traditions and genres. - Begin to recognize simple elements of music (e.g.,	Listen to and identify the key features of a variety of music from different cultures, times, and traditions.	Listen to, analyse, and compare a wide range of music from different styles, traditions, and historical periods. - Develop a deeper understanding

		rhythm, pitch, dynamics).		of musical elements such as harmony, structure, and the interrelationship between musical features.
LKS2- Building on basic skills, introducing more complex musical elements, and refining performance skills.	Creating and Composing	Use voices and simple instruments (e.g., untuned percussion) to explore sounds and create simple compositions.	Use a range of instruments (untuned and tuned percussion, keyboards) to create more structured compositions. - Explore musical elements such as repetition, contrast, and variation.	Create more complex compositions using a range of musical devices (e.g., harmony, counterpoint). - Explore compositional techniques such as developing motifs, contrasts, and dynamic range.
UKS2- Developing advanced musical skills, understanding complex musical concepts, and refining performance abilities.	Performing	Perform simple songs from memory with some accuracy and expression. - Use simple body movements (e.g.,	Sing songs from memory with increasing accuracy and expression. - Begin to play	Perform a varied repertoire with accuracy, fluency, control, and expression. - Use advanced

		clapping, tapping) to keep in time with music.	simple accompaniments on tuned and untuned instruments.	techniques on tuned and untuned instruments, including improvisation.
	Understanding Musical Elements	Recognize and respond to basic musical terms like fast/slow, loud/quiet, high/low.	Respond to musical notation, using simple graphic scores to represent compositions.	Understand and use musical notations, including staff notation for pitch, rhythm, and dynamic markings. - Analyse music, discussing features such as genre, style, and the social or cultural context.

KS1

Strand	WTS		EXS		GDS	
Listening and Appraising	- Recognizes a few simple elements of music (e.g., fast/slow, high/low).		Identifies basic musical elements (e.g., rhythm, pitch, dynamics) in pieces of music.		Describes a wider range of musical elements and responds to music from different cultures.	
Creating and Composing	Explores sounds and creates simple compositions with support.		Creates short, simple compositions using untuned instruments and basic patterns.		Independently composes more structured pieces with a clear sense of beginning, middle, and end.	
Performing	Performs simple songs with some help, using basic body movements.		Performs songs from memory with increasing accuracy and expression.		Performs confidently with expressive control and begins to use dynamics and phrasing.	

Understanding Musical Elements	Responds to simple musical terms with support (e.g., fast/slow, loud/quiet).		Recognizes and responds to basic musical terms and explores their meanings.		Demonstrates a deeper understanding of musical terms and how they relate to the music being studied.	

LKS2

Strand	WTS		EXS		GDS	
Listening and Appraising	Identifies some key features of music with support (e.g., melody, rhythm).		Identifies and describes key musical elements such as melody, rhythm, texture, and form.		Discusses and compares a wider variety of music from different styles and traditions.	
Creating and Composing	Creates compositions using a limited range of instruments and basic musical devices		Composes structured pieces with simple repetition and variation.		Uses musical devices creatively to develop complex compositions with contrasting sections.	
Performing	Sings simple songs with increasing accuracy and expression with support.		- Performs a varied repertoire of songs with confidence and accuracy.		Performs expressively with advanced techniques and shows an understanding of phrasing and dynamics.	
Understanding Musical Elements	Uses graphic notation and simple symbols to represent music		Responds to simple musical notation and can interpret basic graphic		Understands and uses more complex musical notations (e.g., staff notation)	

			scores.		to represent musical ideas	

Strand	WTS		EXS		GDS	
Listening and Appraising	Recognises some musical features but may struggle with more complex musical concepts.		Analyses and compares a wide range of music from different genres, styles, and historical periods.		Evaluates and discusses in detail the impact of context, culture, and style on music.	
Creating and Composing	Creates simple compositions with a basic understanding of musical devices		Composes more complex pieces using a variety of musical techniques such as harmony, counterpoint, and dynamics.		Creates sophisticated compositions that demonstrate a high level of creativity and skill in using musical elements.	
Performing	- Performs with accuracy but may lack expression and control.		Performs confidently with accuracy, fluency, and expression.		Performs expressively, demonstrating advanced techniques such as improvisation and ensemble skills.	
Understanding Musical Elements	Understands basic musical notation with some support.		Uses a variety of musical notations (e.g., staff notation) accurately.		Demonstrates a deep understanding of musical theory and notation, using them effectively in both performance and composition.	

Sandy Lane Primary School Music Overview

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Sparkyard: Move to the beat. 1,2	Sparkyard: Move to the beat. 3,4	Exploring sounds. 1,2	Exploring sounds. 3,4	Sparkyard: exploring pitch. 1,2	Sparkyard: exploring pitch. 3,4
LKS 2	Rhythm builders *Exploring rhythmic layers*	Ukulele	Musical effects and moods.	Ukulele	Song ingredients *Exploring melody, harmony and lyrics.*	Ukulele
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YEAR B						
KS1	Sparkyard: Exploring pulse and	Sparkyard: Exploring	Sparkyard: Musical moods and	Sparkyard: Musical moods and pictures.	Sparkyard: Patterns with pitch. 1,2	Sparkyard: Patterns with pitch. 3,4

	rhythmic patterns . 1, 2	**pulse and rhythmic patterns . 3,4**	**pictures. 1,2**	**3,4**		
LKS 2	**We've Got Rhythm** *Rhythmic Devices and Structure*	**Ukulele**	**Music and words**	**Ukulele**	**Celebrating songs, performing**	**Ukulele**
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