



“Children use music to help maintain emotional and social well-being and celebrate culture and community in ways which involve entertaining or understanding themselves and making sense of the world around them. Children should develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas.”

Burnard and Murphy, 2017

Our curriculum offer for music aims to engage and inspire our pupils to develop a love of music and to develop their talents as musicians. We have a determined approach that drives us to ensure that all children meet the expected standard in music and have the knowledge required for secondary school. Our music curriculum allows children to develop their cultural capital. Different genres of music are explored and revisited giving our children an understanding of music from different time periods, countries and cultures. Music at primary level gives children opportunities to embed the interrelated dimensions of music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These interrelated dimensions of music are taught progressively across year groups. They are continuously applied, alongside other musical vocabulary and concepts, when learning how to listen to and appraise music, when learning how to sing and when learning how to play an instrument (including improvising and composing).

Why this, why now?

Units of knowledge for EYFS and KS1 have been chosen from Music Express; a high-quality music curriculum programme. Knowledge and skills are built up and revisited over the course of the year. This allows for relevant knowledge (musical vocabulary, lyrics to songs, techniques for singing and performing) and skills (singing, improvising, composing and performing) to be taught and practised in the first instance and when revisited again later in the year, the relevant knowledge and skills are refined. KS2 are taught by an experienced instrumental teacher from our LA Music Hub. Pupils begin to learn the basics of learning to play an instrument and through deliberate practise over the course of the year, build musicianship and knowledge encompassing all the expectations of the National Curriculum. Progression in Singing, Composing, General Musicianship and Musical Knowledge are planned for and differentiated across the year groups.

Knowledge in music

Knowledge in music refers to the understanding of musical vocabulary and concepts. These concepts consist of instrumental sounds, aural response and notation. This knowledge is the foundation for listening and appraising, singing and playing instruments.

Substantive knowledge focuses on developing children’s skills and knowledge required for them to develop as musicians. This is achieved through deliberate practice and allows children to develop and demonstrate fluency of knowledge. It involves learning about music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.

Disciplinary knowledge in music is the interpretation of the interrelated dimensions of music and how all of this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effect. As children build upon their substantive knowledge within each genre of music, they have opportunities to listen and appraise music, including their own. Working musically means that they are developing their ‘ear’ in music – listening for the interrelated dimensions of music, evaluating what they hear and making adjustments to improve where appropriate.

During music lessons and through recalls, assessments are made focusing on the content and performance involving qualitative verbal feedback. Learning is digitally recorded when appropriate. In addition, low stakes quizzes give children the opportunity to demonstrate connected knowledge held in the long-term memory but also identify any misconceptions which the children may have. These can then be addressed immediately.

SMSC in music

Spiritual, moral, social and cultural attributes are developed in our pupils throughout the music curriculum.

Spiritual education in music is encouraged through the experience and emotion of responding to performing, listening and composing music. We develop the children's understanding of how music is a form of expression in a nurturing and supportive environment.

Morally, music allows for opportunities for critical discussion regarding professional music as well as each other's music. Children are encouraged to show empathy and understanding when examining and evaluating others' performances. The different genres explored throughout the curriculum also give opportunity for discussions around moral issues historically in music.

The music curriculum lends itself naturally to the development of children's social and cultural education. Different genres and styles are explored and appreciated giving the children opportunities to see how music underpins cultures and societies around the world now and through history. The curriculum and enhancements allow children to perform collaboratively and to different audiences; within school and in the community.

Music improvement priorities Music will be monitored throughout 2024-2025 to identify any emerging priorities.

Review: July 2025