

Music Curriculum Overview

Intent

At Park Schools Federation, our music curriculum gives every child the opportunity to experience the joy of making, listening to, and understanding music. We want pupils to:

- Develop confidence as performers, composers, and listeners.
- Experience a wide range of musical styles, traditions, and cultures.
- Understand the interrelated dimensions of music (*pitch, rhythm, pulse, dynamics, tempo, timbre, texture, structure*).
- Use music as a form of expression, creativity, and identity.
- Recognise music's power to bring communities together and to communicate across time and cultures.

Implementation

- **Progressive structure:**
 - In **KS1**, pupils explore sounds, rhythm, and simple notation through singing, body percussion, and classroom instruments.
 - In **KS2**, children refine their skills in performance, composition, and listening, using instruments more purposefully (e.g. glockenspiels, percussion) and reading staff notation.
- **Enquiry-based learning:** Lessons are framed around a question (e.g. *How can sounds show the seasons?*).
- **Flashback questions:** At the start of lessons, pupils revisit prior knowledge of songs, rhythms, or concepts to strengthen memory.
- **Practical focus:** All children have access to instruments (e.g. glockenspiels, percussion, body percussion) and opportunities to perform.
- **Key concepts:** *Performance, composition, listening, notation, culture, and expression* are revisited and deepened each year.
- **Vocabulary development:** Pupils are taught and revisit musical terms (*tempo, dynamics, timbre, notation, texture, rhythm*).
- **Diverse repertoire:** Pupils study songs and pieces from different traditions, cultures, and composers (e.g. Holst, Warhol-inspired pop art music, wartime songs, global folk).
- **Cross-curricular links:** Music connects with History (e.g. Tudor music, WW2 songs), Geography (e.g. rainforest soundscapes, street art and protest music), and Art (sound linked to visual imagery).
- **Performance opportunities:** Singing assemblies, concerts, and end-of-year performances celebrate achievement.

Impact

By the end of KS2, pupils will be able to:

- Perform confidently using voice, instruments, and body percussion.
- Compose and improvise using musical elements with increasing control.
- Read and use simple notation to support performance and composition.
- Listen attentively to music and describe it using subject-specific vocabulary.
- Recognise and appreciate a variety of musical styles and traditions.

Pupils leave Park Schools Federation as confident, expressive musicians who enjoy making music, understand its language, and value its role in culture and society.

Topic Overview

Year Group	Autumn Term	Spring Term	Summer Term
Year 1	Pulse and Rhythm	Pitch and Performance	Sounds of the Seasons
Year 2	Firework Sounds & Symbols	Exploring Pitch & Melody	Songs of the Seaside
Year 3	Ostinato & Layering	Call & Response – Africa	Rhythm & Structure
Year 4	Romans in Music	Rainforest Soundscapes	Viking Songs & Chants
Year 5	Space Composition	Tudor Music	Brutalist Soundscapes
Year 6	William Morris – Pattern in Sound	WW2 Songs & Soundscapes	Street Art & Protest Music