MUSIC CURRICULUM

Perform • compose • listen • appraise • notation

OUR INTENT Children develop musicianship through singing, playing, composing and listening, encountering music from different times, places and traditions.

CURRICULUM STRANDS Singing • instrumental and ensemble performance • composing and improvising • listening and appraising • notation and musical knowledge • music technology • music in context

How learning develops

EYFS	Sing, move, keep a beat, explore pitch and sounds, create simple sound stories, use recording technology and respond imaginatively to music.
KEY STAGE 1	Sing and play with control; sustain pulse and rhythm; represent and create musical patterns; sequence digital sound; listen and respond using musical vocabulary.
KEY STAGE 2	Perform independently and in ensembles; improvise and compose; use notation; analyse musical features; evaluate and refine; connect music with historical and cultural context.

Assessable end points

BY THE END OF KS1

Keep a steady pulse, perform and create simple rhythmic/melodic ideas, and describe what is heard.

BY THE END OF KS2

Perform, compose and evaluate with increasing control, using notation and vocabulary to explain musical choices and context.

What pupils learn to do in the subject

SUBJECT PRACTICE Listen • imitate • rehearse • perform • improvise • compose • notate • record • sequence • edit • appraise • refine

ESSENTIAL LANGUAGE pulse • rhythm • pitch • tempo • dynamics • timbre • texture • structure • notation • melody • ensemble • genre • context • bar • metre • harmony • audience

Implementation, inclusion and impact

- Teachers revisit prior learning, teach precise vocabulary, model how musicians listen, perform and create, and give pupils opportunities to apply knowledge with increasing independence. The sequence draws on Zoosh Education, Stave House, Charanga, Royal Opera House, BBC and carefully selected topic-linked materials.
- Adaptive teaching, clear explanations, carefully chosen resources and appropriate scaffolds enable all pupils to access an ambitious curriculum.
- Teachers check what pupils remember, understand and can apply through discussion, observation, work and carefully chosen tasks—not through unnecessary evidence collection.

HOW FAMILIES CAN HELP Sing together; listen to varied music; keep rhythms; attend live performances; encourage regular, enjoyable instrumental practice.

WEBSITE NOTE This one-page summary should be read with the detailed Great Leighs curriculum progression and unit end-point document, which remains the authoritative teaching sequence.