

Music Curriculum Overview

Intent:

At Falmouth Primary, we are committed to nurturing a lifelong love of music in every child. We believe that music is a powerful tool for personal growth, emotional expression, and community building. Our aim is to provide rich, high-quality musical experiences that are both engaging and inspiring, ensuring that every child feels the joy and value of making music.

Music is woven throughout our curriculum, from Early Years to Year 6, and is delivered through a combination of classroom lessons, singing assemblies, instrumental tuition, and performance opportunities. These experiences are carefully designed to be inclusive, accessible, and developmentally appropriate, allowing all children to participate fully and progress confidently.

Through music, our pupils:

- Express their emotions in a safe and creative way, helping them to process feelings and develop emotional literacy.
- Build self-confidence by performing in front of peers, families, and wider audiences, celebrating their achievements and talents.
- Enhance self-esteem through collaborative music-making, where every contribution is valued and celebrated.
- Develop teamwork and communication skills by working together in ensembles, choirs, and group compositions.
- Support their mental health and wellbeing, as music provides a calming, joyful outlet and a sense of belonging.

We also offer a variety of extra-curricular opportunities, such as a whole school choir, instrumental lessons, drama club and school productions, which further enrich our pupils' musical journeys. Our performances—whether in school assemblies, local community events, or larger productions—help children develop not only their artistic expression, but a sense of pride in their achievements.

At Falmouth Primary, music is not just a subject—it is a vital part of our school culture, helping children to grow into confident and creative individuals.



Implementation:

Early Years

In The EYFS Educational Programme for Expressive Arts and Design focuses clearly on providing children in Early Years with regular, high-quality opportunities to engage with the arts. Through our music provision, children will be able to develop early skills in interpreting and appreciating music, as well as in self-expression in a range of musical activities.

Singing nursery rhymes and songs is a central part of our routines, supporting the children to build foundational skills of singing together, moving their bodies rhythmically, and following a simple tune. We attend weekly assemblies which incorporate singing which in turn enhances a sense of belonging. Along with this, our weekly 'Friday Disco' gives the children a regular opportunity to move joyfully to a range of genres of music, beginning each time with listening activities and finding the pulse of the music, followed by movement and dancing, allowing children to express their individual interpretation of the music. A range of percussion instruments are available as part of our daily continuous provision, along with a stage area and props. Enthusiastic adults are available to support the children to sing and perform together.

Impact

By the end of the EYFS, children will:

Be able to sing a range of familiar songs and rhymes.

Keep a steady beat and respond to changes in tempo and pitch.

Explore and express themselves using voice and instruments.

Demonstrate enjoyment, imagination, and increasing control in musical activities.

Begin to make connections between music and feelings, stories, or events.

Music in the EYFS lays a foundation for future learning in music and beyond, nurturing children's creativity and setting the stage for lifelong appreciation of the arts.



Curriculum Overview

| Year Group | Autumn 1 (History of Music - Classical) | Autumn 2 (Vocal Unit) | Spring 1 (Instrumental unit – soundscapes) | Spring 2 (Music Technology) | Summer 1 (Cultural unit) | Summer 2 (Vocal – popular music) |
|------------|--|--|---|--|---|--|
| Year 1 | What is music like now in the Contemporary era (2000s)? | Can you sing a call and response song? | Can you create and perform a snowy/arctic soundscape? | Can you combine sound effects to create an underwater video? | Can you perform a traditional Sea Shanty? | Can you perform a piece of jazz music like Louis Armstrong? |
| Year 2 | What was music like during the 20th Century (1900s)? | Can you demonstrate different dynamics when singing a song? | Can you create and perform an island soundscape? | Can you create rhythms and remix your own version of The Dragon Song? | Can you perform a piece of music inspired by a traditional Cornish folk song? | Can you perform a piece of Pop Music like the Beatles? |
| Year 3 | What was music like during the Romantic Era (1820-1900)? | Can you perform a song as a simple round? | Can you create and perform a soundscape linked to ancient civilisations? | Can you use digital instruments and sound effects to tell a spooky story? | Can you perform a piece of music inspired by African culture? | Can you perform a piece of rock music like Queen? |
| Year 4 | What was music like during the Classical era (1750-1820)? | Can you perform a song with two parts confidently and with expression? | Can you create and perform a soundscape inspired by a journey through Peru? | Can you use different instruments and combine tracks to create a piece of Grime music? | Can you perform a piece of music inspired by Indian culture? | Can you perform a piece of Disco music like Abba? |
| Year 5 | What was music like during the Baroque period (1600-1750)? | Can you sing a song in harmony? | Can you create and perform a Tudor/ Medieval soundscape? | Can you structure music and effects to create a piece of Hip Hop music? | Can you perform a piece of Samba music inspired by Brazilian culture? | Can you perform a piece of R&B/ Pop music like Beyonce? |
| Year 6 | What was music like during the Renaissance period (1400-1600)? | Can you sing a song that uses syncopated rhythms? | Can you create and perform a rainforest soundscape? | Can you edit and refine a composition using music technology? | Can you perform a piece of Tango music inspired by Argentinian culture? | Can you perform songs as part of a musical theatre production? |



Knowledge and Skills Progression – Key Stage 1 (Year 1 & Year 2)

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|--------------------------------|---|---|---|---|--|---|---|--|
| National Curriculum Statements | | <ul style="list-style-type: none">• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.• Play tuned and untuned instruments musically.• Listen with concentration and understanding to a range of high-quality live and recorded music.• Experiment with, create, select and combine sounds using the inter-related dimensions of music. | | | | | | |
| Key Stage | | Singing | Listening & Appraising | Composing | Performing | Notation & Musical understanding | Musical Technology | Key musical vocabulary |
| Key Stage One | 1 | -Sing simple songs from memory -Use speaking voice (chants) and singing voice (songs) -Sing with a sense of pitch and rhythm. -Sing simple call and response songs | -Listen to a range of sounds and music -Listen to contrasting music (fast/slow, happy/sad) -Identify loud/quiet and fast/slow | -Explore effects created by different instruments -Create simple rhythms using untuned instruments | -Keep a steady beat using body percussion or untuned instruments. -Listen to and think about others when performing | -Understand that music has patterns -Use symbols or pictures to represent sounds (basic graphic score) | -Recognise that music can be made with technology -Explore digital sound effects -Add new tracks using a digital studio (video & audio) -Tap/click to trigger sounds -Change the volume of tracks | -Beat -Rhythm -Fast -Slow -Loud -Quiet -High -Low -full -thin -Stick notation -Graphic notation |
| | 2 | -Sing in tune with clearer pitch -Start controlling breathing -Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to the leader's directions | -Identify simple instruments by sound -Respond to how music feels | -Create repeated patterns (ostinato) -Combine sounds for effect | -Play simple patterns on untuned and basic tuned instruments -Listen to and think about others when performing | -Recognise simple note values (e.g. crotchet & quaver) -Understand pitch direction (up/down) | -Record and playback sounds -Add basic sound effects -Create simple rhythms using loops -Begin to understand how sounds can be layered. | -Tempo -Pitch -Dynamics -Pattern -Pulse -Repeat -Crotchet -Quaver -Dot notation |



Knowledge and Skills Progression – Lower Key Stage 2 (Year 3 & Year 4)

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|--------------------------------|---|---|---|--|--|---|--|---|
| National Curriculum Statements | | <ul style="list-style-type: none">• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.• Improvise and compose music for a range of purposes using the inter-related dimensions of music.• Listen with attention to detail and recall sounds with increasing aural memory.• Use and understand staff and other musical notations.• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.• Develop an understanding of the history of music. | | | | | | |
| Key Stage | | Singing | Listening & Appraising | Composing | Performing | Notation & Musical understanding | Musical technology | Key musical vocabulary |
| Lower Key Stage 2 | 3 | -Sing in tune with awareness of posture & breathing -Sing songs with a greater pitch range -Perform forte and piano (loud & soft) -Sing simple rounds or partner songs | -Identify structure (e.g. call and response) -Describe character or mood -Begin to recognise layers and textures in music | - Compose short melodies and rhythms -Begin to compose short patterns using different pitches -Use tempo and dynamics purposefully | -Play short melodic/rhythmic patterns on tuned instruments -Listen to and follow musical direction from a leader -Begin to refine practice by rehearsing before performing to others | -Begin using staff notation (learn the names of the lines & spaces on a stave) -Understand pulse, rhythm and pitch -Clap/play rhythms using crotchets, quavers, semibreves, minims and rests. | -Use loops and pattern to build music -Adjust tempo and volume -Begin editing digital music -Learn about the purpose of a synthesizer -Add sound effects to tracks to change the mood (e.g. build tension) | -Melody -Structure -Verse -Chorus -Tune -Round -Staff Notation -Treble clef -Bass clef -Musical stave (staff) -Minim -Semibreve -Synthesizer |
| | 4 | -Sing confidently in two parts or rounds (beginning to explore different time signatures) -Develop more accuracy in tone and breath control | -Identify the difference between a verse and chorus -Identify changes in dynamics or tempo -Compare pieces using key vocabulary | -Compose using contrasting sections – change dynamics or tempo -Experiment with musical elements | -Perform in groups with confidence -Play more complex patterns with control -Listen to follow musical direction -Refine practice in rehearsals before performing | -Read/write rhythmic notation (minims, crotchets, semibreve, rests) -Understand time signatures (2/4, 3/4 and 4/4). | -Use digital instruments (e.g. keyboard, drums) to create basslines & accompaniments -Use audio clips to add a rap verse to tracks -Create short compositions by arranging & mixing sounds | -Texture -Harmony -Contrast -Crescendo -Diminuendo -Binary (A-B) & Ternary (A-B-A) form -Rest -Dotted Minim -Duration -Time signatures -Forte & Piano |

Knowledge and Skills Progression – Upper Key Stage 2 (Year 5 & Year 6)

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|--------------------------------|---|---|---|---|---|---|--|--|
| National Curriculum Statements | | <ul style="list-style-type: none">• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.• Improvise and compose music for a range of purposes using the inter-related dimensions of music.• Listen with attention to detail and recall sounds with increasing aural memory.• Use and understand staff and other musical notations.• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.• Develop an understanding of the history of music. | | | | | | |
| Key Stage | | Singing | Listening & Appraising | Composing | Performing | Notation & Musical understanding | Musical technology | Key musical vocabulary |
| Upper Key Stage 2 | 5 | -Sing with confidence and control – observing phrasing, pitching and style. -Maintain part in group performance -Sing confidently in parts and begin to sing in harmony | -Compare pieces using more complex vocabulary (e.g. texture, timbre) -Begin to recognise different genres -Identify different instruments | -Structure compositions (e.g. ABA) -Use expression (add feeling, mood and character by varying dynamics, tempo, playing technique – legato/staccato & instruments) | -Perform with increasing fluency and accuracy on tuned/ untuned instruments -Consider the audience when performing and how to create a specific effect | -Use staff notation confidently -Begin to understand scales and intervals | -Understand and use basic production terms (loop, mix, track) when composing -Structure music (e.g. intro, verse, chorus)--Create melodies and chord progressions using music software -Use a variety of sound effects for different purposes -Balance the overall sounds of their tracks -Collaborate as part of a team on digital projects | -Genre -Timbre -Accompaniment -Scale -Interval -Legato (smoothly) -Staccato (sharply) -Homophonic texture -Polyphonic texture -Adagio -Allegro |
| | 6 | -Sing a broad range of songs including those with syncopated rhythms -Sing in harmony and with musicality (expression & feeling) -Perform solo or in ensemble | -Analyse music across periods and styles -Identify instruments and features in detail | -Compose for a purpose with structure and expression -Begin to include harmony/chords | -Perform confidently with expression and control -Lead and follow in ensemble -Consider the audience when performing and how to create a specific effect. | -Read full staff notation (clefs, note names, values, rests & dynamics) -Understand the difference between major/minor, chords- beginning to identify key signatures | -Compose music for media (film, games, stories) -Edit and refine compositions -Present and explain digital music -Evaluate music using feedback | -Major -Minor -Chord -Harmony -Improvisation -Score -Expression -Key signatures -Syncopated rhythm -Rondo form (A-B-A-C-A) -Semiquaver |



Key Elements of Music – Progression Grid to support Listening & Appraising

| Key Element | Dynamics | Rhythm (including tempo) | Pitch | Structure | Melody | Instrumentation (including timbre) | Texture | Harmony |
|-------------|---|--|---|--|--|--|--|---|
| Year 1 | Say if the music is loud or quiet | Feel the beat; say if it's fast or slow | Hear if sounds are high or low | Spot parts that repeat; talk about beginning, middle & end | Say if a tune goes up or down | Name instruments like a drum or triangle. Describe sounds like bang, shake, tap | Say if one or many people are playing or singing | Notice if the music sounds full or thin. |
| Year 2 | Say if the music is getting louder or quieter | Clap along; say if sounds are long or short | Say if the tune is rising or falling | Spot repeating parts; describe simple patterns | Say how the tune feels – is it smooth or jumpy? | Name more instruments; describe sounds like metallic or wooden | Hear if there are layers (e.g. singing and instruments) | Notice background sounds that support the tune |
| Year 3 | Use a range of words like soft, loud, getting louder, getting quieter | Spot patterns; say if the beat is even or uneven Identify changes in tempo | Use words like step and jump; talk about how high or low the notes go | Recognise parts like verse and chorus | Say if the tune is smooth (small steps) or angular (big jumps) | Group instruments (e.g. stings, percussion). Begin to describe the sound quality | Say if the music sounds thick or thin; notice if parts play together or separately | Say if the music sounds happy or sad. |
| Year 4 | Talk about changes in volume to show feeling. Use key terms like crescendo (getting louder) or diminuendo (getting quieter) | Say if the beat feels like a march (2 beats) or a waltz (3 beats) Explain changes in tempo – getting slower or faster | Spot patterns in high and low notes; describe steps and skips | Notice how music is built in sections (e.g. A-B (Binary form) or A-B-A (Ternary form) | Talk about repeating ideas and changes | Name orchestral instruments, say how their sound affects the mood. Describe the sound quality (timbre) | Describe layers and what each part is doing (e.g. tune, background) | Begin to identify chords (two or more notes played together) and whether these sound happy or sad |
| Year 5 | Say how volume changes make the music more interesting | Say if the rhythm (& tempo) gives the music energy or makes it flow smoothly | Talk about scales and how far the notes go; describe expressive pitch | Notice themes and how they change | Say how the tune grows or changes; spot repeating ideas | Talk about what each instrument adds to the mood or story | Say if parts are playing the same (homophonic) or different (Polyphonic) | Talk about chord changes (happy/sad) and how they make the music feel tense or calm |
| Year 6 | Say how volume choices affect the feeling of the music | Talk about more complex rhythms including off-beat rhythms (syncopation) | Discuss how notes relate to each other and how pitch shows emotion | Begin to spot more complex forms like rondo (A-B-A-C-A); say why the structure matters | Talk about how the tune tells a story or shows emotions | Say how instruments are combined and how that affects the sound | Notice how layers change and help tell the musical story | Talk about how chords work together to create mood or tension |



National Curriculum for Music in KS1 and KS2

Key Stage 1

Pupils should be taught:

- To use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- To play tuned and untuned instruments musically.
- To listen with concentration and understanding to a range of high-quality live and recorded music.
- To experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2

Pupils should be taught:

- To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- To improvise and compose music for a range of purposes using the inter-related dimensions of music.
- To listen with attention to detail and recall sounds with increasing aural memory.
- To use and understand staff and other musical notations.
- To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- To develop an understanding of the history of music.



Impact:

At Falmouth Primary Academy, each Music unit is structured around a central enquiry question, supported by key learning components that pupils must master to effectively address the enquiry. Regular assessment opportunities are embedded throughout the unit, including low-stakes starter activities, targeted questioning, and class discussions. These strategies ensure that pupils consistently recall and apply prior learning.

Throughout each unit, pupils will have frequent opportunities to demonstrate the practical musical skills they have acquired. Assessment is further supported by end-of-topic quizzes, with dedicated time in the final lesson to address any gaps in understanding. Teachers provide ongoing verbal feedback and developmental guidance during lessons, fostering a reflective and growth-oriented learning environment.

Pupils are encouraged to build resilience and perseverance by revisiting and refining their compositions and performances. Their music books will serve as a record of their musical knowledge and progression, showcasing how their compositions evolve over time. These books also act as reference materials to support final performances.

Throughout each unit pupils will be able to speak confidently about different aspects of music, including key elements such as dynamics, tempo, rhythm and structure. They will be able to discuss a range of musicians, including renowned composers – extending this each year as they progress throughout the school. They will be able to articulate how music has evolved across historical time periods, cultures and genres. All pupils will be able to use technical vocabulary accurately to analyse musical works, demonstrating a deep and informed understanding of both classical and popular music traditions. They will be able to compose and perform a variety of pieces by the end of the year including instrumental pieces and music technology tracks, along with showcasing their vocal skills in a range of performances.

