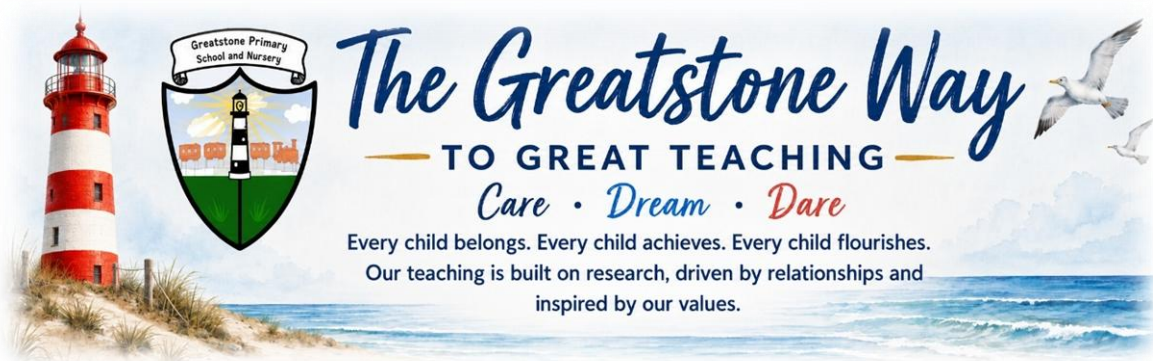




Music: The Greatstone Way Curriculum

Curriculum Intent

At Greatstone Primary School, we believe that music is a powerful and inclusive subject that enables every child to **Care, Dream and Dare**. Music enriches lives, nurtures creativity, develops confidence and brings people together. Through our ambitious curriculum, every pupil is given the opportunity to sing, listen, compose, perform and evaluate music from a wide range of cultures, traditions and historical periods, developing both musical understanding and a lifelong appreciation of the arts.

Our music curriculum is built upon the **Sing Up Music** programme, which provides a carefully sequenced, progressive curriculum fully aligned with the National Curriculum. Sing Up forms the teaching spine for music at Greatstone, ensuring that knowledge, skills and musical understanding develop progressively from the Early Years Foundation Stage through to the end of Key Stage 2. The programme enables pupils to revisit and deepen the fundamental elements of music—including pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation—through increasingly challenging and meaningful musical experiences. These experiences are complemented by opportunities for live performance, composition, improvisation and collaborative music-making throughout the year.

At Greatstone, music is much more than a weekly lesson. It is an integral part of our school culture and reflects the values and learning principles of **The Greatstone Way**. Singing together builds belonging and community; performing develops resilience, confidence and aspiration; composing encourages creativity and innovation; and listening to music from different cultures fosters curiosity, empathy and respect. Music provides every child with opportunities to express themselves, work collaboratively and celebrate success through authentic performances and shared experiences.

Our curriculum has been carefully mapped alongside our whole-school Long-Term Plan so that each Sing Up unit complements wider curriculum themes, creating meaningful connections across subjects while ensuring full coverage of the National Curriculum. Pupils experience music through classroom learning, whole-school singing, performances, productions, concerts, assemblies and enrichment opportunities, allowing them to apply and celebrate their musical learning in authentic contexts throughout the academic year.

Through a rich, ambitious and inclusive music curriculum rooted in high-quality teaching and memorable musical experiences, we aim for every child to leave Greatstone as a confident performer, thoughtful listener, creative composer and enthusiastic participant in music, equipped with the knowledge, skills and appreciation to continue their musical journey beyond primary school.

Greatstone Primary Music Progression (EYFS–Year 6)

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	My Musical World Focus: Exploring voices, pulse and singing together. Suggested Sing Up repertoire: Hello songs, action songs, nursery rhymes.	Celebrations Through Song Focus: Christmas songs, steady beat and performance. Suggested repertoire: Nativity songs, Jingle Bells, Away in a Manger.	Rhymes and Rhythm Focus: Pulse, rhythm and call-and-response. Suggested repertoire: Hickory Dickory Dock, Five Little Ducks, Humpty Dumpty.	Music and Movement Focus: Fast/slow, loud/quiet, responding through movement. Suggested repertoire: We're Going on a Bear Hunt, Heads Shoulders Knees and Toes.	Music Outdoors Focus: Listening to environmental sounds, percussion and Beach School music making. Suggested repertoire: Row, Row, Row Your Boat, The Green Grass Grew All Around.	Let's Perform! Focus: Singing confidently and sharing favourite songs with families.
Reception	My Musical World Focus: Pulse, voice and musical play. Suggested Sing Up units: Foundation Stage – My Musical World.	Celebration Songs Focus: Singing for an audience and festive repertoire.	Everyone! Focus: Keeping a steady beat, listening and responding.	Big Bear Funk Focus: Rhythm, improvisation and instrumental exploration.	Reflect, Rehearse and Perform Focus: Listening, composing and performing outdoors.	Celebrating Our Learning Focus: Performing, reflecting and transition to Year 1.
Year 1	Menu Songs	Colonel Hathi's March	Magical Musical Aquarium		Football Dawn from Sea Interludes Musical Conversations Dancing and Drawing to Nautilus	Cat and Mouse Come Dance With Me
Year 2	Tony Chestnut Carnival of the Animals	Grandma Rap Composing Music Inspired by Birdsong	Orawa Trains	Swing-a-long with Shostakovich	Charlie Chaplin	Tranczyny Labada
Year 3	I've Been to Harlem Nao Chariya De / Mingulay Boat Song	Sound Symmetry	Latin Dance March from Nutcracker From a Railway Carriage	Just Three Notes	Samba with Sergio	Fly with the Stars
Year 4	This Little Light of Mine	Pink Panther Composing with Colour	The Doot Doot Song	Fanfare for the Common Man	Global Pentatonics	The Horse in Motion Favourite Song
Year 5	What Shall We Do with the Drunken Sailor Why We Sing	Introduction to Song Writing	Madina Tun Nabi Building a Groove	Epoca	Balinese Gamelan	Composing in Ternary Form
Year 6	Hey, Mr Miller	Exploring Identity Through Song	Dona Nobis Pacem	Race	Leavers' Performance & Legacy	Performance Celebration / Transition Showcase

Greatstone Primary Music Progression Overview (EYFS–Year 6)

Year Group	Singing	Listening & Appraising	Composing & Improvising	Performing	Musicianship (Pulse, Rhythm, Pitch & Notation)
Nursery	Joins in with familiar songs and rhymes using actions and increasing confidence.	Listens and responds to different sounds, voices and simple pieces of music.	Explores sounds through play using voice, body percussion and simple instruments.	Participates in group singing and movement activities.	Develops awareness of pulse, explores loud/quiet and fast/slow, begins to keep a steady beat.
Reception	Sings familiar songs accurately, matching pitch more consistently and beginning to sing independently.	Identifies mood, tempo and simple musical changes, responding through movement and discussion.	Creates simple rhythms and sound patterns using voices and percussion.	Performs confidently in class and school events.	Maintains a steady pulse, copies simple rhythms, explores pitch and begins to recognise simple musical symbols.
Year 1	Sings with clear voices, maintaining pulse and beginning to sing expressively.	Identifies pulse, rhythm, tempo and simple instrumental sounds in a variety of music.	Creates simple rhythmic and melodic patterns through improvisation.	Performs individually and as part of a group with growing confidence.	Keeps a steady beat, copies and creates simple rhythms, recognises high/low pitch and begins reading simple notation.
Year 2	Sings tunefully with improved control, expression and phrasing.	Recognises different musical styles, instruments and musical features.	Creates simple compositions using rhythm and pitch patterns inspired by listening activities.	Performs with increasing accuracy and awareness of others.	Reads and performs simple rhythmic notation, maintains pulse independently and explores changing tempo and dynamics.
Year 3	Sings confidently in two parts and with increasing musical expression.	Identifies musical structure, texture and timbre across a wider range of genres.	Improvises and composes using pentatonic scales and structured musical ideas.	Performs confidently using tuned and untuned percussion.	Reads standard rhythmic notation, develops melodic understanding and maintains independent parts within an ensemble.
Year 4	Maintains accurate pitch in rounds and partner songs with growing independence.	Analyses how composers use musical elements to create mood and atmosphere.	Composes using repeated patterns (ostinati), texture and contrasting musical ideas.	Performs as part of an ensemble with improved control, balance and expression.	Reads and performs from staff notation, develops understanding of intervals, dynamics, texture and musical structure.
Year 5	Sings confidently in harmony with expression, control and musical awareness.	Evaluates music critically, recognising stylistic features across historical periods and world traditions.	Composes original pieces using a wider range of musical structures, harmony and accompaniment.	Performs confidently in ensembles, maintaining independent musical parts.	Reads increasingly complex notation, understands chords, syncopation, major/minor tonality and more advanced rhythmic patterns.
Year 6	Demonstrates confident, expressive singing, adapting vocal technique for different musical styles and performances.	Critically analyses, compares and evaluates music using accurate musical vocabulary.	Composes sophisticated pieces using structure, notation and a range of compositional techniques.	Performs independently and collaboratively with confidence, precision and musicality for authentic audiences.	Reads and performs confidently from standard notation, demonstrating secure understanding of rhythm, pitch, harmony, structure, dynamics, tempo and musical expression.

Musical Knowledge Progression (EYFS–Year 6)

Year Group	Musical Knowledge	Key Vocabulary
Nursery	Explore and enjoy music through singing, movement and play. Recognise familiar songs and rhymes. Begin to identify a steady pulse, experiment with loud and quiet sounds, fast and slow music, and explore different ways of making sounds using voices, bodies and simple percussion instruments.	music, song, sing, voice, sound, loud, quiet, fast, slow, beat, pulse, clap, tap, shake, listen, stop, start
Reception	Maintain a steady pulse in familiar songs. Match pitch more accurately and sing with increasing confidence. Explore rhythm through body percussion and instruments. Respond to music through movement, drawing and simple composition. Begin to recognise simple musical patterns.	pulse, rhythm, pitch, beat, tempo, pattern, percussion, instrument, perform, audience, melody, compose, listen
Year 1	Understand that music has a steady pulse and rhythm. Recognise changes in tempo and dynamics. Identify high and low pitch. Explore how music can tell stories and create moods. Begin creating simple rhythmic and melodic patterns and perform confidently with others.	pulse, beat, rhythm, pitch, tempo, dynamics, melody, percussion, tuned, untuned, perform, audience, compose, improvise
Year 2	Develop understanding of pulse, rhythm and pitch through singing, listening and composing. Recognise different instruments and musical styles. Read and perform simple rhythmic notation and create short musical compositions inspired by music and the natural world.	notation, crotchet, quaver, rest, melody, rhythm, pitch, pulse, dynamics, tempo, timbre, compose, improvise, perform, orchestra
Year 3	Understand how rhythm, melody and harmony work together. Explore pentatonic melodies, rounds and partner songs. Recognise musical structure and begin reading standard notation. Compose using repeated patterns and perform with increasing independence.	harmony, pentatonic, ostinato, phrase, notation, staff, bar, rhythm, melody, structure, texture, ensemble, improvisation
Year 4	Explain how composers use dynamics, texture, tempo and structure to create musical effect. Perform confidently in rounds and simple harmony. Read and perform from standard notation. Compose using contrasting musical ideas and repeated patterns.	texture, harmony, dynamics, crescendo, diminuendo, ostinato, motif, structure, verse, chorus, notation, ensemble, timbre
Year 5	Understand how music reflects different cultures, traditions and historical periods. Compose music using a range of structures and accompaniment. Perform confidently in harmony and evaluate musical performances using appropriate vocabulary.	syncopation, chord, accompaniment, harmony, improvisation, compose, style, genre, major, minor, bridge, riff, evaluate, expression
Year 6	Demonstrate secure understanding of musical elements, notation and performance techniques. Analyse and evaluate music critically using musical vocabulary. Compose original music with clear structure and perform confidently for a range of audiences with accuracy and expression.	notation, harmony, texture, timbre, dynamics, articulation, phrasing, syncopation, structure, modulation, genre, interpretation, evaluate, expression

Assessment Principles

At Greatstone Primary School, assessment in music is **continuous, practical and formative**. It is used to celebrate musical achievement, identify next steps and ensure that every pupil develops as a confident musician. Assessment is based on pupils' developing knowledge, skills and understanding across the five strands of the **Sing Up Music** curriculum: **Singing, Listening and Appraising, Composing and Improvising, Performing and Musicianship**. It focuses on the musical journey pupils make rather than the production of written work alone.

Teachers assess pupils through ongoing observation during music lessons, rehearsals and performances, identifying how well children apply their musical knowledge and skills in authentic contexts. Pupils demonstrate their understanding through singing, playing instruments, improvising, composing, listening, discussing and performing, providing regular opportunities for teachers to assess progress against the planned learning outcomes for each unit.

Assessment draws upon a range of evidence, including:

- Teacher observation during practical music-making.
- Performance of songs, instrumental pieces and ensemble work.
- Listening and appraisal discussions using appropriate musical vocabulary.
- Improvisation and composition, both individually and collaboratively.
- Audio or video recordings where appropriate to demonstrate progress over time.
- Pupil self-assessment and peer feedback to encourage reflection and musical confidence.

Progression is assessed through pupils' increasing ability to:

- sing accurately and expressively;
- keep a steady pulse and perform rhythmic and melodic patterns;
- listen critically and respond using musical vocabulary;
- compose and improvise with increasing creativity and control;
- perform confidently, both independently and as part of an ensemble;
- apply knowledge of musical elements, notation and structure with increasing fluency.

Assessment information is used to inform future teaching, provide appropriate support and challenge, and ensure that pupils build secure musical knowledge and skills over time. Teachers use assessment to identify misconceptions, adapt teaching, revisit key concepts where necessary and ensure that all pupils make sustained progress throughout the curriculum.

Summative assessment takes place at the end of each **Sing Up** unit through a final performance, composition or practical outcome, allowing teachers to evaluate whether pupils have met the intended learning outcomes. These end points contribute to teachers' overall judgements of attainment and progression across the academic year.

At Greatstone Primary School, assessment is not simply about measuring musical ability; it is about ensuring that every child develops confidence, creativity and a lifelong enjoyment of music. Through regular performance opportunities, reflection and celebration of achievement, pupils leave Greatstone as increasingly skilled, knowledgeable and enthusiastic musicians, ready for the next stage of their musical journey.