Music Curriculum Overview

Intent:

At **St Francis CE Primary School**, our Music curriculum is rooted in our Christian vision that **"Every person matters, every person helps, every person succeeds,"** enabling all children to **live life in all its fullness** (John 10:10).
Music is a powerful and inclusive subject through which every child is valued, encouraged, and enabled to flourish. Through high-quality musical experiences, we nurture creativity, self-expression, and a sense of belonging, ensuring that every child, regardless of background or ability, can participate, contribute, and succeed.
Using the **Sing Up music curriculum**, our intent is to deliver a rich, progressive, and engaging music education that develops children's skills in **singing, listening, performing, composing, and appraising** across a wide range of styles, cultures, and traditions. Singing lies at the heart of our musical learning, building confidence, joy, and unity within our school community.
Our Music curriculum actively promotes our core Christian values:

- **Courage** – developing confidence to perform, take creative risks, and express ideas
- **Peace** – using music as a means of reflection, calm, and emotional wellbeing
- **Thankfulness** – appreciating music as a gift and celebrating the achievements of others
- **Trust** – working collaboratively, listening carefully, and valuing each contribution
- **Friendship** – creating music together, fostering respect and teamwork
- **Hope** – inspiring aspiration, perseverance, and belief in personal potential

Through music, children learn to listen deeply, work collaboratively, and celebrate diversity, strengthening relationships and understanding within and beyond our school. Performance opportunities within school, church, and the wider community enable children to share their talents, develop resilience, and experience success.
Our intent is that all pupils leave St Francis with a **love of music**, the confidence to engage in musical activities, and an understanding of music's power to bring people together and enrich lives.

Implementation: Early Years

In the Early Years at **St Francis CE Primary School**, music plays a vital role in supporting children's early development and wellbeing. Through singing, movement, rhythm, and listening activities, children explore music in a joyful, playful, and inclusive way. Music is used daily to support communication and language, physical development, and personal, social, and emotional growth.

Children are encouraged to sing familiar songs, explore sounds, use simple instruments, and respond creatively through movement. These experiences help to build confidence, turn-taking, listening skills, and a sense of belonging, reflecting our vision that **every person matters, helps, and succeeds**. Music also supports calm, reflection, and routine, helping children to feel safe and secure as they begin their learning journey and start to **live life in all its fullness**.

Implementation:

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Menu Song	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 Composing Music inspired by Birdsong	Grandma Rap	Orawa Trains	Swing-a-long with Shostakovich Charlie Chaplin	Tanczymy Labada
Year 3	I've been to Harlem	Mingulay Boat Song Sound Symmetry	Latin Dance	'March' from The Nutcracker From a Railway Carriage	Just Three Notes Samba with Sergio	Fly with the Stars
Year 4	This Little Light of Mine	The Pink Panther Theme Composing with Colour	The Doot Doot Song	Fanfare for the Common Man Spain	Global Pentatonics The Horse in Motion	Favourite Song
Year 5	What Shall we do with the Drunken Sailor?	Why we Sing Introduction to Songwriting	Madina Tun Nabi	Building a Groove Epoca	Balinese Gamelan Composing in Ternary Form	Kisne Banaaya
Year 6	Hey, Mr Miller	Shadows Composing for Protest	Dona Nobis Pacem	You to me are Everything Twinkle Variations	Race! Exploring Identity through Song	Ame Sau Vala Tara Bal

Improvise and Compose - Term 1

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Make up new words and actions about different emotions and feelings.	Participate in creating a dramatic group performance using kitchen-themed props.	Improvise rhythms along to a backing track using the note C or G.	Compose a pentatonic ostinato.	Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).	Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.	Compose a syncopated melody using the notes of the C major scale.
Explore making sound with voices and percussion instruments to create different feelings and moods.	Compose music to march to using tuned and untuned percussion.	Compose call-and-response music.	Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.	Improvise and compose, creating atmospheric music for a scene with a given set of instruments.	Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook.	Create their own song lyrics.
Explore storytelling elements in the music and create a class story inspired by the piece.	Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.	Select instruments and compose music to reflect an animal's character.		Create short sounds inspired by colours and shapes.	Create fragments of songs that can be developed into fully fledged songs.	Fit their lyrics to a pulse, creating a chant.
Make up a simple accompaniment using percussion instruments.		Invent simple patterns using voices, body percussion, and then instruments.		Structure musical ideas into a composition.		Write a melody and sing it.
Make up new lyrics and vocal sounds for different kinds of transport.		Follow signals given by a conductor/leader.		Create and read graphic scores.		Structure their ideas into a complete song.
		Structure compositional ideas into a bigger piece.				
		Improvise solos using instruments.				

Every person matters, every person helps, every person succeeds.

Improvise and Compose - Term 2

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore the range and capabilities of voices through vocal play.	Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).	Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.	Compose a 4-beat rhythm pattern to play during instrumental sections of a song.	'Doodle' with voices over the chords in the song.	Improvise freely over a drone.	Compose an 8-bar piece on percussion, in 3-time, and using chords F major and C major.
Create a sound story using instruments to represent different animal sounds/ movements.	Compose musical sound effects and short sequences of sounds in response to a stimulus.	Improvise and compose, structuring short musical ideas to form a larger piece.	Working in small groups, sing a call-and-response song with an invented drone accompaniment.	Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.	Show understanding of how a drum pattern, bassline, and riff fit together to create a memorable and catchy groove.	Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.
Make up new lyrics and accompanying actions.	Improvise question-and-answer conversations using percussion instruments.	Begin to understand duration and rhythm notation.	Explore ways to create word-based pieces of music.	Compose a fanfare using a small set of notes and short, repeated rhythms.	Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group.	Learn some simple choreography to accompany a disco song.
Improvise a vocal/physical soundscape about minibeasts.		Structure musical ideas into a whole-class composition.	Explore ways to communicate atmosphere and effect.	Invent a melody.	Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.	Create variations using a wide variety of composing techniques.
				Fit two patterns together.		Improvise on top of a repeating bassline.
				Structure musical ideas into their own compositions.		

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Improvise and Compose - Term 3

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop a song by composing new words and adding movements and props.	Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.	Create action patterns in 2- and 3-time.	Invent simple patterns using rhythms and notes C-D-E.	Compose a pentatonic melody.	Compose a kecak vocal piece as part of a group.	Create an accompaniment.
Improvise music with different instruments, following a conductor.	Attempt to record compositions with stick and other notations.	Compose a soundtrack to a clip of a silent film.	Compose music, structuring short ideas into a bigger piece.	Improvise and create pentatonic patterns.	Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo.	Create an extended melody with four distinct phrases.
Compose music based on characters and stories developed through listening to Beethoven's *5th symphony.*	Create musical phrases from new word rhythms that children invent.	Understand and use notes of different duration.	Notate, read, and follow a 'score'.	Use notation to represent musical ideas.	Notate their ideas to form a simple score to play from.	Experiment with harmony.
Compose a 3-beat body percussion pattern and perform it to a steady beat.		Understand and use notes of different pitch.		Create ostinatos.	Compose a simple accompaniment using tuned instruments.	Structure their ideas into a full soundtrack.
Invent and perform actions for new verses.		Understand and use dynamics.		Layer up different rhythms.	Create and perform their own class arrangement.	Create a rhythmic piece for drums and percussion instruments.
				Create and follow a score.		

Sing and Play - Term 1

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sing with a sense of pitch, following the shape of the melody with their voices.	Sing a cumulative song from memory, remembering the order of the verses.	Play the melody on a tuned percussion instrument.	Sing a call-and-response song in groups, holding long notes confidently.	Sing in a Gospel style with expression and dynamics.	Sing a sea shanty expressively, with accurate pitch and a strong beat.	Sing a syncopated melody accurately and in tune.
Mark the beat of the song with actions.	Play classroom instruments on the beat.	Sing with good diction.	Play melodic and rhythmic accompaniments to a song.	Play a bass part and rhythm ostinato along with *This little light of mine.*	Play bass notes, chords, or rhythms to accompany singing.	Sing and play a class arrangement of the song with a good sense of ensemble
Use the voice to adopt different roles and characters.	Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.		Sing by improvising simple melodies and rhythms.	Sing Part 1 of a partner song rhythmically.	Sing in unison while playing an instrumental beat (untuned).	
Match the pitch of a 4-note (la-so-mi-do) call-and-response song.	Sing a unison song rhythmically and in tune.				Keep the beat playing a 'cup' game.	
Sing a tune with 'stepping' and 'leaping' notes.	Play percussion instruments expressively, representing the character of their composition.				Develop and practise techniques for singing and performing in a Gospel style.	
Play a steady beat on percussion instruments.						

Sing and Play - Term 2

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop a sense of beat by performing actions to music.	Chant together rhythmically, marking rests accurately.	Chant *Grandma rap* rhythmically and perform to an accompaniment children create.	Sing the syncopated rhythms in *Latin dance* and recognise a verse/chorus structure.	Sing swung rhythms lightly and accurately.	Sing a song in two parts with expression and an understanding of its origins.	Sing a round accurately and in a *legato* style.
Sing an action song with changes in speed.	Play a simple ostinato on untuned percussion.	Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.	Play a one-note part, contributing to the chords accompanying the verses.		Sing a round and accompany themselves with a beat.	Sing a chorus in two-part harmony with dancing on the beat.
Play along with percussion instruments.	Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.	Learn a clapping game to *Hi lo chicka lo* that shows the rhythm.	Learn a part on tuned percussion and play as part of a whole-class performance.		Play a drone and chords to accompany singing.	Decipher a graphic score.
Perform the story as a class.	Sing a simple singing game, adding actions to show a developing sense of beat.	Sing and play, performing composed pieces for an audience.	Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.			Play *Twinkle, twinkle, little star.*
Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.	Create, interpret, and perform simple graphic scores.	Learn a simple rhythm pattern and perform it with tempo and volume changes.	Play repeating rhythmic patterns.			
Sing in call-and-response and change voices to make a buzzing sound.		Learn about the musical terms *crescendo, diminuendo, accelerando, ritenuto.*	Count musically.			
Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.		Follow signals from a conductor.				

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Sing and Play - Term 3

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sing a song that uses a call-and-response structure.	Perform actions to music, reinforcing a sense of beat.	Demonstrate an internalised sense of pulse through singing games.	Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.	Sing with expression and a sense of the style of the music.	Sing/chant a part within a kecak vocal performance.	Sing the chorus of *Throw, catch* in three-part harmony with dancing.
Play sea sound effects on percussion instruments.	Sing and chant songs and rhymes expressively.	Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.	Perform vocal percussion as part of a group.	Sing the chorus of *Throw, catch* in three-part harmony with dancing.	Sing and play the melody of *Kis nay banaayaa.*	
With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E).	Sing either part of a call-and-response song.	Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.	Play the chords of *Fly with the stars* on tuned percussion as part of a whole-class performance	Play an instrumental part as part of a whole-class performance.	Sing in a 4-part round accompanied with a pitched ostinato.	
Play different instruments with control.	Play the response sections on tuned percussion using the correct beater hold.		Sing solo or in a pair in call-and-response style.	Sing a part in a partner song, rhythmically and from memory.		
Explore dynamics with their voices and instruments.	Echo sing a line independently with teacher leading, then move on to pair singing in echo format.					
Sing a melody in waltz time and perform the actions.						
Transfer actions to sounds played on percussion instruments.						
Sing a song while performing a sequence of dance steps.						
Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.						

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Listen and Appraise - Term 1

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
dentify and describe contrasts in tempo and dynamics.	Listen and move in time to the song.	Recognise and play echoing phrases by ear.	Listen and identify where notes in the melody of the song go down and up.	Listen and move in time to songs in a Gospel style.	Talk about the purpose of sea shanties and describe some of the features using music vocabulary.	Listen to historical recordings of big band swing, and describe features of the music using music vocabulary.
Begin to use musical terms (louder/ quieter, faster/slower, higher/lower).	Respond to musical characteristics through movement.	Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.	Begin to develop an understanding and appreciation of music from different musical traditions.	Listen and appraise, recognising elements of the music that establishes the mood and character (e.g. the rhythm).	Recognise individual instruments and voices by ear.	Explore the influences on an artist by comparing pieces of music from different genres.
Respond to music in a range of ways (e.g. movement, talking, writing).	Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).	Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made).	Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things.	Talk about the effect of particular instrument sounds (timbre).	Listen to a selection of Gospel music and spirituals, and identify key elements that give the music its unique sound.	Identify features of timbre, instrumentation, and expression in an extract of recorded music.
	Listen to 'Aquarium', reflecting the character of the music through movement.	Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/ smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.	Understand that a folk song is music that belongs to the people of a particular place.	Understand that instruments can be used individually and in combination to create different effects of timbre and texture.	Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.)	Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.
			Identify how the pitch and melody of a song has been developed using symmetry.		Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor.	Create a shadow movement piece in response to music.
					Understand techniques for creating a song, and develop a greater understanding of the songwriting process.	

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Listen and Appraise - Term 2

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).	Recognise the difference between a pattern with notes (pitched) and without (unpitched).	Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers).	Listen to a range of Cuban pieces, undestanding influences on the music and recognising some of its musical features.	Listen and identify similarities and differences between acoustic guitar styles.	Listen and copy back simple rhythmic and melodic patterns.	Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).
Enjoy moving freely and expressively to music.	Listen actively by responding to musical signals and musical themes using appropriate movement.	Listen and appraise, with focus and attention to detail, recalling sounds and patterns.	Develop active listening skills by responding to musical themes through movement.	Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.	Identify drum patterns, basslines, and riffs, and play them using body percussion and voices.	Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.
Listen to music and show the beat with actions.	Create a musical movement picture.	Listen to and analyse four pieces of music inspired by travel/vehicles.	Understand the structure of rondo form (A-B-A-C-A).		Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.	
Use appropriate hand actions to mark a changing pitch.	Recognise how graphic symbols can represent sound.		Develop a sense of beat and rhythmic pattern through movement.		Demonstrate an understanding of the history of Argentine Tango.	
Listen to a piece of classical music and respond through dance.			Experience call-and-response patterns through moving with a partner.			
			Listen and compare how different composers have approached creating word-based compositions.			

Listen and Appraise - Term 3

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen to a range of sea-related pieces of music and respond with movement.	Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.	Listen actively and mark the beat by tapping, clapping, and swinging to the music.	Recognise and copy rhythms and pitches C-D-E.	Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.	Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak.	Identify ways songwriters convey meaning: through lyrics, the music, and the performance.
Develop listening skills, identifying dynamics *(forte, piano, crescendo, and diminuendo)* across a range of different musical styles.	Develop awareness of duration and the ability to move slowly to music.	Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty').	Move in time with the beat of the music.	Watch a film and analyse it in a musical context.	Listen and match vocal and instrumental sounds to each other, and to notation.	Understand different ways that rhymes work in songs.
Listen actively to music in 3/4 time.	Create art work, drawing freely and imaginatively in response to a piece of music.	Understand and explain how beats can be grouped into patterns and idenitfy them in familiar songs.	Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival).	Identify similarities and differences between pieces of music in a folk/folk-rock style.	Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story.	Identify different elements of a song's structure.
Find the beat and perform a clapping game with a partner.	Listen and copy rhythm patterns.	Move freely and creatively to music using a prop.	Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.		Understand and recognise ternary form.	Understand the concept of identity and how you can express that in songs.
Listen to and talk about folk songs from North America.	Listen and copy call-and-response patterns on voices and instruments.	Listen and match the beat of others and recorded music, adapting speed accordingly.				Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.
		Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.				Demonstrate coordination and keeping a steady beat by dancing to bhangra music.

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Impact:

At **St Francis CE Primary School**, the impact of our Music curriculum is seen in confident, joyful, and inclusive musical participation where **every child matters, helps, and succeeds**. Through high-quality teaching using the **Sing Up** curriculum, pupils make strong and sustained progress in musical knowledge, skills, and understanding as they move through the school.

Children develop secure skills in **singing, listening, performing, composing, and appraising**, with singing embedded as a central and unifying practice. Pupils sing accurately, with increasing control, expression, and confidence, and they are able to talk about music using appropriate vocabulary. They listen carefully and critically to a wide range of musical styles, cultures, and traditions, developing respect and appreciation for diversity.

Our Christian values are evident in pupils' musical outcomes and attitudes. Children show **courage** when performing and sharing ideas, **trust** and **friendship** when working collaboratively, and **peace** through music as a tool for reflection and wellbeing. They demonstrate **thankfulness** for their own achievements and those of others, and **hope** through growing confidence, aspiration, and perseverance.

Music contributes positively to pupils' **spiritual, moral, social, and cultural development**, enabling children to express emotions, reflect deeply, and make meaningful connections with others. Performance opportunities within school, church, and the wider community allow pupils to experience success, build resilience, and develop a strong sense of belonging.

By the time children leave St Francis CE Primary School, they have developed a **love of music**, the confidence to participate in musical activities beyond school, and an understanding of how music can enrich lives and help them to **live life in all its fullness**.