



Music Curriculum Policy

Safeguarding Statement

West Heath Primary will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. West Heath Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Owner	Music Co-ordinator
Date of review	September 2026
Date of next review	September 2027

Music Curriculum Policy

Audience

This policy has been written so that all staff follow our expectations for our interpretation of the Music National Curriculum.

Music Curriculum Intent

The intent for the music curriculum is to enthuse, engage and inspire children through a high quality, sequenced and enriched music curriculum. We want children to have high aspirations for themselves and their future, to prepare them for life after primary school and to support them in developing the core values that we think will help them to succeed. At West Heath we champion every child to, 'Be a Star Shine Bright!'

Music Curriculum Implementation

We teach music weekly. Each lesson is taught by the class teacher and uses the Kapow scheme of work to deliver the curriculum. With a focus on the dimensions of music (pulse, pitch, dynamics, rhythm, texture and tempo) as well as listening to, improvising, singing and composing music, we plan to provide our children with a quality, enriched and engaging music education. Alongside this, we also offer whole class instrumental teaching for Year 4 where they can learn a musical instrument and develop important musical skills to support with upper phase curriculum music. The children are then offered an opportunity to continue with their musical tuition as an elective in Upper school.

Curriculum Impact

At West Heath our Music curriculum will develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Our Children will be able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They will be able to dissect music and comprehend its parts. They will be able to sing and feel a pulse. They will have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

Organisation

1. EYFS

Personal, social and emotional development
Communication and language
Understanding of the world
Expressive arts and designs

We encourage creative work in the reception class as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes music, dance, and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

Weekly singing assemblies
Christmas and end of year performances
Weekly music lessons taught using Kapow
Access to instruments through continuous provision
Singing of nursery rhymes throughout the day

2. KS1

Encourage learning of Music primarily through singing and composition using instruments. Immerse children with different types of Music throughout the academic year.

Christmas performance
Weekly singing assemblies
Weekly Music lessons taught using Kapow

3. KS2

Music is taught primarily in three chunks:

- Listen and Appraisal of Music
- Music Theory- Key musical vocabulary
- Music Performance- Using tuned and un-tuned instruments

Christmas performance
Weekly singing assemblies
Weekly Music lessons taught using Kapow
Whole class instrumental lessons (Services for Education)

Curriculum maps

EYFS:

Music Curriculum map						
EYFS						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Exploring Sound	Celebration music	Music and Movement	Musical stories	Transport	Big Band
Overview	Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment. To balance with other music around me. To play a melody by myself or with others.	Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas. To play the songs with others. To play the songs with others.	Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music. To move to the music. To move back to it if I lose the music.	Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters. To move to the music. To move back to it if I lose the music.	Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound. To copy the sounds. To copy the sounds.	Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song. To follow the beat. To follow the beat.
Head (Knowledge)	Learning objective: To explore using voices to make a variety of sounds. To explore how to use our bodies to make sounds.	Learning objective: To learn about music from another culture, particularly when related to the festival of <u>Diwali</u> . To learn about music from another culture, particularly when related to the festival of Hanukkah. To learn the names of some traditional Jewish musical instruments. To play and move to traditional Jewish Hanukkah music. To learn about music from another culture, particularly when related to the festival of Kwanzaa. To take part in a traditional call and response song. To find classroom objects to use as drums and play in response to African music.	Learning objective: To understand why songs have actions. To learn some simple Makaton signs to accompany a song. To play my track to the music.	Learning objective: To listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story. To listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story. To listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story.	Learning objective: To explore creating sound effects. To explore making sounds at different speeds. To copy the sounds. To copy the sounds.	Learning objective: To discuss what makes a musical instrument. To use recyclable materials to create a simple representation of a musical instrument. To discuss what makes a musical instrument. To use recyclable materials to create a simple representation of a musical instrument.
	To explore the sounds of different instruments. To identify sounds in the environment and differentiate between them. To use voices to imitate nature sounds.	To respond to music with movement. To learn about music from another culture, particularly when related to the festival of Hanukkah. To learn the names of some traditional Jewish musical instruments. To play and move to traditional Jewish Hanukkah music. To learn about music from another culture, particularly when related to the festival of Kwanzaa. To take part in a traditional call and response song. To find classroom objects to use as drums and play in response to African music.	To explore beat through body movement. To express feelings and emotions through movement to music. To explore pitch and tempo through scarf dancing and body movement. To perform action songs to a small audience.	To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. To talk about how a piece of music makes you feel. To use actions to retell a story to music. To sing and perform a group song. To learn how instruments can represent a certain mood, character or action. To experiment with the sounds of different instruments. To create a musical story based upon a familiar routine.	To explore moving to different tempos. To interpret symbols to show a change in speed. To interpret a simple score to show tempo changes.	To learn what an orchestra is. To learn about the four different groups of musical instruments. To copy and follow a beat. To follow a beat using an untuned instrument. To experiment with playing tuned and untuned instruments. To play in time to familiar songs. To choose appropriate instruments to represent different parts of a song. To perform a practised song to a small audience.
Skills (Hands)	Communication and language ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class	Understanding the World Recognise that people have different beliefs and celebrate special times in different ways. Expressive Arts and Design Listen attentively, move to and talk about music, expressing their	Personal, Social and Emotional Development Think about the perspectives of others. Expressive Arts and Design Listen attentively, move to and talk about music, expressing their	Communication and language Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to	Communication and language Understand how to listen carefully and why listening is important. Learn new vocabulary. ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant	Expressive Arts and Design Explore, use and refine a variety of artistic effects to express their ideas and feelings. Sing in a group or on their own, increasingly matching the pitch and following the melody. Return to and build on their previous learning,

- Immerse children with different types of Music throughout the academic year
- Links directly with the Early Learning Goals (ELGs) used to assess progress in Early Years

KS1:

Music Curriculum map						
Year 1						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Keeping the Pulse (My favourite things)	Tempo (Theme: Snail and Mouse)	Dynamics (Seaside)	Sound <u>patterns</u> (Fairytale)	Pitch (Superheroes)	Musical symbols (Under the sea)
Overview	Exploring the concept of keeping a steady pulse together, children engage in music and movement activities inspired by their favourite things. They participate in different activities, moving to the beat of the music while thinking about and expressing their favourite objects or experiences.	Using voices, bodies and instruments to listen and respond to different pieces of music, children learn and perform a rhyme and song with a focus on tempo. They focus on the adventures of the Snail and mouse to understand how tempo can shape a musical story.	Exploring the connections between music, sounds, and environments, children aim to represent the seaside. They use percussion instruments, vocal sounds, and body percussion to create sounds like crashing waves, calling seagulls, and rustling sand. They use voices and instruments to practice varying dynamics—showing a	Examining different favourite fairy tales, children discuss the key moments in these stories. They are guided to clap and read simple sound patterns, matching the different characters of the story. Pupils then use these sound patterns to retell the fairy tale, bringing the story to life through sound and movement.	Identifying high and low notes, children use this knowledge to compose a simple tune that represents a superhero. They then listen to different pitches, recognising the difference between high and low sounds. After identifying these notes, pupils experiment with combining different pitches to create a melody that	Diving into the unknown, children explore the depths of the sea through music, movement, musical symbols, and the playing of tuned percussion instruments. They engage in activities that allow them to express the mysterious underwater world, such as using their bodies to mimic the movement of sea creatures. They learn to interpret musical symbols to translate visual cues into sounds and play tuned percussion instruments, to
			contrast between loud and soft sounds.		represents their chosen superhero.	represent the wonders of the underwater world.
Head (Knowledge)	Learning objective: To demonstrate an understanding of pulse using parts of the body. To keep a pulse and show a sound pattern using bodies and voices. To explore using a thinking voice to show the pulse. To play short rhythms in time with the pulse. To demonstrate an understanding of pulse through performance. Vocabulary: pulse singing voice speaking voice thinking voice	Learning objective: To use voices and bodies expressively, while exploring tempo. To practice a rhyme using fast and slow beats on instruments. To use voices to perform a song with a fast and slow beat. To use singing voices and an instrument to perform a song with a fast and slow beat. To demonstrate fast and slow beats within the context of a story. Vocabulary: beat fast singing voice slow speaking voice warm up	Learning objective: To understand how music can be used to represent an environment. To understand how music can represent changes in an environment. To explore using instruments, body and voice to create a seaside soundscape. To identify how dynamics can reflect environments. To create and represent sounds using symbols. Vocabulary: dynamics instrument seaside soundscape	Learning objective: To explore and change dynamics using the voice. To experiment with creating different sounds using a single instrument. To read simple rhythmic patterns comprising of one beat sounds and one beat rests. To play sound patterns in time with the pulse using a visual stimulus. To show awareness of different roles when performing in a group performance. Vocabulary: character	Learning objective: To identify high- and low-pitched sounds. To explore pitch by creating two-pitch patterns. To demonstrate tempo changes. To create a superhero <u>theme</u> tune with a variety in tempo and pitch. To perform a piece of superhero music showing a change of pitch and tempo. Vocabulary: high low pattern performance pitch tempo	Learning objective: To explore tempo changes through movement. To explore how dynamics can be represented by different symbols. To clap simple rhythmic patterns while keeping the pulse. To interpret symbols to demonstrate a pitch pattern. To perform as part of a group to demonstrate dynamics, pitch and rhythm. Vocabulary: dynamics pitch rest sound <u>pattern</u> tempo

Skills (Hands)	Success criteria: Sway to the pulse. Tap the pulse. Clap a sound pattern. Keep the pulse with my body. Sing a sound pattern while keeping a steady pulse. Keep the pulse without using my voice. Point to the pulse while speaking a sound pattern. Show I am using my thinking voice by not speaking while keeping the pulse.	Success criteria: Move my body in different ways when music is played. Use my voice to start to reflect different music speeds. Use my body to start to reflect different music speeds. Use my voice to say a rhyme. Say "Ready, steady, off we go," using slow and fast beats. Use fast and slow beats when saying a rhyme.	Success criteria: Match the size of a movement to the volume of a sound. Say why a piece of music sounds like the sea. Create loud and soft sea sounds with my voice and body. Talk about why a sound was loud or soft. Describe why two pieces of music sound different from each other. Create a variety of sea sounds with my voice and body.	Success criteria: Join in time with repeated phrases and patterns. Change my voice to represent different characters, for example, by changing the volume. Respond to hand gestures. Use one instrument to create different sounds. Choose a relevant sound to accompany a part of the story. Clap syllables in spoken words or phrases.	Success criteria: Recognise high- and low-pitched sounds. Create a high- and low-pitched sound. Make two sounds with different pitches. Create a pattern using two different pitches. Play or sing a pattern with two different pitches. Recognise fast and slow music. Perform fast and slow music. Use fast and slow sounds.	Success criteria: Move to reflect the tempo of the music. Change the tempo of my actions to show different speeds of movement. Hear loud and soft (quiet) sounds in a piece of music. Use an instrument to play loud and soft. Read symbols to play loud or soft. Recognise and describe repetition in two sound patterns. Read sound pattern symbols from left to right. Clap simple rhythmic patterns comprising one
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- Encourage learning of Music primarily through singing and composition using instruments
- Immerse children with different types of Music throughout the academic year

KS2:

Music Curriculum map						
Year 5						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of <u>colour</u> (Theme: Holi)	Looping and remixing	Musical theatre
Overview	Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation.	Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the <u>Blues scale</u> , and combining these to create an improvised piece with a familiar, repetitive backing.	Learning 'Shosholoz', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.	Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.	Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well-known song before putting a dance music spin on it to create their own versions.	An introduction to musical theatre, learning how singing, <u>acting</u> and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.
Head (Knowledge)	Learning objective: To sing with accuracy, fluency, <u>control</u> and expression.	Learning objective: To know some features of blues music.	Learning objective: To sing a traditional African song unaccompanied.	Learning objective: To understand that music can be represented with colours.	Learning objective: To play a simple looped rhythm from notation.	Learning objective: To understand the history of musical theatre. To identify character songs and action songs.

	To explore and use different forms of notation. To understand note length. To read simple pitch notation. To use hieroglyphs and stave notation to write a piece of music.	To play the first line of the 12-bar blues. To be able to play the 12-bar blues. To be able to play the blues scale on a tuned instrument. To be able to improvise with notes from the blues scale.	To use tuned percussion to play a chord progression. To use vocals or tuned percussion to perform a piece of music as an ensemble. To play call and response rhythms using percussion instruments. To create an eight-beat break to play within a performance.	To represent a piece of music as a graphic score. To create a vocal composition based on a picture. To create a piece of music inspired by a single colour. To work as a group to perform a piece of music.	To explore how sound can be layered using loops. To play a melody line accurately and fluently. To select a section of a tune and perform it as a loop. To combine loops to create a remix.	To create a musical theatre scene. To rehearse a musical theatre scene. To perform a musical theatre scene.
Skills (Hands)	Success criteria: Sing in time with other people and a backing track. Follow or remember the lyrics. Follow the tune. Show the structure of a piece of music	Success criteria: Understand that blues music often conveys strong emotions. Sing a blues song. Use vocal expression to convey meaning. Know what a chord is. Play the chord of C.	Success criteria: Hold the tune of my part within a group performance. Sing unaccompanied. Use expression within my singing. Play a major chord on tuned percussion.	Success criteria: Suggest a colour to match the music. Justify my opinion. Name the features or the mood of a piece of music. Identify features of music.	Success criteria: Hold my own part. Play accurately and in time. Help to layer a looped rhythm. Create loops of music.	Success criteria: Identify at least three features of musical theatre. Describe some of the roles involved in making musical theatre. Place types of musicals accurately on a timeline. Identify a character song.
	using non-standard notation. Improvise music. Use hieroglyphs to notate my composition. Play a melody by ear. Recognise note names and note length. Make my part balance with other music around me. Play a melody by reading pitch notation. Know that notes can go either on or between the lines. Use pitch notation to write down my own melody. Work as part of a group to compose a	Play the chord of C for the first line of the 12-bar blues. Play the chord sequence of the 12-bar blues. Play the chords of C, F and G. Play in time with the backing track. Play the blues scale going up. Play the blues scale going down. Play the blues scale in time with the backing track. Play the blues scale notes out of order. Play different blues scale notes along to the backing track. Improvise using notes from the blues scale.	Play a two-chord progression. Play the progression with accuracy. Maintain and play my part accurately. Stay in time with the other performers. Offer suggestions for improvement. Listen to the pulse and play my instrument in time. Join back in if I lose my place. Count the rests (silences) accurately. Create a break that fills eight counts. Play my break accurately. Play my break in the correct place and in time.	Describe what I think pieces of music look like and why. Represent music visually. Represent colours and shapes with vocal sounds. Explain my choices. Describe my use of dynamics, tempo and pitch. Describe the musical features of a piece of music. Associate music with colour. Create vocal sounds to represent colour. Record a composition as a graphic score. Adjust my dynamics and pitch according to a graphic score.	Build layers of sound that work well together. Describe the similarities and differences between an original song and its remix. Accurately play the melody line of a piece of music. Play a melody confidently and fluently. Choose a fragment of the tune to turn into a loop. Accurately play a section of the tune as a loop. Play in time to the backbeat. Create a suitable structure for my piece of music.	Identify an action song. Justify my opinions by giving examples. Work as part of a group. Plan a musical scene to tell the story of a journey. Think of or write a song that tells the story. Work as part of a group. Perform in time with my group. Ensure that there are smooth transitions between spoken dialogue, singing and dancing. Perform in time with others in my group. Sing in tune and make sure my voice is loud and clear. Perform with expression to help convey emotion. Work as part of a group to make our scene a success.

Teach Music in three chunks:

- Listen and Appraisal of Music
- Music Theory- Key musical vocabulary
- Music Performance- Using tuned and un-tuned instruments

Assessment

Music is planned progressively using the curriculum map. This is evident through the use of key vocabulary and specific success criteria to allow children to learn and understand the vocabulary and terminology for the unit of work they are focusing on.

Teachers should use formative assessment to assess the progress of children across a block of learning.

Inclusion

At West Heath, we teach Music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad balanced education to all. Teachers provide learning opportunities matched to the needs of children with learning difficulties and our work in the arts takes into account the targets set for individual children in their individual educational plans.

Role of the subject leader

The music co-ordinator is responsible for the standard of music at West Heath Primary School and for the quality of teaching. The subject coordinators also support colleagues in the teaching of Music. The Music co-ordinator is responsible for completing termly action plans to strengthen and develop their subject.

Review

This policy will be reviewed, each academic year, by the Music co-ordinator, to ensure it reflects changes made to the curriculum policy and curriculum maps that are followed to teach Music across the curriculum.