



THURGOLAND
CHURCH OF ENGLAND PRIMARY SCHOOL



Thurgoland CE Primary

Music Curriculum

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Music Curriculum Intent

Our Intent

At Thurgoland CE Primary School, we believe that music is a powerful form of expression that enriches children's lives, nurtures creativity and brings people together. Rooted in our Christian vision of 'To be, and become, your Best Self', our music curriculum inspires every child to develop confidence, resilience and a lifelong love of music.

Music at Thurgoland is practical, inclusive and performance-rich. We believe every child should experience the joy of making music and have opportunities to express themselves creatively. Through listening, singing, playing instruments, improvising, composing and performing, pupils develop musical knowledge, skills and vocabulary while learning to collaborate, persevere and communicate with confidence.

Our curriculum is underpinned by the Kapow Primary Music Scheme, providing a carefully sequenced, spiral curriculum that progressively develops musical knowledge and skills from EYFS to Year 6. In Year 4, pupils follow a bespoke whole-class recorder curriculum delivered through our partnership with Barnsley Music Hub, ensuring continued progression while developing instrumental expertise. Pupils are also encouraged to continue their musical journey through individual and small-group instrumental tuition offered by the Music Hub and through Rocksteady lessons available in school.

Children regularly listen to and appraise music from a wide range of historical periods, cultures, traditions and genres, developing an appreciation of music's role in shaping communities and cultures across the world. Music is enriched through collective worship, our KS2 choir, regular performances and opportunities to perform within school and the wider community.

Evidence of learning is captured through Music Floor Books, pupil reflection and audio and video recordings, providing an authentic record of pupils' musical development while supporting ongoing assessment and celebrating progress.

We aim for every pupil to leave Thurgoland with the knowledge, skills and confidence to continue making and enjoying music throughout their lives, recognising music's power to inspire, communicate, strengthen wellbeing and bring people together.

Through our music curriculum, pupils will:

- enjoy making music and express themselves creatively
- sing, play instruments and perform with growing confidence
- listen to, appreciate and evaluate music from a wide range of cultures, genres and historical periods
- develop secure musical knowledge, skills and vocabulary
- improvise, compose and perform music using a range of musical techniques
- read and use musical notation appropriate to their stage of learning
- understand how music is created, performed and communicated
- develop resilience, creativity, collaboration and self-expression through practical music-making
- perform confidently for a range of audiences
- appreciate the contribution of significant composers, musicians and musical traditions
- develop a lifelong enjoyment of music.



Music Implementation

Music is taught weekly across EYFS to Year 6 through a carefully sequenced curriculum that develops musical knowledge, skills and vocabulary over time. The curriculum is underpinned by the Kapow Primary Music Scheme, which follows a spiral approach, revisiting and building on prior learning to ensure progression. In Year 4, pupils follow a bespoke whole-class recorder curriculum delivered in partnership with Barnsley Music Hub, developing instrumental skills while continuing to build the knowledge and skills outlined in the National Curriculum.

Music lessons are practical, engaging and inclusive. Pupils develop their musical understanding through listening, singing, playing tuned and untuned instruments, improvising, composing and performing. Lessons encourage creativity, collaboration and self-expression while developing confidence as musicians.

Music at Thurgoland	
Lesson Element	Implementation
Retrieve and Review	Lessons begin by revisiting prior learning, key vocabulary and musical concepts to strengthen understanding and support long-term memory.
Listen and Appraise	Pupils listen to high-quality music from a range of genres, cultures and historical periods. They discuss what they hear using increasingly sophisticated musical vocabulary and explore how musical elements create different effects.
Explicit Teaching	New musical knowledge, vocabulary and techniques are introduced through modelling, questioning and practical demonstration.
Practical Music-Making	Pupils apply their learning through singing, playing instruments, improvising, composing, reading notation and performing. Practical music-making is at the heart of every lesson.
Perform and Reflect	Pupils perform individually and collaboratively, receiving feedback and reflecting on their own and others' performances using musical vocabulary.
Assessment and Learning Journey	Teachers use observation, discussion and practical outcomes to assess learning throughout lessons. Evidence is captured through Music Floor Books, pupil reflection and audio and video recordings to celebrate progress and inform future teaching.

Enrichment

Music is enriched through:

- collective worship
- KS2 choir
- performances in school and the wider community
- Year 4 whole-class recorder tuition through Barnsley Music Hub
- opportunities for pupils to continue instrumental learning through Barnsley Music Hub
- Rocksteady lessons offered in school.



Music Concepts

Our music curriculum is organised around five key concepts that develop progressively from EYFS to Year 6. These concepts provide the foundation for musical learning and are revisited throughout the curriculum, enabling pupils to deepen their knowledge, refine their skills and apply their understanding in a range of musical contexts.

Concept	Coverage of Concept
Listening and Evaluating	Pupils listen to, appraise and respond to music from a wide range of genres, cultures and historical periods. They develop the ability to identify musical features, use subject-specific vocabulary and evaluate how musical elements create different moods, effects and styles.
Creating Sound	Pupils develop their vocal and instrumental skills through singing and playing tuned and untuned instruments. They explore pulse, rhythm, pitch, tempo, dynamics, timbre, texture and structure while developing control, technique and musical expression.
Notation	Pupils develop an understanding of how music is recorded and communicated. They progress from simple graphic notation to reading and using standard musical notation with increasing confidence.
Improvising and Composing	Pupils experiment with musical ideas before creating, refining and recording their own compositions. They learn to make creative choices, apply musical techniques and compose for a range of purposes and audiences.
Performing	Pupils rehearse and perform individually and as part of an ensemble, developing confidence, accuracy and expression. They learn to listen to others, work collaboratively and evaluate performances to improve their musical outcomes.



Music Curriculum Overview

Our music curriculum is carefully sequenced to ensure pupils develop musical knowledge, skills and vocabulary progressively from EYFS to Year 6. For most year groups, learning is underpinned by the Kapow Primary Music Scheme, which provides a spiral curriculum revisiting key concepts in increasing depth. In Year 4, pupils follow a bespoke whole-class recorder curriculum delivered through Barnsley Music Hub, ensuring continued progression in line with the National Curriculum while developing instrumental performance skills.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Exploring Sounds	Celebration Music	Music and Movement	Musical Stories	Transport	Big Band
Year 1	Keeping the Pulse (<i>My Favourite Things</i>)	Tempo (<i>Snail and Mouse</i>)	Dynamics (<i>Seaside</i>)	Sound Patterns (<i>Fairy Tales</i>)	Pitch (<i>Superheroes</i>)	Musical Symbols (<i>Under the Sea</i>)
Year 2	Call and Response (<i>Animals</i>)	Musical Storytelling	Singing (<i>On This Island</i>)	Contrasting Dynamics (<i>Space</i>)	Structure (<i>Myths and Legends</i>)	Pitch (<i>Musical Me</i>)
Year 3	Ballads	Creating Compositions (<i>Mountains</i>)	Developing Singing Technique (<i>The Vikings</i>)	Pentatonic Melodies and Composition (<i>Chinese New Year</i>)	Jazz	Traditional Instruments and Improvisation (<i>India</i>)
Year 4	Whole-Class Recorder Tuition	Whole-Class Recorder Tuition	Whole-Class Recorder Tuition	Whole-Class Recorder Tuition	Whole-Class Recorder Tuition	Whole-Class Recorder Tuition
Year 5	Composition Notation (<i>Ancient Egypt</i>)	Blues	South and West Africa	Composition (<i>Holi Festival</i>)	Looping and Remixing	Musical Theatre
Year 6	Dynamics, Pitch and Texture (<i>Fingal's Cave</i>)	Songs of World War II	Film Music	Themes and Variations (<i>Pop Art</i>)	Baroque	Musical Theatre Performance (<i>Out of the Ark Leavers' Production</i>)

Year 4 pupils follow the Barnsley Music Hub Whole-Class Ensemble Teaching (WCET) recorder programme. This bespoke curriculum replaces the standard Kapow units for Year 4 while providing progressive coverage of the National Curriculum through instrumental performance, music reading, listening, composing and ensemble playing.



Music Curriculum Knowledge and Skills Progression

Subject-specific vocabulary is explicitly taught, revisited and applied throughout the music curriculum, enabling pupils to listen, perform, compose and evaluate music with increasing confidence and precision.

Listening and Evaluating							
	EYFS	Year 1	Year 2	Year 3	Year 4 (<i>Recorder Curriculum</i>)	Year 5	Year 6
Knowledge	I know... - music can make us think, feel and move. - different sounds can tell a story or create a mood. - different sounds can be made using voices, bodies and instruments.	I know... - music can be described using words such as fast, slow, loud, quiet, high and low. - instruments produce different sounds. - music can represent ideas, places and characters.	I know... - pulse, rhythm and pitch help organise music. - music contains patterns and repetition. - different musical elements affect how music sounds and feels.	I know... - music from different cultures and traditions has distinctive features. - composers use musical elements such as tempo, dynamics, timbre, texture and metre to create different effects. - musical vocabulary helps me describe and evaluate music.	I know... - successful ensemble performance relies on listening carefully to others. - tempo, dynamics, rhythm and pitch affect the quality of a performance. - musical features help create expression and communicate meaning.	I know... - different genres and musical traditions have distinctive characteristics. - composers make deliberate musical choices for different purposes. - musical vocabulary supports thoughtful comparison and evaluation of music.	I know... - music reflects different cultures, musical styles and historical periods. - composers and performers communicate ideas and emotions through music. - music can be analysed using precise musical vocabulary.
Skills	I can... - listen attentively to music. - respond through movement, talk, art or play. - express what I like about music. - recognise different sounds.	I can... - listen with concentration. - identify simple musical features and common instruments. - keep a steady pulse through movement. - describe how music makes me feel.	I can... - recognise simple rhythmic and pitch patterns. - identify musical features using appropriate vocabulary. - explain my opinions about music. - respond thoughtfully to different styles of music.	I can... - compare music from different cultures and genres. - describe musical features using subject vocabulary. - explain how composers create different effects. - evaluate music using appropriate musical vocabulary.	I can... - listen critically to recorder and ensemble performances. - identify how musical elements contribute to an effective performance. - evaluate performances using musical vocabulary. - suggest improvements to my own and others' performances.	I can... - compare music from different genres, traditions and styles. - explain how musical elements create mood, atmosphere and purpose. - justify my opinions using detailed musical vocabulary. - evaluate performances and suggest improvements.	I can... - analyse and evaluate music from different periods, genres and traditions. - explain how composers and performers communicate meaning. - evaluate live and recorded performances using precise musical vocabulary. - reflect on my own and others' performances to identify strengths and next steps.



Creating sound							
	EYFS	Year 1	Year 2	Year 3	Year 4 (Recorder Curriculum)	Year 5	Year 6
Knowledge	I know... • my voice, body and instruments can create different sounds. • sounds can be loud, quiet, high or low. • different instruments are played in different ways.	I know... • singing uses my speaking and singing voice differently. • how I hold and play an instrument affects the sound it makes. • good posture helps me sing and play well.	I know... • breath control, posture and technique improve my singing. • the way an instrument is played changes its sound. • instruments can create different moods and effects.	I know... • singing and playing require accuracy, control and expression. • musical elements influence the quality of a performance. • different instruments are used for different musical purposes.	I know... • correct recorder technique improves tone and accuracy. • ensemble playing requires careful listening and control. • expression is created through tempo, dynamics and articulation.	I know... • musical techniques can be adapted for different genres and styles. • control and expression improve the quality of a performance. • confident musicians adapt their performance for different audiences.	I know... • musicians refine technique through practice and evaluation. • expressive performance communicates meaning and emotion. • technical accuracy and musical expression work together to create an effective performance.
Skills	I can... • sing simple songs and rhymes. • explore different sounds using my voice, body and instruments. • keep a simple beat. • use a comfortable position when singing and playing.	I can... • sing songs from memory • breathe appropriately when singing. • play classroom instruments using appropriate technique. • keep a steady pulse when singing and playing.	I can... • sing with increasing accuracy and confidence. • match pitch in call-and-response songs. • play instruments using control and coordination. • create sound effects and simple soundscapes.	I can... • sing confidently with expression and control. • play tuned and untuned instruments accurately. • maintain good posture and technique. • adapt my playing to suit different musical styles.	I can... • play the recorder with increasing fluency and control. • perform accurately as part of an ensemble. • use correct fingering, breath control and articulation. • maintain my part while listening to others.	I can... • sing and play confidently in different musical styles. • demonstrate increasing technical control. • adapt dynamics, tempo and expression appropriately. • perform accurately with others.	I can... • perform confidently with accuracy and expression. • demonstrate secure vocal and instrumental technique. • adapt my performance to suit different musical contexts. • lead or support others within an ensemble performance.



Notation							
	EYFS	Year 1	Year 2	Year 3	Year 4 (<i>Recorder Curriculum</i>)	Year 5	Year 6
Knowledge	I know... - marks, pictures and objects can represent sounds. - sounds can be high or low and long or short.	I know... - notation is read from left to right - pictures and symbols can represent pitch and rhythm. - rhythm includes sounds and rests.	I know... - notes can represent different pitches. - simple rhythms can be written and read. - notation helps musicians record and share music.	I know... - staff notation shows both rhythm and pitch. - note names and musical symbols tell performers what to play. - musical vocabulary helps describe notation accurately.	I know... - performance directions tell musicians how to play. - staff notation shows the position and pitch of notes. - notation supports accurate instrumental performance.	I know... - graphic notation and staff notation are different ways of recording music. - notation can be used to record rhythms and melodies. - chord progressions can be represented using Roman numerals.	I know... - notation communicates musical ideas accurately. - musicians choose appropriate forms of notation for different purposes. - technology can also be used to create and record music.
Skills	I can... - use simple marks or pictures to represent sounds. - show high and low sounds using pictures. - follow simple visual symbols when making music.	I can... - read simple pictorial notation from left to right. - keep a steady pulse using visual notation. - read simple rhythmic patterns including crotchets and rests.	I can... - use a simple stave to record musical ideas. - read and perform simple rhythmic patterns, including quavers. - use pictorial notation to support singing and playing.	I can... - record compositions using letter names, rhythm symbols and simple staff notation. - perform from basic staff notation. - identify common notation symbols using musical vocabulary.	I can... - read and perform from recorder notation with increasing accuracy. - follow performance directions when playing. - use notation to support ensemble performance.	I can... - use graphic and staff notation to record compositions. - record rhythms and melodies accurately. - perform confidently from written notation.	I can... - record my own compositions using appropriate notation and technology. - perform fluently from staff and graphic notation. - select the most appropriate notation to communicate my musical ideas.



Improvising and Composing							
	EYFS	Year 1	Year 2	Year 3	Year 4 (<i>Recorder Curriculum</i>)	Year 5	Year 6
Knowledge	I know... • sounds can be combined to create music. • music can represent stories, places and feelings. • there are different ways to make and organise sounds.	I know... • music can be created using voices, body percussion and instruments. • changing sounds creates different musical effects. • music can be inspired by stories, images and experiences.	I know... • changing rhythm, tempo or dynamics changes a piece of music. • musical ideas can be organised into simple patterns and sequences. • composers make choices to communicate ideas.	I know... • compositions can reflect different musical styles and traditions. • musical vocabulary helps refine and improve compositions. • melodies and rhythms can be combined to create structure.	I know... • musical ideas can be developed through improvisation and composition. • structure, repetition and contrast make compositions more effective. • ensemble compositions require careful listening and collaboration.	I know... • composers develop ideas using techniques such as repetition, variation and layering. • musical choices create mood, atmosphere and purpose. • compositions can be refined through evaluation and collaboration.	I know... • composers organise musical ideas into coherent structures. • music can be composed for different audiences and purposes. • evaluating and refining improves the quality of a composition.
Skills	I can... • explore and imitate sounds. • create simple sound effects using voices, bodies and instruments. • combine sounds to accompany stories and play.	I can... • improvise simple musical phrases. • create sound responses to stories, artwork and nature. • combine sounds under adult guidance.	I can... • improvise using voices and instruments. • create short musical sequences. • change rhythm, tempo or dynamics to improve my ideas. • work with others to create simple compositions.	I can... • compose music in a given style. • combine melody and rhythm to create a structured piece. • improve my work using musical vocabulary.	I can... • improvise confidently on the recorder and other instruments. • compose and perform short ensemble pieces. • develop musical ideas through repetition, contrast and structure. • evaluate and improve my own and others' compositions.	I can... • develop melodies using rhythmic variation, looping and other compositional techniques. • compose multi-layered music. • refine my work independently and collaboratively using musical vocabulary.	I can... • compose original music for different purposes. • improvise creatively within different musical styles. • refine and evaluate compositions using musical vocabulary. • communicate musical ideas confidently through composition and performance.



Performing							
	EYFS	Year 1	Year 2	Year 3	Year 4 (<i>Recorder Curriculum</i>)	Year 5	Year 6
Knowledge	I know... - performing means sharing music with others. - audiences listen respectfully. - musicians practise to improve.	I know... - good posture helps me sing and play well. - performing requires listening carefully to others. - practice improves my performance.	I know... - performing together requires teamwork and keeping a steady pulse - musicians respond to leaders and audiences.	I know... - confident performances require accuracy, control and expression. - feedback helps improve performance.	I know... - successful ensemble performance depends on listening, accuracy and teamwork. - conductors and leaders help musicians perform together effectively.	I know... - expressive performances communicate meaning and emotion. - performers adapt their performance for different audiences and purposes.	I know... - successful performances combine technical accuracy, expression and collaboration. - evaluating performances helps musicians improve and grow.
Skills	I can... - perform simple songs and rhythms with others. - face an audience when performing. - be a respectful audience member. - talk about how performing makes me feel.	I can... - sing and play with a steady pulse. - perform confidently as part of a group. - follow a leader to start and finish a performance. - give positive feedback to others.	I can... - perform with increasing confidence and accuracy. - keep in time with others. - follow performance directions. - offer constructive feedback about performances.	I can... - sing and play accurately with expression. - perform confidently as part of an ensemble. - maintain my own part within a group performance. - give constructive feedback using musical vocabulary.	I can... - perform confidently on the recorder as part of an ensemble. - maintain my part while listening and responding to others. - follow a conductor or leader accurately. - evaluate and improve performances using musical vocabulary.	I can... - sing and play accurately in two or more parts. - adjust dynamics, tempo and expression appropriately. - perform confidently for different audiences. - provide precise feedback using musical vocabulary.	I can... - perform confidently in a range of ensemble contexts, including musical theatre. - respond accurately to conducting and performance cues. - take responsibility for my role within a performance. - evaluate my own and others' performances, identifying strengths and next steps.