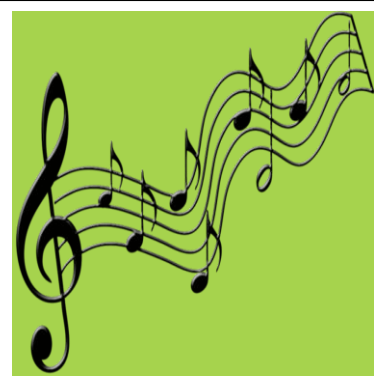


Music

Curriculum Overview and Progression Mapping



Upper
Wharfedale
Primary
Federation



Introduction

At the heart of our Music curriculum lies the guiding light of our federation vision: ***“Be the Light”*** (Matthew 5:14). We believe every child carries a spark and a unique brilliance waiting to shine. Through Music, we nurture that light, encouraging children to express themselves with confidence, creativity, and joy, and to become a positive force in the world around them.

Music is more than a subject: it’s a journey of discovery. It invites children to explore sound, rhythm, and emotion; to stretch their imaginations; and to find harmony in the everyday and in each other. Our curriculum fosters curiosity, resilience, and a lifelong love of learning, helping children grow into thoughtful, expressive individuals who appreciate the power of music to connect, inspire, and uplift.

Our core values - **Love, Thankfulness, Trust, Forgiveness, and Kindness** - are woven into every note and performance. They guide how we create, collaborate, and celebrate each child’s musical voice. In embracing these values, our pupils learn to *‘be the light’* through music: reflecting who they are, uplifting others, and brightening the world with their sound.

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Intent Statement

At The Upper Wharfedale Primary Federation, we believe that **music is a vital and enriching part of a broad and balanced education**. It nurtures creativity, self-expression, and emotional well-being, while fostering a deep appreciation for cultural diversity and shared human experience. Our music curriculum encourages children to explore sound, rhythm, and melody as powerful tools for communication, reflection, and joy.

“Music can change the world because it can change people.”

— *Bono*

We view music not only as an academic subject but as a spiritual and communal language that connects us to ourselves, to one another, and to something greater. Through performing, composing, and listening, pupils develop a lifelong love for music, while also cultivating essential skills such as teamwork, resilience, empathy, and critical thinking.

Our curriculum is designed to inspire and engage all learners, providing inclusive opportunities for children to explore music in its many forms. We actively promote musical development through a wide range of performance experiences — including school concerts, assemblies, and community events — where pupils can share their talents, build confidence, and experience the joy of music in action. Through music, our children grow as expressive, thoughtful individuals who appreciate the beauty of creativity and the value of shared experiences.

Implementation

Our music curriculum is carefully structured to ensure a progressive development of skills and knowledge across all key stages. We provide high-quality music lessons that encompass a variety of genres, styles, and traditions. Key features of our implementation include:

- **Exciting Curriculum for Key Stage 1:** Pupils follow an engaging and creative music programme that links with other subjects, making music a meaningful and integrated part of their learning.
- **Specialist Teaching for Key Stage 2:** Pupils benefit from expert-led music instruction, ensuring depth and quality in their musical education.
- **Practical Engagement:** Children actively participate in singing, instrumental playing, and composition activities.
- **Structured Learning:** Lessons follow a clear progression, covering key musical concepts such as **rhythm, pitch, dynamics, and notation**.

- **Performance Opportunities:** Regular chances to perform in school and community settings help pupils build confidence and stage presence.
- **Choirs and Ensembles:** Pupils develop vocal and instrumental skills in collaborative, enjoyable group settings.
- **Cross-Curricular Links:** Music is thoughtfully integrated with other subjects to reinforce and enrich learning across the curriculum.
- **Diversity and Inclusion:** Exposure to a wide range of musical styles and traditions promotes understanding and appreciation of global cultures.

Impact

The success of our music curriculum is reflected in the enthusiasm, confidence, and creativity of our pupils. By the end of their time with us, children will:

- Demonstrate a secure understanding of key musical concepts such as rhythm, pitch, dynamics, and notation, and apply them confidently in both performance and composition.
- Express themselves musically with confidence, both as individuals and as part of ensembles, showing enjoyment and pride in their musical achievements.
- Appreciate and respect a wide range of musical styles and traditions, fostering cultural awareness and a deeper understanding of the world around them.
- Exhibit transferable skills such as collaboration, perseverance, creativity, and reflective thinking, which support their wider learning and personal development.
- Engage in further musical opportunities, including extracurricular activities, instrument tuition, and performance experiences, nurturing their individual interests and talents.
- Gain valuable experience through choirs and school performances, developing stage presence, self-assurance, and a lasting love for music.

Through an exciting, cross-curricular approach in Key Stage 1, specialist teaching in Key Stage 2, and rich performance opportunities across the federation, we ensure that all pupils receive a high-quality, inclusive, and engaging musical education. Ultimately, our music curriculum nurtures well-rounded, expressive individuals who value music as a meaningful and enriching part of their lives, both now and in the future.

SMSC and British Values in Our Music Curriculum

Spiritual Development Through Music

Music has an intrinsic ability to evoke deep emotions and connect individuals to something greater than themselves. Through diverse genres and styles, pupils are encouraged to explore themes of identity, belief, and personal expression. In this context, pupils can reflect on their own feelings and experiences, fostering an understanding of their spiritual journeys. Activities such as singing in choirs or playing in ensembles can cultivate a sense of belonging and purpose, further enriching their spiritual growth.

Moral Development Through Music

Engagement with music presents numerous opportunities for moral development. Pupils learn the importance of respect and responsibility through collaborative practices, such as ensemble work and performances. They encounter various narratives and themes within music that challenge their ethical perspectives, prompting thoughtful discussion about societal issues, empathy, and understanding differing viewpoints. This encourages pupils to cultivate a strong moral compass, which is essential in navigating the complexities of modern life.

Social Development Through Music

Music serves as a powerful tool for social interaction and cohesion. Participating in group activities, such as choirs and ensembles fosters teamwork and communication skills. Pupils learn to appreciate diverse backgrounds and cultures through music, which often reflects a wide array of social contexts. Such interactions help develop strong social skills, promote inclusivity, and encourage a sense of community among peers.

Cultural Development Through Music

The exploration of musical traditions from different cultures provides students with an enriched understanding of global diversity. By studying a wide range of musical forms, from classical to contemporary, pupils gain insight into the cultural heritage and practices that shape societies. This not only elevates their musical skills but also broadens their cultural awareness, fostering a deeper respect for the pluralistic world we inhabit.

British Values

Our UK music curriculum actively supports British values by promoting democracy, respect, and inclusivity. Through group activities, pupils learn the importance of collaboration and shared decision-making, reflecting democratic principles. The structured nature of music education—whether reading musical notation or following a conductor—teaches students that rules are essential for success and harmony. Music also fosters individual liberty, allowing children to express their creativity and make personal choices through composition and interpretation. Additionally, by exploring diverse musical traditions, students gain an appreciation of different cultures, faiths, and values. This exposure nurtures tolerance, respect, and a sense of belonging, reinforcing the importance of mutual understanding in a diverse society.

Music beyond the Curriculum

Music flourishes beyond the classroom across The Upper Wharfedale Primary Federation, enriching school life and deepening connections with our community and the wider world. Pupils take part in choral singing during Harvest and Christmas services, where music becomes a joyful expression of celebration and reflection. End-of-year performances and productions showcase pupils' talents and creativity, building confidence and a sense of achievement. Our Federation Music Mash-Up brings children together in a vibrant celebration of musical collaboration.

During Global Spotlight Week, pupils experience instruments and traditions from around the world — from the powerful rhythms of Japanese drummers to the vibrant sounds of Caribbean steel bands — fostering cultural appreciation and curiosity. Music also plays a central role in community events, such as Carols in the Square, where pupils share festive music with local residents. Throughout all of this, music services led by Mr Hinchcliffe, including accordion sessions, remain at the heart of our schools, inspiring children and embedding music as a joyful, spiritual, and communal experience.

Skills Progression

Our Music Skills Progression provides a clear and cohesive framework from Preschool through to Year 6, ensuring that every child develops a strong foundation in musical learning. It is designed to build confidence and competence across key areas: singing, instrumental playing, composing, listening, and performing. Each stage of progression is thoughtfully structured to build on prior knowledge and skills, allowing children to grow musically in a way that is both logical and inspiring.

As pupils move through the federation, they encounter a rich balance of practical engagement, creative exploration, and theoretical understanding. From early rhythm games and vocal play in the EYFS to more advanced notation, ensemble work, and composition in Key Stage 2, the progression ensures that children experience music in a meaningful and enjoyable way. The curriculum places equal emphasis on performance, musical literacy, and creativity, helping pupils to become confident, expressive musicians.

By the end of Year 6, children will have developed a well-rounded musical skill set, a deep appreciation for music in its many forms, and the ability to apply their learning in both individual and collaborative contexts. This progression supports not only musical development but also wider personal growth, encouraging resilience, teamwork, and a lifelong love of music.

Skills Area	Preschool	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing & Performing	Explore vocal sounds through simple songs, nursery rhymes, and chants. Respond to music using movement.	Sing simple songs and rhymes with increasing confidence and pitch-matching. Join in with call-and-response songs.	Use voices expressively—speaking, singing, and chanting. Sing with a sense of melody.	Use voices expressively and creatively. Sing with increased control over pitch.	Sing songs in unison and two parts. Read simple staff notation for s, m, l. Sing in a call-and-response setting.	Sing in unison, maintaining correct pitch and using increasing expression. Sing in two independent parts and use dimensions of music to convey mood.	Sing confidently using the diatonic scale. Sing in a 3-part round. Read pentatonic notation (d, r, m, s, l).	Sing in solo, unison, and parts with controlled pitch, phrasing, and expression. Understand solo and accompaniment in performance. Conduct a small group.
Playing Instruments	Explore untuned percussion instruments (e.g., tapping drums, shaking maracas). Play along to songs with simple beats.	Play untuned instruments to accompany songs. Experiment with tempo and dynamics.	Create and choose sounds. Perform simple rhythmical patterns, beginning to show an awareness of pulse.	Create and choose sounds for a specific effect. Perform rhythmical patterns and accompaniments, keeping a steady pulse.	Play tuned and untuned instruments with control and accuracy. Learn a simple tune on glockenspiel using known pitches.	Play increasingly complex tunes on glockenspiel. Perform simple rhythmic and melodic parts.	Learn and play simple tunes on recorder using d, r, m. Perform in small groups.	Play more complex tunes on recorder using known pitches. Perform in solo and ensemble contexts with fluency, accuracy, and expression.
Rehearsing & Performing with Others	Move to music (e.g., dancing, clapping). Stop and start playing when directed.	Think about others when performing (e.g., playing together, following a leader).	Perform with others and follow simple cues.	Begin rehearsing for small group performances.	Practise, rehearse, and present performances with an awareness of the audience.	Maintain own part while being aware of how different parts fit together.	Think about the audience when performing. Consider expression and dynamics.	Perform with confidence and awareness of musical structure and audience engagement.
Exploring & Composing	Experiment with making different sounds (e.g.,	Create simple rhythmic patterns (e.g., clapping, drumming).	Know about and experiment with sounds.	Repeat and develop short rhythmic and melodic	Improvise, developing rhythmic and melodic	Compose 4-beat melodies and improvise short phrases.	Show increased knowledge of musical	Improvise in a 12-bar blues setting. Compose 4-bar melodies and

	loud/soft, fast/slow). Explore different ways of playing instruments.	Improvise with sounds in play.	Create short rhythmic patterns.	patterns.	material. Compose 4-beat rhythm patterns.	Use melodic knowledge to complete half-finished melodies.	dimensions when composing. Use staff notation in compositions.	notate compositions accurately.
Pulse & Rhythm	Move to music and tap along to a beat. Recognise contrasts in tempo.	Keep a steady beat through clapping and playing instruments. Recognise fast/slow.	Understand pulse and basic rhythmic patterns.	Begin to use rhythm knowledge to complete simple patterns.	Understand basic rhythmic notation including Tika-tika. Discover Te-tika, Tika-te, and Too.	Understand compound time and simple time. Recognise subdivisions of beats.	Understand compound time and triple metre.	Use knowledge of pulse, rhythm, and metre to compose and improvise with confidence.
Pitch	Recognise and explore high and low sounds.	Identify changes in pitch in familiar songs and melodies.	Discover basic pitch relationships and sing/play simple melodies.	Begin to recognise different pitches aurally.	Discover the 5th pitch (re) and apply it in singing and playing.	Discover and use the pentatonic scale.	Discover and apply the diatonic scale in compositions and performances.	Use flats and sharps and recognise key changes within compositions.
Dimensions of Music (Dynamics, Tempo, Texture, Timbre)	Respond to sudden changes in music (e.g., fast/slow, loud/soft).	Explore how sound can change (e.g., loud/soft, high/low). Follow changes in tempo and dynamics.	Recognise and describe sudden and gradual changes in tempo and dynamics.	Use simple musical terms to describe dynamics and tempo changes.	Discover Italian terms (f, p, mf, mp, crescendo, diminuendo, accelerando, rallentando). Identify phrasing.	Use changes in dynamics and tempo expressively in compositions. Recognise phrasing in music.	Understand how texture changes in music and use expressive timbre in performances.	Discuss phrasing, texture, and timbre in music. Apply advanced dynamic and tempo control.
Listening & Appraising	Listen to a variety of music and move in response. Recognise	Identify different types of music and describe in simple terms (e.g., happy/sad, fast/slow).	Identify changes in dynamics, tempo, and pitch.	Begin describing music using simple terms.	Listen with attention and recall sounds with increasing accuracy.	Identify musical features such as timbre, texture, and structure.	Use musical vocabulary to describe music and discuss preferences.	Analyse and discuss how different elements of music contribute to the overall

	familiar sounds.							effect.
Musical Notation	Explore simple graphic notation (e.g., pictorial representations of sounds).	Recognise simple symbols (e.g., loud/soft). Follow simple visual representations of music.	Recognise basic rhythm symbols.	Read simple rhythmic notation and play basic notes.	Read and understand standard musical notation (crotchets, minims, quavers).	Read and perform from simple musical scores.	Read and perform using a range of musical notations.	Read and perform complex musical notations.
Instruments & Music History	Explore different instruments and how they sound. Listen to music from different cultures.	Recognise and name some common instruments. Experience music from different cultures.	Identify instruments by sound. Listen to music from different cultures and discuss preferences.	Recognise different types of music and their uses.	Discover orchestral families and identify standard orchestral instruments.	Learn about different composers and musical styles.	Explore how historical events influenced music.	Compare and contrast different musical genres from various periods.