Music

Curriculum Overview

Place Partnership

A MULTI-ACADEMY TRUST

Our Vision

At Horbury Primary Academy, our Music curriculum is designed to inspire a lifelong love of music whilst developing children's creativity, confidence and cultural understanding. Rooted in our vision of **Strong Roots, Growing Minds**, we aim to provide all pupils with rich and memorable musical experiences that broaden horizons, develop self-expression and foster a sense of belonging within both their local community and the wider world.

Our ambitious and progressive curriculum enables children to develop their knowledge, understanding and appreciation of music through singing, performing, listening, composing and evaluating. Through carefully sequenced learning, pupils build upon prior knowledge and skills, making meaningful connections between musical concepts and experiences across their primary journey.

We believe that music is a powerful vehicle for communication, creativity and personal development. Through exposure to a wide range of musical genres, cultures, traditions and historical periods, children develop an appreciation of diversity and gain a deeper understanding of the world around them. Opportunities to perform, collaborate and create music allow pupils to develop resilience, confidence, teamwork and self-expression.

Our curriculum ensures that all pupils leave Horbury Primary Academy with a secure understanding of the interrelated dimensions of music and the confidence to engage with music both now and in the future, regardless of their starting point or prior experience.

Implementation

Our Music curriculum is delivered through the Sparkyard scheme, which is carefully sequenced to ensure clear progression in both substantive musical knowledge and disciplinary musical skills. Learning is organised through the key strands of singing, listening and appraising, playing instruments, composing and improvising, and notation.

Lessons are designed to build on prior learning, enabling pupils to revisit and strengthen previously taught knowledge and skills whilst making meaningful connections across units, year groups and musical experiences. Through regular retrieval opportunities, key vocabulary, musical concepts and techniques are revisited to support long-term retention and ensure children know more, remember more and understand more.

Each lesson follows our whole-school approach to teaching and learning, providing opportunities for pupils to:

- Retrieve and revisit prior learning.
- Develop and apply ambitious musical vocabulary.
- Experience music through listening, discussion and performance.
- Explore, practise and refine musical skills.
- Compose, improvise and respond creatively to music.
- Make meaningful connections between musical traditions, cultures and historical periods.
- Reflect upon and evaluate their own work and the work of others.

Children are immersed in a diverse range of musical experiences, enabling them to explore music from different cultures, genres and time periods. Through singing, instrumental performance, composition and listening activities, pupils develop both technical musical skills and a deeper understanding of music as a form of communication and expression.

Performance opportunities, both within school and the wider community, enable children to apply their learning in meaningful contexts whilst developing confidence, collaboration and resilience.

Impact

The impact of our Music curriculum is evident in pupils' enthusiasm, confidence and willingness to engage with music both independently and collaboratively. Through carefully sequenced learning and regular opportunities to revisit and apply knowledge, children develop a secure understanding of musical concepts alongside the skills needed to perform, compose, listen and evaluate effectively.

By the time children leave Horbury Primary Academy, they will:

- Know more, remember more and make meaningful connections between musical concepts, skills and experiences.
- Demonstrate increasing confidence when singing, performing, composing and discussing music.
- Use musical vocabulary accurately to describe, evaluate and compare pieces of music.
- Understand and apply the interrelated dimensions of music within performance and composition.
- Appreciate and respect a wide range of musical styles, traditions, cultures and historical periods.
- Perform both independently and collaboratively with increasing accuracy, expression and confidence.
- Compose and improvise using a range of musical techniques and ideas.
- Demonstrate resilience, creativity and self-expression through musical activities.
- Show clear progression in both musical knowledge and practical skills.
- Be well prepared for the next stage of their musical education and continue to engage with music beyond primary school.

Children leave Horbury Primary Academy with a genuine appreciation of music as a universal form of communication and creativity. They understand how music connects people, cultures and communities and have developed the confidence and aspiration to continue participating in and enjoying music throughout their lives.

Assessment for Learning

Assessment for Learning is embedded throughout the curriculum and used to ensure pupils know more, remember more and understand more. Teachers assess pupils' understanding through retrieval activities, purposeful questioning, discussion, observation and the review of pupils' work. This enables misconceptions to be identified quickly and informs future teaching.

At Horbury Primary Academy, each unit culminates in an end-of-unit enquiry question that pupils work towards answering throughout their learning journey. These carefully planned questions provide pupils with the opportunity to demonstrate their knowledge, understanding, vocabulary and disciplinary skills, whilst making meaningful connections to previous learning. Responses may take a range of forms appropriate to the subject and learning objectives.

Assessment information is used to evaluate pupil progress, identify gaps in learning and ensure that all pupils develop a secure understanding of the taught curriculum. Through regular opportunities to retrieve, apply and communicate their learning, pupils strengthen retention and develop increasingly sophisticated subject knowledge over time.

Adaptive Teaching

At Horbury Primary Academy, we are committed to delivering an ambitious curriculum for all pupils. Adaptive teaching ensures that every child can access, engage with and succeed within the same high-quality curriculum whilst maintaining high expectations for all learners.

Adaptive teaching is informed by ongoing assessment and may include:

- Retrieval activities to strengthen prior learning and support retention.
- Explicit teaching and pre-teaching of subject-specific vocabulary.
- Visual supports, modelling and worked examples.
- Carefully planned scaffolds to support understanding and independent application.
- Adapted questioning to provide support, challenge and deepen thinking.
- Flexible grouping and targeted adult support where appropriate.
- Opportunities to revisit key concepts and address misconceptions.

- Alternative methods of recording where necessary to remove barriers to learning.

These adaptations support pupils to develop secure knowledge, build confidence and successfully answer the end-of-unit enquiry question. By responding to individual needs whilst maintaining curriculum ambition, all pupils are supported to flourish academically and personally in line with our vision of **Strong Roots, Growing Minds**.

National Curriculum aims for Music
Through the teaching of music, pupils will: • Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. • Learn to sing and use their voices confidently. • Create and compose music independently and with others. • Understand and explore how music is created through the interrelated dimensions of music. • Use and understand musical notation. • Develop an appreciation of music from different cultures, traditions and historical periods.

The Interrelated Dimensions of Music

Pulse – the regular heartbeat of the music; the steady beat.
Rhythm – long and short sounds or patterns that happen over the pulse.
Pitch – high and low sounds.
Tempo – the speed of the music; fast or slow or in-between.
Dynamics – how loud or quiet the music is.
Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
Notation – the link between sound and symbol.

Singing	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Expected Outcome	Join in with familiar songs and rhymes.	Sing simple songs confidently.	Sing with clear diction and pulse.	Sing accurately across a wider pitch range.	Sing in unison and simple parts.	Sing with expression and control.	Sing confidently in parts with accurate pitch, rhythm and expression.
Key Learning and Key Skills	• Understand that voices can make different sounds and communicate ideas. • Join in with actions and songs. Copy simple vocal sounds and patterns. Respond to musical cues.	• Learn songs, chants and rhymes as a class and begin matching pitch and pulse. • Sing simple songs, chants and rhymes as a class. Copy simple pitch patterns accurately. Respond to start/stop and simple performance directions.	• Develop vocal control, pitch matching and independence when singing. • Sing regularly with a good sense of pulse and rhythm. Copy pitch accurately. Sing short phrases independently.	• Develop tuning, expression and ensemble awareness. • Sing a widening range of songs tunefully and with expression. Sing call-and-response songs accurately. Demonstrate awareness of musical roles.	• Sing accurately in unison and simple parts, responding to performance directions. • Continue to sing a wide range of songs accurately. Internalise pitch. Follow and lead performance directions.	• Sing with style, expression and awareness of harmony. • Sing unison and part songs with accurate tuning, diction and style. Sing with ensemble awareness. Use dynamics and articulation accurately.	• Perform confidently using accurate diction, phrasing, style and part singing. • Sing a wide range of unison and part songs including syncopated rhythms. Use expression and style appropriately. Communicate lyrical meaning through performance.

Playing Instruments	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Expected Outcome	Explore and play a range of instruments and sound-makers.	Play instruments with increasing control and awareness of pulse.	Perform simple rhythmic patterns accurately.	Play tuned and untuned instruments with control and accuracy.	Perform individual parts within an ensemble.	Play increasingly complex rhythms and melodies.	Perform confidently as part of an ensemble with accuracy and expression.
Key Learning and Key Skills	• Understand that instruments create different sounds in different ways. • Explore and experiment with instruments. Create different sounds and effects. Respond to musical prompts.	• Develop control when playing classroom percussion instruments. • Keep a steady pulse when playing. Copy and repeat simple rhythms. Follow performance instructions.	• Understand how rhythm can be created and repeated accurately. • Perform rhythm patterns accurately. Maintain pulse independently. Play as part of a group.	• Develop technique and accuracy when performing rhythmic and melodic patterns. • Play tuned and untuned instruments accurately. Maintain rhythmic control. Perform short melodic patterns.	• Understand the role of an individual performer within an ensemble. • Play a specific part within an ensemble. Maintain tempo. Respond to performance cues.	• Refine technique and performance skills. • Perform more complex rhythmic and melodic patterns. Demonstrate accuracy and fluency. Adjust playing to support the ensemble.	• Demonstrate musical independence and ensemble awareness. • Maintain an independent instrumental line. Perform accurately and expressively. Evaluate and improve performance.

Composing & Improvising	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Expected Outcome	Create simple sound patterns and musical ideas.	Create and organise simple musical ideas.	Compose short rhythmic and melodic patterns.	Develop and improve original musical ideas.	Compose structured pieces using a range of musical elements.	Compose for a specific purpose and audience.	Compose, refine and evaluate original music confidently.
Key Learning and Key Skills	• Understand that sounds can be chosen and organised to represent ideas. • Create simple sound patterns. Explore musical ideas through play. Represent stories and experien	• Understand that musical ideas can be planned and repeated. • Choose sounds for a purpose. Create simple patterns. Repeat and organise ideas.	• Understand how rhythm and pitch can be combined. • Compose short rhythmic and melodic phrases. Develop ideas. Make simple improvements.	• Develop compositional choices using rhythm, pitch and structure. • Create and extend musical phrases. Use structure in compositions. Develop ideas independently.	• Understand how structure supports a composition. • Use dynamics, texture and structure effectively. Refine ideas through rehearsal. Compose collaboratively.	• Understand how composers create mood and effect. • Compose for a given stimulus, audience or purpose. Layer musical ideas successfully. Refine compositions.	• Understand how evaluation and refinement improve outcomes. • Compose independently and collaboratively. Evaluate and improve work. Justify compositional choices.

	ces through sound.						

Playing & Exploring	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expected Outcome	Explore and play a range of instruments and sound-makers.	Play instruments with increasing control and awareness of pulse.	Perform simple rhythmic patterns accurately.	Play tuned and untuned instruments with control and accuracy.	Perform individual parts within an ensemble.	Play increasingly complex rhythms and melodies.	Perform confidently as part of an ensemble, demonstrating accuracy and expression.

Key Learning and Key Skills	• Understand that instruments can produce different sounds and be used in different ways. • Explore a range of instruments. Make controlled sounds. Experiment with different ways of playing.	• Understand how instruments can keep a pulse and create rhythm. • Play along to a steady pulse. Control volume and tempo. Follow simple performance instructions.	• Understand how rhythmic patterns can be performed and repeated. • Perform simple rhythm patterns. Copy and repeat rhythmic phrases. Play with increasing accuracy.	• Understand how pitch, rhythm and dynamics contribute to performance. • Play tuned and untuned instruments appropriately. Maintain rhythmic accuracy. Control dynamics during performance.	• Understand the role of individual parts within a group performance. • Perform an individual part within a group. Maintain tempo independently. Respond to conductor or performance cues.	• Understand how technical control improves musical performance. • Perform more complex rhythms and melodies. Demonstrate control and fluency. Adjust playing to suit the ensemble.	• Understand how musicians work together to create balanced, expressive performances. • Perform accurately and expressively. Maintain an independent part. Evaluate and refine performance techniques.

Notation	**EYFS**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Expected Outcome	Represent sounds using symbols and marks.	Follow simple visual representations of music.	Recognise and create simple rhythmic notation.	Read and record basic rhythm and pitch notation.	Use notation to support performance and composition.	Read and write increasingly complex notation.	Interpret and use notation confidently across musical contexts.

Key Learning and Key Skills	• Understand that symbols can represent sounds. • Create marks and symbols to represent sounds. Follow simple visual prompts.	• Understand that music can be recorded visually. • Follow symbols and simple graphic notation. Recognise patterns in musical representations.	• Understand that notation helps musicians remember rhythms. • Read and create simple rhythmic notation. Match notation to sound.	• Understand how notation records rhythm and pitch. • Read and record simple rhythm and pitch patterns. Use notation during performance.	• Understand how notation supports performance and composition. • Use notation to support learning and performance. Record simple compositions.	• Develop fluency when reading and recording music. • Read and write more complex rhythmic and melodic notation. Apply notation independently.	• Use notation confidently to support musical understanding. • Interpret notation accurately. Record original musical ideas. Use notation confidently across performance and composition.

Composing & Notating	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expected Outcome	Create simple sound patterns and represent ideas through sound.	Create and organise simple musical ideas.	Compose short rhythmic and melodic patterns.	Compose and record musical ideas using simple notation.	Compose structured pieces using a range of musical elements.	Compose for a specific purpose and audience.	Compose, refine and evaluate original pieces using a range of musical techniques.
Key Learning Key Skills	• Understand that sounds can be chosen and organised to represent ideas. • Explore and combine sounds. Create simple sound patterns. Represent stories or ideas through music.	• Understand that musical ideas can be planned and repeated. • Choose sounds for a purpose. Create and repeat simple patterns. Organise sounds into a sequence.	• Understand how rhythm and pitch can be combined when composing. • Compose simple rhythmic phrases. Create melodic patterns. Adapt and improve musical ideas.	• Understand that notation can help musicians remember and perform music. • Create compositions using rhythm and pitch. Record ideas using simple notation. Develop and extend musical patterns.	• Understand how structure, dynamics and texture can develop a composition. • Compose music with a clear structure. Use dynamics and texture effectively. Refine ideas through rehearsal and feedback.	• Understand how compositional techniques create mood and effect. • Compose for a specific audience or purpose. Layer musical parts successfully. Use a range of musical devices effectively.	• Understand how composers refine and improve their work through evaluation and adaptation. • Compose independently and collaboratively. Refine compositions through evaluation. Justify compositional choices using musical vocabulary.

Extra curriculum experiences	KS1		LKS2		UKS2	
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Extra curriculum experiences **(As of March 2026)**	Harvest, Christmas, Easter services at St. Marys Christmas Play Wakefield Music Service concerts	Harvest, Christmas, Easter services at St. Marys Christmas Play Wakefield Music Service concerts	Harvest, Christmas, Easter services at St. Marys Easter Play Wakefield Music Service concerts Access to instrumental provision and Music Service bands and orchestra Young Voices Music Evening Choir- Harvest, Christmas Fayre, Education Sunday- at St Marys, Care Home, Cluntergate Ukulele	Harvest, Christmas, Easter services at St. Marys Easter Play Wakefield Music Service concerts Access to instrumental provision and Music Service bands and orchestra Young Voices Music Evening Choir- Harvest, Christmas Fayre, Education Sunday- at St Marys, Care Home, Cluntergate	Harvest, Christmas, Easter services at St. Marys Christmas Play Wakefield Music Service concerts Access to instrumental provision and Music Service bands and orchestra Young Voices Music Evening Choir- Harvest, Christmas Fayre, Education Sunday- at St Marys, Care Home, Cluntergate	Harvest, Christmas, Easter services at St. Marys End of the Year Play Wakefield Music Service concerts Access to instrumental provision and Music Service bands and orchestra Young Voices Music Evening Choir- Harvest, Christmas Fayre, Education Sunday- at St Marys, Care Home, Cluntergate

Long term plan for Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Marvellous Me! Amazing me!	Lets Sparkle Once Upon a Time!	If you go down in the woods today… Help! I need somebody	That's not my pet! Down on the Farm	A Bugs Life All Aboard	Commotion in the Ocean The World in Your Lunchbox
Y1	Ourselves – songs and rhymes	Seasonal songs	Singing and percussion			
Y2	Using Chime bars	Christmas Songs	Zoo time Songs	Kenyan Songs	Recorders	Seaside songs
Y3	Ukelele	Ukelele	Play rehearsal	Play rehearsal	Ukelele	Ukelele

Y4	Playing with rhythm		Musical contrasts	Easter Play	Melody Builders	
Y5	Rhythm Buikders	Christmas performance	Music and Words	Music and Words	Song ingredients	Song ingredients
Y6	My Musical classroom	My Musical classroom	Musical patterns and performing	Musical patterns and performing	Sound stories	Sound stories