

NEWTON BLUECOAT CE PRIMARY SCHOOL

MUSIC CURRICULUM

Whole-School Overview 2026-27

LISTEN • SING • PLAY • CREATE • PERFORM

“Shine from the inside out”

Giving every child a musical voice and the confidence to share it.

Our Music Vision

At Newton Bluecoat, Music is a joyful, creative and communal part of school life. We want every child to experience the power of music through listening, singing, playing, improvising, composing and performing, and to develop the confidence to express musical ideas individually and with others.

Our curriculum uses Charanga alongside Newton Bluecoat's own musical enhancements. Learning is deliberately revisited so that pupils build secure musical knowledge and increasingly sophisticated practical skills. Instrumental experiences, concerts and performances give children meaningful opportunities to apply their learning and experience the sense of belonging that comes from making music together.

By the end of Year 6, our musicians will...

- listen attentively to a wide range of music and discuss it using appropriate musical vocabulary;
- identify and respond to pulse, rhythm, pitch and the interrelated dimensions of music;
- sing confidently in unison and with increasing awareness of harmony, tuning, posture and ensemble;
- play tuned and untuned instruments with increasing accuracy, fluency, control and expression;
- improvise and compose musical ideas, making purposeful decisions about sound and structure;
- use and understand appropriate forms of notation, connecting sounds with symbols;
- rehearse, perform and evaluate music individually and as part of an ensemble;
- recognise and appreciate a range of musical styles, traditions and cultural contexts.

The Musical Journey

LISTEN	SING	PLAY	IMPROVISE	COMPOSE	PERFORM
Hear, notice, compare and appraise	Use the voice expressively and together	Develop instrumental control	Create music spontaneously	Shape and record musical ideas	Rehearse, share and evaluate

Whole-School Music Journey

Year	Instrument	Autumn	Spring	Summer
Year 1	Glockenspiel	Hey You - Old School Hip-Hop; Christmas Concert/Nativity	In the Groove - Blues; Round and Round - Bossa Nova	Your Imagination - Pop; Reflect, Rewind, Replay - History of Music
Year 2	Glockenspiel	Hands, Feet, Heart - Afropop; Christmas Concert/Nativity	I Wanna Play in a Band! - Rock; Zootime - Reggae	Friendship Song - Pop; Reflect, Rewind, Replay - History of Music
Year 3	Ukulele	Ukulele programme; Christmas Concert/Nativity	Ukulele / ensemble development	Ukulele / ensemble development and performance
Year 4	Glockenspiel	Mamma Mia - Pop; Christmas Concert/Nativity	Stop! - Grime; Lean on Me - Gospel	Blackbird - Beatles; Reflect, Rewind, Replay - History of Music
Year 5	Glockenspiel	Livin' on a Prayer - Rock; Christmas Concert/Nativity	Make You Feel My Love - Pop; The Fresh Prince of Bel-Air - Old School Hip-Hop	Dancing in the Street - Motown; Reflect, Rewind, Replay - History of Music
Year 6	Glockenspiel	Happy - Pop; Christmas Concert/Nativity	A New Year Carol; You've Got a Friend	Music and Me; Year 6 Performance

Performance & Enrichment

- Christmas performance is a whole-school musical entitlement: Foundation Stage/KS1 learn and perform a presentation incorporating singing, movement and optional instrumental parts; KS2 have opportunities to organise, promote, produce, perform and evaluate a longer presentation.
- Year 3 has a dedicated ukulele pathway, while tuned instrumental work continues across other year groups through classroom instruments.
- Classroom learning is strengthened through opportunities to rehearse, perform, record, review and improve performances.
- Music contributes to the wider life of the school through collective worship, celebrations, concerts and other shared occasions.

Thinking Like a Musician

Musical learning is cumulative. Children repeatedly encounter the same core behaviours, but with increasing control, independence and musical understanding.

STRAND	HOW KNOWLEDGE AND SKILL DEVELOP
Listening & Appraising	Move and respond to music; identify pulse; describe feelings and meaning; compare music; recognise how musical dimensions work together; use musical language with increasing precision.
Singing	Explore pitch and vocal sound; follow a leader; develop posture and tuning; sing in unison and simple parts; listen to others; understand how an individual voice fits within an ensemble.
Playing	Treat instruments carefully; follow musical instructions; play in time with a steady pulse; perform differentiated parts from memory or notation; develop correct technique and eventually lead rehearsal.
Improvising	Create spontaneous musical responses in the context of songs and performances, using known notes, rhythms and musical ideas.
Composing	Create simple melodies; make decisions about pulse, rhythm, pitch, dynamics and tempo; reflect on developing compositions; record ideas through graphic/pictorial and increasingly formal notation.
Performing	Choose and rehearse repertoire; communicate meaning; consider audience and venue; record and evaluate performances; compare performances and identify specific improvements.

Progression from Year 1 to Year 6

KS1 foundations: Feel and identify a steady pulse; explore high and low pitch; sing and play by following a leader; perform simple instrumental parts; create short melodies; begin to connect sound and symbol; talk about music and how it feels.

Lower KS2 development: Sing in unison and simple parts with greater awareness of tuning; play from memory or notation; use musical dimensions when discussing and creating music; improvise and compose in context; record and reflect on musical ideas.

Upper KS2 depth: Perform with increasing technique and ensemble awareness; lead aspects of rehearsal; compare styles and performances; compose and improvise with purposeful musical choices; use increasingly precise vocabulary and notation; evaluate and refine performance.

Musical Knowledge & Vocabulary

The interrelated dimensions of music are the language through which pupils listen, create and perform. They are revisited across styles and units so that children move from recognising musical features to using them deliberately in their own music.

MUSICAL KNOWLEDGE	WHAT PUPILS COME TO UNDERSTAND
Pulse	The steady beat or heartbeat of the music.
Rhythm	Patterns of long and short sounds that fit over the pulse.
Pitch	How high or low sounds are.
Tempo	How fast or slow the music is.
Dynamics	How loudly or quietly music is played.
Timbre	The particular quality or character of a sound.
Texture	How musical parts or layers work together.
Structure	How a piece of music is organised.
Notation	Ways of representing sound through symbols, including graphic/pictorial and standard notation.

Vocabulary Progression

PHASE	EXAMPLES OF CORE VOCABULARY
Years 1-2	pulse, rhythm, pitch, rap, improvise, compose, melody, drums, keyboard, percussion, perform, audience, dynamics, tempo, question and answer, Blues, Bossa Nova, Afropop, Rock, Reggae, Pop
Years 3-4	structure, introduction, verse, chorus, texture, hook, riff, pentatonic scale, unison, solo, backing vocals, notation, musical style, lyrics, synthesiser, Gospel, Grime
Years 5-6	bridge, backbeat, syncopation, note values, harmony, timbre, ostinato, phrase, groove, bass line, brass section, style indicators, producer, Motown, Soul, Jazz, Neo Soul, Urban Gospel

Implementation

- Music is taught through Charanga with Newton Bluecoat's own musical enhancements, ensuring that listening/appraising, singing, playing, improvising, composing and performing are connected within musical learning.
- Learning is revisited through a spiral approach: pupils return to pulse, rhythm, pitch and other musical dimensions in increasingly demanding contexts and styles.
- Teachers explicitly model musical vocabulary and encourage pupils to use it when discussing, creating and evaluating music.
- Children experience a broad range of musical styles and genres, including Hip-Hop, Blues, Bossa Nova, Afropop, Rock, Reggae, Pop, Gospel, Grime, Motown and music from different historical and cultural contexts.
- Instrumental learning develops from classroom tuned instruments into the dedicated Year 3 ukulele pathway and continued ensemble playing in KS2.
- Singing is a regular and valued part of musical life, developing listening, tuning, posture, confidence, expression and a sense of belonging.
- Improvisation and composition allow pupils to make genuine musical choices; children are taught to listen back, reflect and change their work.
- Performance is purposeful and frequent. Pupils learn how to rehearse, communicate with an audience, use a performance space and evaluate how effectively they performed.

Impact: What Will We See?

- Children participate enthusiastically in music and see themselves as singers, players, composers and performers.
- Pupils recognise and discuss musical features using increasingly accurate vocabulary.
- Children sing and play with increasing control, accuracy, confidence and awareness of others.
- Pupils can improvise and compose musical ideas and explain some of the decisions they have made.
- Children understand that notation represents sound and use appropriate forms of notation to support playing and composition.
- Pupils listen respectfully to a broad range of music and can compare styles, identify features and express informed preferences.
- Children rehearse and perform with confidence, then reflect constructively on what went well and what could be improved.
- By the end of Year 6, pupils have the musical knowledge, practical experience and confidence needed to access Key Stage 3 Music.

MUSIC HELPS EVERY CHILD FIND A VOICE, LISTEN TO OTHERS AND CREATE SOMETHING TOGETHER.