



CURRICULUM SUBJECT OVERVIEW – MUSIC

‘Where words fail, music speaks.’ - Hans Christian Anderson

‘Through Faith, Friendship and Fun we Learn and Grow’

In Music, this mission statement harmonises technical skill with emotional and spiritual development, where Faith is expressed through a sense of awe at the power of sound and the use of song to explore worship, reflection, and the "inner self." Friendship is fundamental to the subject, as pupils must listen to one another, perform in ensembles, and collaborate to create compositions that require mutual trust and cooperation. The curriculum is built on Fun, utilizing rhythm games, instrumental exploration, and the pure joy of singing to keep engagement high. As children Learn to read notation, understand tempo, and master instruments, they Grow in self-assurance and discipline, discovering that the perseverance required to practice a difficult piece lead to the rewarding confidence of a successful performance.

Spirituality

Music promotes spirituality by providing a "window" into the human soul, allowing pupils to experience a sense of awe and wonder through the beauty of harmony and the powerful emotional impact of sound. It offers a unique space for children to express their inner thoughts and feelings that words alone cannot capture, fostering a deep connection to their own identity and a sense of peace during moments of musical reflection. Through collective singing and ensemble playing, students experience a sense of belonging and transcendence, feeling part of something greater than themselves. Furthermore, engaging with music from various cultures and faith traditions encourages an appreciation for the "divine spark" in human creativity, helping pupils to reflect on the universal themes of joy, sorrow, and hope that unite all people.

Intent	Implementation	Impact
Listening to music is profoundly human. It lets us touch and understand some of our most complicated feelings. It helps us know who we are, what we want, and how to be ourselves in the world and, because we live in an age of vast musical riches from both past and present, we all have access to exactly the music that suits our personality and mood. Music is a universal language, it provides opportunities for self-expression, creativity, exploration and evaluation. Our music curriculum aims to develop an understanding of how music is created, produced and communicated. We believe that quality music education should not only engage and inspire all children to develop a love and enjoyment of music but also increase their self-confidence and a sense of achievement.	At Defford Primary, the children will listen to and review music across a range of historical periods and styles, including the works of great composers and musicians, developing an understanding of their own culture and that of others. They are encouraged to listen and reflect on the music they hear and questions are asked and facts given to develop the children's knowledge. During assemblies children listen to music as they enter and leave the hall listening to a range of music from different musical periods from the 'musician of the month, The children will learn to sing, have the opportunity to learn to play a musical instrument and they will be provided with opportunities to develop and hone such skills through collaborative, cross curricular activities and performance experiences. Formal musical learning is facilitated in classrooms using the Music Express schema.	Our music curriculum acts as a powerful catalyst for neurological development by fine-tuning a child's auditory processing, working memory, and spatial-temporal reasoning skills essential for mathematical problem-solving. It significantly enhances early literacy, as the ability to dissect musical rhythms directly boosts phonological awareness, syllable segmentation, and speech prosody. Beyond academic acceleration, group music-making fosters deep social bonding, emotional regulation, and personal resilience through deliberate practice and performance.

Willow class will learn their art curriculum through the EYFS Areas of Learning: Communication and Language; Expressive Art and Design. Please refer to the EYFS Curriculum Plans.

Year A

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Birch	Storytime (1) Weather (2)	Machines (1) Number (2)	Water (1) Toys (2)	Our bodies (1) Pattern (2)	Travel (Y1) Ourselves (Y2)	Animals (Y1) Seasons (Y2)
Reason	<i>Listening, playing, performing Exploring sound effects to enhance a story; performing songs and chants from a musical</i> <i>Exploring ideas, playing, composing Exploring raps, songs and sounds to create a descriptive class composition with voices and instruments</i>	<i>Listening, playing, performing Recognising and playing a steady beat; responding to changes of tempo</i> <i>Playing, performing, composing Differentiating beat and rhythm; playing rhythm patterns; maintaining and creating an ostinato</i>	<i>Listening, playing, composing Using a piece of music and an image to inspire composition and a dance sequence</i> <i>Listening, responding, playing Listening to keep a steady beat; marking selected beats and identifying changes in tempo</i>	<i>Listening, playing, performing Recognising and playing a steady beat and a recurring rhythm</i> <i>Singing, playing, listening Grouping the beat; identifying three- and four-beat patterns through singing and playing</i>	<i>Performing, singing, composing Singing cumulative songs and improvising actions; using images as a score to underpin structure</i> <i>Listening and responding, exploring, creating sounds Exploring sounds using voices, body percussion and instruments expressively; responding to changes in pitch</i>	<i>Singing, playing, listening Recognising contrasting pitches in songs and listening to music; exploring pitch vocally and on instruments</i> <i>Singing, listening and responding Singing a range of songs; identifying changes in pitch with actions and drawing pitch lines in the air</i>
Oak	Environment (3) Sounds (4)	Poetry (3) Communication (4)	In the past (3) Time (4)	Food and Drink (3) Around the World (4)	Building (3) Ancient Worlds (4)	Singing French (3) Food and Drink (4)
Reason	<i>Composing, exploring sounds, singing, playing Exploring and selecting sounds; composing and performing using percussion to describe a poem and develop a song</i> <i>Listening, singing, performing Exploring and identifying musical features and instruments associated with jazz; singing in parts.</i>	<i>Performing, exploring sounds Listening carefully; learning poems and chants to perform with movement and rhythmic body percussion.</i> <i>Playing, singing, arranging, performing Singing, playing and composing music to arrange into a class news programme performance.</i>	<i>Singing, playing, improvising, notations Singing, playing and dancing in response to early music, following simple notation and cues</i> <i>Listening, composing, performing, notations Exploring rhythm and metre through melody and orchestral music in preparation for composition and performance.</i>	<i>Performing, singing, playing. Learning and creating rhythm patterns for voice and instruments; performing songs, chants and accompaniments.</i> <i>Performing, singing, improvising, composing, notations Singing, improvising and composing with the pentatonic scale; playing syncopated rhythmic accompaniments</i>	<i>Composing, singing, playing, performing Composing rhythm patterns to chant and play with an awareness of timbre, structure and texture.</i> <i>Listening, playing, singing, arranging, performing Exploring a song and the style of minimalism, and creating an amazing performance</i>	<i>Singing, playing, notations Singing and rapping in French; exploring pitch and performing melodies and accompaniments</i> <i>Performing, singing, playing, improvising Learning about music and traditions from around the world through songs and music; preparing a performance.</i>
Ash	Say it with sound	Solar System	Life cycles	Keeping healthy	At the movies	Celebration
Reason	<i>Listening, singing, playing, composing, notations Exploring structure and communication with curious composition, quirky rhythms and expressive songs about destiny.</i>	<i>Listening, singing, performing, notations Listening to music about the solar system; singing and exploring scores to create music that is out of this world.</i>	<i>Listening, singing, composing, performing, notations Listening to music from a range of styles, eras and forms; creating music for a myth and mood.</i>	<i>Singing, playing, performing Singing songs and exploring complex rhythms with voices and instruments for active performances.</i>	<i>Composing, appraising, performing, notations Exploring the relationship between music and animation; composing and performing music for animation and film</i>	<i>Singing, playing, appraising, performing Developing singing and ensemble techniques to communicate joyful performances.</i>

Year B

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Birch	Ourselves (Y1) Animals (Y2)	Weather (Y1) Storytime (Y2)	Pattern (Y1) Our Land (Y2)	Seasons (Y1) Travel (Y2)	Number (Y1) Water (Y2)	Our School (Y1) Our Bodies (Y2)
Reason	Exploring sounds, singing Exploring vocal and body percussion sounds expressively to enhance songs and stories Singing, listening and responding, composing Exploring pitch changes with voices and instruments; interpreting, writing and playing pitch lines	Exploring sounds, playing, performing Exploring sound effects created with voices, body percussion and instruments Listening, exploring sounds, composing Listening to recorded music to inspire atmospheric and descriptive composition using voices and instruments	Listening, playing, performing Identifying and playing beats in different groupings (metre); emphasising the strong beat Listening, exploring sounds, performing, appraising Being inspired by descriptive pieces; exploring ideas; composing, recording and evaluating own work	Listening, singing Identifying different pitches, singing rising and falling pitch patterns and recognising specific pitch intervals Singing, playing, improvising, performing Listening to a contemporary piece; exploring beat and a changing tempo; improvising descriptive music; performing layered accompaniments reading from a grid score	Playing, listening, responding Playing on the steady beat and responding to tempo changes in listening pieces Singing, playing, performing Playing melodic phrases and glissandi on tuned percussion; reading from a graphic score; composing sound effects and descriptive music	Listening, exploring, composing Using recorded sounds to inspire composition; interpreting environmental sounds on percussion instruments Listening and responding, playing Responding to music with movement; identifying and playing steady beats; reading a graphic score
Oak	Communication (3) Poetry (4)	Time (3) Environment (4)	Life at Sea (3) Singing Spanish (4)	Sounds (3) In the past (4)	Human Body (3) Buildings (4)	Ancient Worlds (3) Recycling (4)
Reason	Composing, listening, appraising, exploring sounds Listening to and discussing descriptive music using musical vocabulary in preparation for composition. Listening, using voices, playing, composing Learning a range of vocal techniques through poetry and rap for performances with rhythmic accompaniments	Singing, playing, improvising, notations Learning about metre through singing, chanting, playing and rhythmic movement. Listening, exploring sounds, playing, composing, performing Exploring music from a range of styles and eras; exploring musical contrasts through listening, performing and composing.	Listening, playing, composing, notations Exploring contrasting musical elements, songs and movement to tell a story. Playing, singing, arranging, performing Exploring songs and traditions of Spain and combining with accompaniments and improvisations for a performance.	Exploring sounds, singing, playing, notations Classifying instruments; singing and playing a range of instruments, showing awareness of timbre, pitch and structure Listening, composing, performing, notations Listening to a range of dance music from different eras, following notation and performing with music and movement.	Performing, singing, playing, improvising Learning about binary form through singing, playing and improvising to create a performance. Singing, playing, performing, improvising, notations Recognising musical structures in songs and listening pieces; playing and creating rhythmic ostinati; improvising melodies.	Singing, playing, improvising Singing songs in echoes and rounds with improvised accompaniments to tell ancient stories. Improvising, composing, listening, performing, notations Creating accompaniments on unconventional soundmakers; exploring jazz features; improvising and composing within structures.
Ash	World unite	Journeys	Growth	Roots	Class awards	Moving on
Reason	Performing, singing, playing, notations . Exploring beat, rhythm and syncopation through song and dance for a united performance.	Performing, singing . Singing four songs and exploring and communicating meaning, leading to a multimedia performance of a song cycle.	Performing, singing, playing, notations . Appraising and planning a flash mob performance; developing singing, playing and performance techniques.	Listening, singing, playing, composing . Working together to produce a united vocal and instrumental performance about global challenges.	Listening, performing, singing, playing, composing. Singing, playing and composing with consideration of the musical elements; developing performance skills.	Listening, singing, playing, performing . Performing songs and instrumental accompaniments and combining with media to enhance the presentation.