



Music - Curriculum



Music		
Improvise and compose	Sing and play	Listen and appraise

At Billingshurst Primary Academy, music is a vibrant and integral part of our school life, woven through both the curriculum and wider school experiences. It plays a key role in supporting our core values of ***ambition, belonging, and courage***.

Curriculum music is taught through class lessons and is structured around three core strands: ***Improvise and Compose, Sing and Play, and Listen and Appraise***. This broad and engaging curriculum allows all children to develop essential musical knowledge, skills, creativity, and confidence in a progressive and inclusive way.

Our curriculum also includes exciting instrumental learning opportunities. In Year 2, children take part in a 12-week percussion unit, developing their rhythm, coordination, and ensemble skills. In Year 3, every child learns to play the ukulele through weekly lessons delivered by West Sussex Music, running across the whole year. In Year 4, pupils undertake a 12-week recorder unit, further building their musical fluency and notation reading.

Beyond the classroom, children experience a wide range of musical opportunities. Weekly singing assemblies bring the whole school together through shared song, promoting belonging and joy. Pupils perform in class assemblies and learn songs as part of their project-based learning, giving them opportunities to express themselves and develop performance confidence. Major annual events such as the EYFS Nativity, KS1 Christmas Concert, KS2 Christmas Singing Extravaganza, and the Year 6 Show provide exciting platforms for children to showcase their musical talents to families and the wider community.

Our KS2 choir performs regularly in the local area, helping pupils feel connected to their community and proud to represent the school. Children also have the opportunity to take individual or small group instrumental lessons through West Sussex Music or join Rock Steady Music's Rock Band sessions, which encourage collaboration and musical growth.

Through these rich and varied musical experiences, our pupils are encouraged to be ***ambitious*** in developing their musical abilities, to feel a sense of ***belonging*** through shared musical experiences, and to show ***courage*** when performing and exploring their creativity.

EYFS								
Term 1			Term 2			Term 3		
Improvise and compose	Sing and play	Listen and appraise	Improvise and compose	Sing and play	Listen and appraise	Improvise and compose	Sing and play	Listen and appraise
<ul style="list-style-type: none"> • Make up new words and actions about different emotions and feelings. • Explore making sound with voices and percussion instruments to create different feelings and moods. • Explore storytelling elements in the music and create a class story. • Make up a simple accompaniment 	<ul style="list-style-type: none"> • Sing with a sense of pitch, following the shape of the melody with their voices. • Mark the beat of the song with actions. • Use the voice to adopt different roles and characters. • Match the pitch of a 4-note (la-so-mi-do) call-and-response song. • Sing a tune with 'stepping' and 'leaping' notes. • Play a steady beat 	<ul style="list-style-type: none"> • Identify and describe contrasts in tempo and dynamics. • Begin to use musical terms (louder/ quieter, faster/slower, higher/lower). • Respond to music in a range of ways (e.g. movement, talking, writing). 	<ul style="list-style-type: none"> • Explore the range and capabilities of voices through vocal play. • Create a sound story using instruments to represent different animal sounds/ movements. • Make up new lyrics and accompanying actions. • Improvise a vocal/physical soundscape about minibests. 	<ul style="list-style-type: none"> • Develop a sense of beat by performing actions to music. • Sing an action song with changes in speed. • Play along with percussion instruments. • Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. • Sing in call-and-response and change voices to make a buzzing sound. 	<ul style="list-style-type: none"> • Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). • Enjoy moving freely and expressively to music. • Listen to music and show the beat with actions. • Use appropriate hand actions to mark a changing pitch. • Listen to a piece of classical music and respond through dance. 	<ul style="list-style-type: none"> • Develop a song by composing new words and adding movements and props. • Improvise music with different instruments, following a conductor. • Compose a 3-beat body percussion pattern and perform it to a steady beat. • Invent and perform actions for new verses. 	<ul style="list-style-type: none"> • Sing a song that uses a call-and-response structure. • Play sea sound effects on percussion instruments. • Play different instruments with control. • Explore dynamics with their voices and instruments. • Transfer actions to sounds played on percussion instruments. 	<ul style="list-style-type: none"> • Listen to a range of sea-related pieces of music and respond with movement. • Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. • Find the beat and perform a clapping game with a partner.

Year 1								
Term 1			Term 2			Term 3		
Improvise and compose	Sing and play	Listen and appraise	Improvise and compose	Sing and play	Listen and appraise	Improvise and compose	Sing and play	Listen and appraise
<ul style="list-style-type: none"> • Participate in creating a dramatic group performance using kitchen themed props. • Compose music to march to using tuned and untuned percussion. • Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. 	<ul style="list-style-type: none"> • Sing a cumulative song from memory, remembering the order of the verses. • Play classroom instruments on the beat. • Copy a leader in a call and-response song, show the shape of the pitch moving with actions. • Sing a unison song rhythmically and in tune. • Play percussion instruments expressively. 	<ul style="list-style-type: none"> • Listen and move in time to the song. • Respond to musical characteristics through movement. • Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music) • Listen to 'Aquarium', reflecting the character of the music through movement. 	<ul style="list-style-type: none"> • Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). • Compose musical sound effects and short sequences of sounds in response to a stimulus. • Improvise question-and-answer conversations using percussion instruments. 	<ul style="list-style-type: none"> • Chant together rhythmically, marking rests accurately. • Play a simple ostinato on untuned percussion. • Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. • Sing a simple singing game, adding actions to show a developing sense of beat. 	<ul style="list-style-type: none"> • Recognise the difference between a pattern with notes (pitched) and without (unpitched). • Listen actively by responding to musical signals and musical themes using appropriate movement. • Create a musical movement picture. • Recognise how graphic symbols can represent sound. 	<ul style="list-style-type: none"> • Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. • Attempt to record compositions with stick and other notations • Create musical phrases from new word rhythms that children invent. 	<ul style="list-style-type: none"> • Perform actions to music, reinforcing a sense of beat. • Sing and chant songs and rhymes expressively • Sing either part of a call and-response song. • Play the response sections on tuned percussion using the correct beater hold. • Echo sing a line independently with teacher leading, then move on to pair singing in echo format 	<ul style="list-style-type: none"> • Respond to musical signals and musical themes using movement, matching movements to the piece • Develop awareness of duration and the ability to move slowly to music • Create art work, drawing freely and imaginatively in response to a piece of music. • Listen and copy call-and response patterns on voices and instruments

Year 2								
Term 1			Term 2			Term 3		
Improvise and compose	Sing and play	Listen and appraise	Improvise and compose	Sing and play	Listen and appraise	Improvise and compose	Sing and play	Listen and appraise
<ul style="list-style-type: none"> • Improvise rhythms along to a backing track using the note C or G. • Compose call-and-response music. • Select instruments and compose music to reflect an animal's character. • Invent simple patterns using voices, body percussion and instruments. • Follow signals given by a conductor/leader. • Improvise solos on instruments. 	<ul style="list-style-type: none"> • Play the melody on a tuned percussion instrument. • Sing with good diction. • Learn a clapping game to Hi lo chicka lo that shows the rhythm. 	<ul style="list-style-type: none"> • Recognise and play echoing phrases by ear • Listen with increased concentration to sounds/music • Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made). • Recognise and respond to changes of tempo, the length of notes, articulation and pitch using music vocabulary. 	<ul style="list-style-type: none"> • Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. • Improvise and compose, structuring short musical ideas to form a larger piece. • Begin to understand duration and rhythm notation. • Structure musical ideas into a whole-class composition. 	<ul style="list-style-type: none"> • Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. • Sing and play, performing composed pieces • Learn a simple rhythm pattern and perform it with tempo and volume changes • Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. 	<ul style="list-style-type: none"> • Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers). • Listen and appraise, with focus and attention to detail, recalling sounds and patterns. • Listen to and analyse four pieces of music inspired by travel/vehicles. • Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty'). 	<ul style="list-style-type: none"> • Create action patterns in 2- and 3-time. • Compose a soundtrack to a clip of a silent film. • Understand and use notes of different duration. • Understand and use notes of different pitch. • Understand and use dynamics. 	<ul style="list-style-type: none"> • Demonstrate an internalised sense of pulse through singing games. • Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections • Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. • Follow signals from a conductor. 	<ul style="list-style-type: none"> • Listen actively and mark the beat by tapping, clapping, and swinging. • Understand and explain how beats can be grouped into patterns. • Listen and match the beat of others and recorded music, adapting speed accordingly. • Listen to traditional and composed music from Poland. Understand how music helps people share tradition and culture.

Year 3								
Term 1			Term 2			Term 3		
Improvise and compose	Sing and play	Listen and appraise	Improvise and compose	Sing and play	Listen and appraise	Improvise and compose	Sing and play	Listen and appraise
<ul style="list-style-type: none"> • Compose a pentatonic ostinato. • Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. 	<ul style="list-style-type: none"> • Sing a call-and-response song in groups, holding long notes confidently. • Play melodic and rhythmic accompaniments to a song. • Sing by improvising simple melodies and rhythms. 	<ul style="list-style-type: none"> • Listen and identify where notes in the melody of the song go down and up. • Begin to develop an understanding of music from different musical traditions. • Identify that the songs are from different places in the world, use different instruments, beats and speeds. • Understand that folk songs belong to the people of a particular place. 	<ul style="list-style-type: none"> • Compose a 4-beat rhythm pattern to play during instrumental sections of a song • Working in small groups, sing a call-and-response song with an invented drone accompaniment • Explore ways to create word-based pieces of music. • Explore ways to communicate atmosphere and effect. 	<ul style="list-style-type: none"> • Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. • Play one-note, contributing to the chords accompanying the verses. • Learn a part on tuned percussion and play as part of a whole-class. • Sing Part 2 of a partner song rhythmically. • Play repeating rhythmic patterns. • Count musically. 	<ul style="list-style-type: none"> • Listen to a range of Cuban pieces, understanding influences on the music and recognising some musical features. • Develop active listening skills by responding to musical themes through movement. • Understand the structure of rondo form (A-B-A-C-A). • Experience call-and-response patterns through moving with a partner. 	<ul style="list-style-type: none"> • Invent simple patterns using rhythms and notes C-D-E. • Compose music, structuring short ideas into a bigger piece. • Notate, read, and follow a 'score'. 	<ul style="list-style-type: none"> • Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments • Perform vocal percussion as part of a group. • Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance • Sing solo or in a pair in call-and-response style. 	<ul style="list-style-type: none"> • Recognise and copy rhythms and pitches C-D-E. • Move in time with the beat of the music. • Talk about what they have learnt about Brazil and Carnival music. • Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.

Year 4								
Term 1			Term 2			Term 3		
Improvise and compose	Sing and play	Listen and appraise	Improvise and compose	Sing and play	Listen and appraise	Improvise and compose	Sing and play	Listen and appraise
<ul style="list-style-type: none"> ● Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). ● Create short sounds inspired by colours and shapes. ● Improvise and compose, creating atmospheric music for a scene with a given set of instruments. ● Structure musical ideas into a composition. ● Create and read graphic scores. 	<ul style="list-style-type: none"> ● Sing in a Gospel style with expression and dynamics. ● Play a bass part and rhythm ostinato along with This little light of mine. ● Sing Part 1 of a partner song rhythmically. 	<ul style="list-style-type: none"> ● Listen and move in time to songs in a Gospel style. ● Listen and appraise, recognising elements of the music that establishes the mood and character ● Talk about the effect of particular instrument sounds(timbre). ● Understand that instruments can be used individually and in combination to create different effects of timbre and texture. 	<ul style="list-style-type: none"> ● ‘Doodle’ with voices over the chords in the song. ● Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare. ● Compose a fanfare using a small set of notes and short, repeated rhythms. ● Invent a melody. ● Fit two patterns together. ● Structure musical ideas into their own compositions. 	<ul style="list-style-type: none"> ● Sing swung rhythms lightly and accurately. 	<ul style="list-style-type: none"> ● Listen and identify similarities and differences between acoustic guitar styles. ● Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary. 	<ul style="list-style-type: none"> ● Compose a pentatonic melody ● Improvise and create pentatonic patterns. ● Use notation to represent musical ideas. ● Create ostinatos ● Layer up different rhythms ● Create and follow a score 	<ul style="list-style-type: none"> ● Sing with expression and a sense of the style of the music. ● Sing the chorus of Throw, catch in three-part harmony with dancing. ● Play an instrumental part as part of a whole-class performance. ● Sing a part in a partner song, rhythmically and from memory. 	<ul style="list-style-type: none"> ● Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures. ● Watch a film and analyse it in a musical context. ● Identify similarities and differences between pieces of music in a folk/folk-rock style.

Year 5								
Term 1			Term 2			Term 3		
Improvise and compose	Sing and play	Listen and appraise	Improvise and compose	Sing and play	Listen and appraise	Improvise and compose	Sing and play	Listen and appraise
<ul style="list-style-type: none"> • Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. • Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. • Create fragments of songs that can be developed into fully fledged songs. 	<ul style="list-style-type: none"> • Sing a sea shanty expressively, with accurate pitch and a strong beat. • Play bass notes, chords, or rhythms to accompany singing. • Sing in unison while playing an instrumental beat (untuned). • Keep the beat playing a 'cup' game. • Develop and practise techniques for singing and performing in a Gospel style. 	<ul style="list-style-type: none"> • Talk about the purpose of sea shanties and describe some of the features. • Recognise individual instruments and voices by ear. • Listen to Gospel music and spirituals, and identify key elements that give its unique sound. • Talk about music using appropriate music vocabulary • Listen and appraise, identifying the structure of songs. 	<ul style="list-style-type: none"> • Improvise freely over a drone. • Understand how a drum pattern, bassline, and riff fit together to create a memorable and catchy groove. • Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group. • Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. 	<ul style="list-style-type: none"> • Sing a song in two parts with expression and an understanding of its origins. • Sing a round and accompany themselves with a beat. • Play a drone and chords to accompany singing. 	<ul style="list-style-type: none"> • Listen and copy back simple rhythmic and melodic patterns. • Identify drum patterns, basslines, and riffs, and play them using body percussion and voices. • Develop listening skills and understand how different instrumental parts interact (texture) by responding to each part through movement. 	<ul style="list-style-type: none"> • Compose a kecak vocal piece as part of a group • Improvise and compose a piece in ternary form using a pentatonic scale and an accompaniment with contrasting dynamics, and tempo. • Notate their ideas to form a simple score to play from. • Compose a simple accompaniment using tuned instruments. • Create and perform their arrangement. 	<ul style="list-style-type: none"> • Sing/chant a part within a kecak vocal performance. • Sing and play the melody of Kis nay banaayaa. • Sing in a 4-part round accompanied with a pitched ostinato. 	<ul style="list-style-type: none"> • Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. • Listen and match vocal and instrumental sounds to each other, and to notation. • Listen, appraise, and respond to music using drawings and words. • Recognise that music can describe feelings and tell a story • Understand ternary form

Year 6								
Term 1			Term 2			Term 3		
Improvise and compose	Sing and play	Listen and appraise	Improvise and compose	Sing and play	Listen and appraise	Improvise and compose	Sing and play	Listen and appraise
<ul style="list-style-type: none"> • Compose a syncopated melody using the notes of the C major scale. • Create their own song lyrics. • Fit their lyrics to a pulse, creating a chant. • Write a melody and sing it. • Structure their ideas into a complete song. 	<ul style="list-style-type: none"> • Sing a syncopated melody accurately and in tune. • Sing and play a class arrangement of the song with a good sense of ensemble 	<ul style="list-style-type: none"> • Listen to historical recordings of big band swing, and describe features of the music. • Explore the influences on an artist by comparing pieces of music from different genres. • Identify features of timbre, instrumentation and expression in an extract. • Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. 	<ul style="list-style-type: none"> • Compose an 8-bar piece on percussion using chords F major and C major. • Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. • Learn some simple choreography to accompany a disco song. • Create variations using a wide variety of composing techniques. • Improvise on top of a repeating bassline. 	<ul style="list-style-type: none"> • Sing a round accurately and in a legato style. • Sing a chorus in two-part harmony with dancing on the beat. • Decipher a graphic score. • Play Twinkle, twinkle, little star. 	<ul style="list-style-type: none"> • Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture). • Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments • Identify different elements of a song's structure. 	<ul style="list-style-type: none"> • Create an accompaniment • Create an extended melody with four distinct phrases. • Experiment with harmony. • Structure their ideas into a full soundtrack. • Create a rhythmic piece for drums and percussion instruments. 	<ul style="list-style-type: none"> • Sing the chorus of Throw, catch in three-part harmony with dancing. • Demonstrate coordination and keeping a steady beat by dancing to bhangra music. 	<ul style="list-style-type: none"> • Identify ways songwriters convey meaning: through lyrics, the music and performance. • Understand different ways that rhymes work in songs. • Understand the concept of identity and how you can express that in songs. • Develop knowledge and understanding of a variety of musical styles from India, talking about them



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