



Freegrounds Infant School

'Building the future together'

Intent

Music plays a vital role at Freegrounds Infant School and is a valued part of our curriculum. Through the Sing Up scheme, children are given opportunities to develop their creativity through listening, appraising, performing and composing music in a supportive and inclusive environment. We aim to ensure that all children feel that they are musical and are encouraged to express themselves confidently through a wide range of musical experiences. Singing forms a central part of school life, supporting collective worship, celebrations and performances and helping to build a strong sense of community.

Our curriculum is carefully designed to develop the knowledge, skills and understanding needed for children to become confident performers, composers and listeners. Children are introduced to a wide range of musical styles, traditions and cultures, allowing them to develop respect and appreciation for music from around the world. Through our approach, we promote our school values by encouraging collaboration, resilience and creativity, while fostering a life-long love of music.

Implementation

The starting point for our music curriculum is the National Curriculum, supported by the Model Music Curriculum and delivered through the Sing Up scheme of work, which ensures full coverage and progression from Early Years through Key Stage 1. Our curriculum has been carefully structured so that learning is sequential and builds over time, enabling pupils to revisit and embed prior knowledge and skills. Music is taught through a combination of discrete lessons and wider opportunities across the school day, ensuring that it is both progressive and purposeful.

In the Early Years Foundation Stage, music is closely linked to the Statutory Framework and supports children's development across multiple areas of learning. Children use their voices expressively through songs, rhymes and chants, play instruments and explore sound through movement and musical play. They listen attentively and respond to what they hear, developing communication and language skills and work cooperatively with others through shared music-making experiences. Music activities also support physical development through the use of instruments and movement, as well as expressive arts and design, where children perform songs and respond creatively to music.

As pupils move into Key Stage 1, they build upon these foundations through structured units from the Sing Up curriculum. These units are organised into progressive sequences that develop key musical skills across four main strands: singing, listening, composing and musicianship. Children learn to sing a variety of songs, including chants and call-and-response pieces, developing pitch accuracy and vocal control. They listen to a range of high-quality recorded and live music, gaining an understanding of musical styles, traditions and the context of the pieces they encounter.

Composing is introduced through improvisation and creative exploration, where pupils create simple sound effects, sequences and musical responses to stimuli such as stories, movement or images. They begin to record their ideas using graphic notation and simple symbols. In addition, pupils develop their musicianship skills through work on pulse, rhythm and pitch, including performing rhythm patterns, keeping a steady beat and responding to changes in tempo and dynamics.

Throughout KS1, pupils experience a broad range of musical units, including Menu Song, Football, Grandma Rap, Tony Chestnut and Charlie Chaplin, which provide opportunities to explore concepts such as rhythm, pitch, tempo, dynamics and structure in a practical and engaging way. These units are carefully sequenced to ensure progression and lessons follow a consistent structure which allows children to listen, practise, compose and perform, ensuring that knowledge is applied in meaningful contexts.

Music teaching at Freegrounds Infant School is practical, inclusive and engaging. Children are given regular opportunities to sing, play instruments, improvise and compose, developing confidence and independence in their musical abilities. The curriculum also places a strong emphasis on the inter-related dimensions of music, including pitch, duration, tempo, dynamics, timbre, texture and structure, which are revisited across units to build a secure understanding. Lessons are adapted to meet the needs of all pupils, ensuring accessibility while also providing opportunities for challenge and deeper thinking. Music is embedded within wider school life through singing assemblies, class performances and celebration events, allowing pupils to apply their skills in real contexts. Through these experiences, children develop not only musical skills but also important transferable skills such as teamwork, listening, concentration and resilience.

Impact

Through our music curriculum, pupils develop not only musical skills but also confidence, creativity and a strong sense of achievement. Children gain a secure understanding of key musical concepts and are able to apply these through a range of practical experiences, including singing, performing, composing and listening. They learn to work both independently and collaboratively, developing important skills that all link to our core values independence, creativity, teamwork, resilience, respect and thinking.

As pupils progress through the school, they demonstrate increased control and accuracy in their musical work. They are able to sing with greater confidence and pitch awareness, keep a steady beat, and perform rhythm patterns with growing fluency. Pupils develop their ability to listen carefully and respond thoughtfully to a range of musical styles, using simple musical vocabulary to describe what they hear and express their ideas. They also begin to make creative choices when composing, showing an understanding of elements such as pitch, tempo, dynamics and structure.

Ongoing formative assessment is used throughout lessons to ensure that all pupils are supported to make progress within the four key areas of singing, listening, composing and musicianship. Teachers use observation, questioning and performance opportunities to assess understanding and inform next steps, ensuring that learning is adapted to meet the needs of all pupils. This ensures that all children, regardless of starting point, are able to access the curriculum and experience success.

By the end of Key Stage 1, pupils have developed the foundational knowledge and skills needed to continue their musical journey at Key Stage 2. They are able to participate confidently in musical activities, perform to an audience and demonstrate an understanding of basic musical terminology and concepts. Pupils leave Freegrounds Infant School with a positive attitude towards music, an appreciation of a range of musical traditions and cultures, and the confidence to express themselves creatively. Music also contributes significantly to pupils' wider development, supporting their emotional wellbeing, sense of belonging and engagement in school life.



Freegrounds Infant School: Music Curriculum Map

A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 1 & 2	Tony Chestnut	Carnival of the animals Musical conversations	Grandma rap	Swing-a-long with Shostakovich Charlie Chaplin	The rockpool rock	<i>Tańczymy labada</i>

B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 1 & 2	Menu Song	Colonel Hathi's March Magical musical aquarium	Football	Who stole my chickens and my hens?	Dancing and drawing to <i>Nautilus</i> Cat and Mouse	Come dance with me

NB: See EYFS Curriculum map to see how learning in EYFS feeds into the whole school curriculum map for art & design



Freegrounds Infant School: Music assessment points.

		Key Stage 1		
DISCIPLINARY KNOWLEDGE	Cycle A	Aim: By the end of Cycle A, children can sing a song with larger intervals ('jump' between notes) with accurate pitch. They can feel the beat and demonstrate it with actions, and confidently clap the rhythm of the song.		
		September Objective: learn the song and perform it with beat with actions.	February Objective: learn a clapping game that shows the rhythm	June Objective: Make up body percussion sounds to the rhythm of the melody, and accompany themselves singing.
	Cycle B	Aim: By the end of Cycle B, children develop pitch matching skills singing a song that moves in step (mi-re-do). They can demonstrate keeping a beat as they sing and clap the rhythm. They are happy to sing independently and with a partner.		
		September Objective: echo (copycat) sing following a leader, show the shape of the pitch with actions, and sing using mi-re-do.	February Objective: sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.	June Objective: make up body percussion sounds to the rhythm of the melody, and accompany themselves singing.

Freegrounds Infant School: Music Areas of Study (Substantive knowledge)

A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 1 & 2	Tony Chestnut Objectives: • Improvise rhythms along to a backing track using the note C or G. • Compose call-and-response music. • Play the melody on a tuned percussion instrument. • Sing with good diction. • Recognise and play echoing phrases by ear	Carnival of the animals Objectives: • Select instruments and compose music to reflect an animal's character. • Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. • Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. • Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement. Musical conversations Objectives: • Compose musical sound effects and short sequences of sounds in response to a stimulus. • Improvise question-	Grandma rap Objectives: • Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. • Chant Grandma rap rhythmically, and perform to an accompaniment children create. • Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. • Learn a clapping game to Hi lo chicka lo that shows the rhythm. • Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers)	Swing-a-long with Shostakovich Objectives: • Create action patterns in 2- and 3-time. • Listen actively and mark the beat by tapping, clapping, and swinging to the music. • Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skippy'). • Understand and explain how beats can be grouped into patterns and identify them in familiar songs. • Move freely and creatively to music using a prop. Charlie Chaplin Objectives: • 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.	The rockpool rock Objectives: • Learn an interlocking spoken part. • Sing a rock 'n' roll-style song confidently. • Play an introduction on tuned percussion. • Listen actively and learn about rock 'n' roll music	<i>Tańczymy labada</i> Objectives: • 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. • Listen and match the beat of others and recorded music, adapting speed accordingly. • Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture

		and-answer conversations using percussion instruments. • Create, interpret, and perform from simple graphic scores. • Recognise how graphic symbols can represent sound.				
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B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 1 & 2	Menu Song Objectives: • Participate in creating a dramatic group performance using kitchen-themed props. • 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, and sing using mi-re-do. • Listen and move in time to the song.	Colonel Hathi's March Objectives: • Compose music to march to using tuned and untuned percussion. • 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, naming the instruments playing in the clips). Magical musical aquarium Objectives: • Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. • Sing a unison song	Football Objectives: • Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). • 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. • Recognise the difference between a pattern with notes (pitched) and without (unpitched).	Who stole my chickens and my hens? Objectives: • Compose new lyrics and create short body percussion patterns to accompany the song. • Sing familiar songs in low and high voices, recognising higher and lower. • Play a partner clapping game while singing a song. • Listen to and copy short rhythm patterns by ear. Mark rests in the song with actions, their voices, and instruments.	Dancing and drawing to <i>Nautilus</i> Objectives: • Perform actions to music, reinforcing a sense of beat. • Respond to musical signals and musical themes using movement, matching movements to musical gestures in 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 Cat and Mouse Objectives: • Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. • Attempt to record compositions with stick and other notations. • Sing and chant songs and rhymes expressively.	Come dance with me Objectives: • Create musical phrases from new word rhythms that children invent. • 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. • Copy call-and-response patterns with voices and instruments

		rhythmically and in tune. • Play percussion instruments expressively, representing the character of their composition. • Listen to ‘Aquarium’, reflecting the character of the music through movement.			• Listen and copy rhythm patterns	
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National Curriculum in England: Music

Purpose of Study
Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 1 Subject Content

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

