



COLLINGWOOD
PRIMARY SCHOOL

Music @ Collingwood Primary School

Our music curriculum is taught through 4 strands: Perform, Transcribe, Compose and Describe. Our music provision aims to engage and inspire pupils to develop a love of music and help to discover and nurture their musical talent. Children are given the opportunity to be original, imaginative and creative in their composition and performance of music. The music curriculum is progressive so that our children can use musical terminology to express their emotional response to different genres of music.

Retrieval Practice

- Low-stake quizzes for long term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary

Content and Sequencing

Nursery (Sing Up): Using Sing Up's play-based framework, children develop an instinctive, joyful response to music by exploring their voices through chants, rhymes and vocal play. They begin to recognise pulse through movement while freely investigating classroom percussion, learning to listen attentively and respond to changes in tempo and dynamics.

Reception (Sing Up): Building towards the Expressive Arts and Design Early Learning Goals, children extend their vocal repertoire, singing with increasing pitch accuracy and expression. They control untuned percussion to a steady beat and use musical language to connect music with feelings, characters and stories.

Year 1 (Sing Up): Units move pupils from intuitive musical play to structured musical understanding. They establish a secure pulse, explore vocal possibilities, recognise simple musical contrasts such as loud/quiet and fast/slow, and develop confidence through singing and music from a range of cultures.

Year 2 (Sing Up): Pupils refine vocal and rhythmic accuracy through singing alongside untuned and introductory tuned instruments. They sing from memory with greater control, develop melodic awareness, and begin reading, creating and performing simple patterns using graphic notation.

Year 3 (Sing Up): Pupils develop Key Stage 2 musicianship through practical music-making, building confidence in part-singing with rounds and partner songs. They improve instrumental fluency while being introduced to staff notation and musical vocabulary, including texture and timbre.

Year 4 (Sing Up): Ensemble skills and musical understanding deepen as pupils sustain independent vocal or instrumental parts with increasing rhythmic accuracy. They broaden their historical and cultural awareness while composing structured pieces, transcribing simple four-beat rhythms and using forms such as AB.

Year 5 (Sing Up): Pupils become increasingly expressive and independent musicians, performing more complex harmony and developing critical listening skills. They strengthen instrumental technique, read and write standard notation with confidence, and compose purposefully by manipulating texture and using technology.

Year 6 (Sing Up): Pupils are confident, reflective and musically literate performers. They sing and perform with stylistic awareness, interpret standard staff notation fluently, and evaluate the work of great composers using an informed musical vocabulary and secure understanding of musical history.

Essentials

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

Assessment and Progress

Units of work are carefully sequenced; making connections with prior knowledge, concepts and vocabulary

Regular formative assessment and immediate feedback ensures misconceptions are addressed and learning is effective.

Effective questioning and higher order thinking are embedded within all learning experiences.

Adaptive teaching strategies ensure individualised instruction; supporting the needs of all learners

Opportunities for revisiting content and mastery learning/teaching for mastery

