



Music Curriculum Overview





Music at Bridge Junior School

We follow the Leicestershire Music Primary Scheme. A weekly 35-minute class lesson is enriched by singing assemblies and instrumental learning, helping every child take part and grow as a musician.

Music starts with sound

Children listen, move, sing and play before ideas are named or written down. Pulse, voice, rhythm and pitch are revisited so knowledge becomes secure.

Create and communicate

Children improvise, compose and perform alone and with others. They learn to shape ideas, use notation and communicate music clearly.

Confidence and belonging

Inclusive practical work, diverse music and shared performance build creativity, self-confidence, cooperation and a sense of achievement.

By the end of Year 6, children can maintain a part, read and respond to notation, create and refine music, and discuss performances with growing independence.



What we want our children to know...

Perform and communicate

Children sing and play with control, respond to musical cues and maintain their own part. They learn to rehearse, perform and communicate with an audience.

Compose and create

Children improvise, combine sounds and develop original pieces using voices, instruments and technology. Graphic and standard notation help them record ideas.

Listen and understand

Children listen closely to live and recorded music, notice how it is made and use musical vocabulary to compare, evaluate and respond to different styles and traditions.



How we teach Music at Bridge...

Music is taught practically through a repeating cycle. Each weekly lesson starts with sound and builds listening, performing, composing and musical vocabulary through carefully sequenced experiences.

1

Listen and explore

Children hear and respond to music, notice important features and connect new sounds with what they already know.

2

Sing and play

Children use voices, movement and instruments to feel the pulse, copy patterns and develop accurate technique.

3

Name the music

Teachers introduce precise vocabulary and show how graphic and standard notation can represent the sounds children hear.

4

Create

Children improvise, compose and combine ideas using voice, instruments, notation and technology.

5

Rehearse and share

Children practise together, follow cues, perform for others and explain the choices they have made.



How we know that our children are doing well...

They keep pulse and perform

Children sing and play with growing accuracy, follow visual and aural cues and maintain a part in solo, group and whole-class music.

They use voice and pitch

Children pitch-match, sing in unison and parts, and use breathing, dynamics, expression and vocal colour with increasing control.

They create and notate

Children improvise and compose rhythms, melodies and structures, using graphic or standard notation to record and communicate ideas.

They listen and evaluate

Children recognise musical features, compare music from different genres and traditions, and comment thoughtfully on their own and others' work.

What teachers check

Teachers observe singing, playing, composing, listening and vocabulary in every lesson. Live feedback, peer review, recordings and termly assessments show next steps.

What success looks like

Children become confident, curious musicians who can create, perform and discuss music with increasing control, expression and independence.



What children learn about in each year group...

Year 3

Curriculum: Pulse, voice, rhythm, pitch and music technology/structure, followed by a summer recorder unit.

Pulse and rhythm: Keep a steady pulse, respond to cues and perform rhythms from graphic or simple standard notation.

Voice: Sing fluently in unison, match pitch and begin to hold a part while following performance directions.

Pitch and composing: Create simple rhythmic patterns, melodies and accompaniments, and represent pitch changes graphically.

Technology and listening: Create, change and combine sounds; use simple song sections and listen across traditions, genres and times.

Styles: Identify, perform and create with features of House music, Reggae and Rock and Roll.

Year 4

Curriculum: All six units: pulse, voice, rhythm, pitch, music technology/structure and twentieth-century music.

Ensemble: Maintain an independent part, such as an ostinato or drone, and compose, perform and lead simple pieces in 4/4.

Voice: Sing in unison or parts with accurate pitch, breathing, pronunciation and close attention to directions.

Rhythm and notation: Create contrasting rhythms, maintain a part in a small group and use graphic and standard notation.

Pitch and listening: Create simple melodies and accompaniments, recognise symbols and evaluate live and recorded music.

Styles: Use voices, instruments and technology creatively; explore Minimalism, Musicals and Pop.



What children learn about in each year group...

Year 5

Curriculum: Pulse, voice, pitch and music technology/structure, with each class receiving a term of specialist tabla teaching.

Pulse and rhythm: Maintain a strong pulse and an accurate independent part; read crotchets, quavers, rests, minims and semibreves.

Voice and ensemble: Maintain a vocal or instrumental part with growing awareness of the other performers.

Pitch and composing: Create contrasting rhythms and melodies, use musical devices and begin to read pitch in the treble clef.

Structure and technology: Use voice, sounds, instruments and technology to create music with clear sections and key structural features.

Styles: Identify, perform and create with features of Jazz, Expressionism and Film Music.

Year 6

Curriculum: Pulse, voice, rhythm, pitch and music technology/structure; the spring timetable allows flexibility around statutory tests.

Pulse and timing: Keep a strong pulse, notice when timing slips and perform in regular and selected irregular time signatures.

Voice and ensemble: Maintain an independent part with good awareness of others and refine vocal sound using notation.

Notation and composing: Read short rhythmic passages, interpret graphic scores and create structured music with contrasting timbres and textures.

Listening and evaluation: Evaluate music from different cultures, genres and times, responding through discussion and composition.

Styles and independence: Explore Hip Hop, Minimalism and Wartime Swing; rehearse, perform, evaluate and refine with increasing musicality.



Music across school life...

Musical learning extends beyond the weekly lesson through regular singing, listening, instrumental experiences and opportunities to reflect, perform and continue learning.

1

Weekly curriculum music

Class teachers lead a practical lesson each week, following the progressive Leicestershire Music Primary Scheme.

2

Singing assemblies

Weekly singing assemblies revisit musical vocabulary and give children regular experience of singing together.

3

Instrumental pathways

Year 3 learns recorder with the class teacher. Each Year 5 class receives specialist tabla teaching during the year.

4

Inclusive participation

No child is withdrawn from Music. Instruments, resources and adult support are adapted so pupils with additional needs can participate fully.

5

Listening widely

Assembly listening and curriculum units introduce music from different historical periods, genres, styles, traditions and cultures.

6

Reflection and progression

Children review live work and recordings, refine their music and receive termly assessments. The school supports further opportunities and Year 6-to-7 transition.



Vocabulary for new to English learners...

These high-utility words help pupils follow musical instructions, describe what they hear and talk about creating, rehearsing and improving music with growing precision.

SOUND WORDS

sound
silence
pulse
beat
rhythm
pitch
tempo
high
low
long
short

ACTION WORDS

listen
sing
play
clap
chant
copy
create
practise
rehearse
perform
record

ENSEMBLE WORDS

solo
group
part
unison
leader
cue
melody
harmony
ostinato
drone
accompaniment

MUSIC FEATURES

dynamics
timbre
texture
structure
duration
volume
pattern
section
expression
contrast
style

NOTATION WORDS

notation
score
symbol
graphic
staff
clef
bar
crotchet
quaver
rest
time signature

SPEAKING STEMS

I notice...
The pulse is...
I can hear...
It changes when...
Our piece uses...
Next time we will...



Music progression across Years 3–6...

Stage	Main focus	Children develop	Growing independence
Year 3	Secure pulse and confident singing	Unison, pitch matching, musical cues and a developing independent part	Maintain a part and contribute to a group performance
	Create and record simple ideas	Rhythms, melodies and accompaniments using graphic and simple standard notation	Use vocabulary to comment on and improve music
Year 4	Independent parts and 4/4	Ostinatos, drones, accurate pulse and opportunities to lead	Hold a part confidently in a small ensemble
	Multi-part vocal control	Accurate pitch, breathing, pronunciation and performance directions	Follow a graphic score to create or perform a melody
	Wider composing and listening	Rhythms, pitch, song structure and music from varied styles and times	Select sounds and evaluate performances thoughtfully
Year 5	Secure ensemble musicianship	Strong pulse, independent parts, standard rhythmic notation and specialist tabla	Respond accurately to other performers
	Develop melodies and structure	Treble-clef pitch, contrasting rhythms and a range of musical devices	Take different roles in rehearsal and performance
	Use style with intention	Jazz, Expressionism and Film Music; technology and structural features	Explain choices and refine music after feedback
Year 6	Control pulse and timing	Regular and selected irregular time signatures; confident use of cues	Recognise and correct when timing slips
	Read and perform notation	Staff, rhythmic and graphic notation; contrasting timbres and textures	Maintain an independent part with awareness of others
	Compose, evaluate and refine	Structured, expressive music and informed responses across cultures and genres	Rehearse, discuss and improve work with musicality



How Music builds over time...

Area	Focus	Lower Key Stage 2	Upper Key Stage 2
Perform	Pulse and ensemble	Keep a steady pulse, follow cues and begin to hold an independent part	Maintain an accurate part while listening and responding to others
	Voice	Sing in tune, in unison and simple parts with clear directions	Refine vocal sound, expression and multi-part performance
Create	Rhythm	Create and perform patterns within a steady pulse and simple structure	Use contrasting rhythms, time signatures, timbres and textures
	Pitch and melody	Create simple melodies and accompaniments within a limited range	Compose contrasting pitches and melodies; read treble-clef notation
	Structure and technology	Change and combine sounds; organise music into simple song sections	Use musical devices, technology and secure structural features
Music skills	Notation	Move from graphic symbols to simple standard rhythmic notation	Read short staff passages and interpret graphic and standard scores
	Listening and evaluating	Notice features and comment on live, recorded and classroom music	Evaluate music in context and refine work using precise vocabulary
	Musical dimensions	Explore pulse, pitch, rhythm, tempo, dynamics and timbre	Control texture, structure, expression and contrast with intention
Breadth	Styles and traditions	House, Reggae, Rock and Roll, Minimalism, Musicals and Pop	Jazz, Expressionism, Film Music, Hip Hop, Minimalism and Swing
	Instruments and technology	Classroom instruments, voice, recorder and simple digital sound	Specialist tabla and increasingly purposeful use of instruments and technology
	Independence	Perform a part, follow directions and suggest an improvement	Take roles, rehearse, evaluate and refine music with growing musicality



THE LINKS

Music at home...

Listen together

Share music from different cultures, times and styles. Ask what your child notices, enjoys or would like to hear again.

Keep the pulse

Clap, tap, march or move to the steady beat. Try keeping it while the music becomes faster, slower, louder or quieter.

Sing and play

Sing familiar songs, practise recorder when it is being taught, or make music with safe household sounds. Short, positive practice is best.

Create and record

Invent a rhythm, melody or short soundscape. Draw symbols for it, record it on a device and perform it again or improve one section.

Talk about music

Praise careful listening, teamwork, creativity and improvement as well as a polished performance. Let children explain their musical choices.

Useful questions

Can you find the pulse? What instruments can you hear? How does the music change? What mood does it create? What would you change next time?