



Music CURRICULUM

Long-Term Overview

A curriculum for musical confidence, creativity, expression and lifelong engagement.

Park Road Academy uses Kapow Primary Music as its core scheme of work and progression framework. The curriculum is deliberately sequenced from early exploration of sound, pulse, rhythm and singing in EYFS to increasingly confident performing, composing, listening, notation, improvisation and musical independence by Year 6.

The overview combines the statutory National Curriculum entitlement with enrichment, specialist provision, cultural capital, careers education, inclusion and wider opportunities for performance and participation.

Our Kapow curriculum is enhanced through professional music tuition, including whole-class instrumental learning, choir and performance opportunities, and our Genre of the Half Term programme, which broadens pupils' listening repertoire and introduces them to a diverse range of artists, styles and musical traditions.

CURRICULUM DESIGN

Progressive Kapow Music curriculum and assessment, enhanced through specialist tuition and whole-school listening.

ENRICHMENT

Choir, performances, instrumental opportunities, productions and Genre of the Half Term.

CULTURAL CAPITAL

A broad repertoire of composers, artists, genres, traditions and live musical experiences.

BRITISH VALUES

Respect, teamwork, confidence, expression, listening to others and valuing different cultures.

INCLUSION

Adaptive teaching, accessible instruments and equitable opportunities to perform, compose and participate.

CAREERS

Visible pathways into performance, composition, production, teaching and the wider music industry.

SPECIALISTS

Professional music tuition, including whole-class instrumental teaching, choir and visiting musicians.

SUSTAINABILITY

Building staff confidence, reusable resources and lasting musical skills, participation and enjoyment.

EYFS EXPLORE & RESPOND Sound exploration • singing • pulse • movement • listening • musical play • simple patterns	KS1 SECURE & APPLY Singing with control • pulse and rhythm • pitch • simple notation • instrumental playing • composing • responding to music	LOWER KS2 DEVELOP & CONNECT Staff notation • instrumental technique • harmony • improvisation • composition • ensemble playing • musical vocabulary • cultural context	UPPER KS2 REFINE & PERFORM Fluency • expression • increasingly accurate notation • independent composition • ensemble awareness • rehearsal • evaluation • confident performance • KS3 readiness
INTENT Every pupil develops musical confidence, creativity and enjoyment; builds progressively richer knowledge of performing, listening, composing and notation; encounters a broad range of genres, traditions and musicians; and understands music as a means of expression, communication and culture.	IMPLEMENTATION Kapow Primary provides the curriculum spine. Learning revisits the five musical strands through an increasingly complex spiral curriculum. Teachers model musical vocabulary, listening, singing, instrumental technique, notation, improvisation and composition. Learning is enhanced through specialist tuition, choir, performance opportunities and Genre of the Half Term.	IMPACT Pupils know more, can do more and remember more. They listen with increasing discrimination, sing and play with greater control, read and use increasingly sophisticated notation, create and refine musical ideas, rehearse effectively and perform with growing confidence, expression and independence.	
INCLUSION Instruments, notation, modelling, repetition, grouping, technology and performance roles are adapted so that all pupils can participate successfully without lowering ambition. Success is recognised through listening, creating, performing, collaboration, expression and musical understanding.	ASSESSMENT Formative assessment uses observation, questioning, listening, rehearsal, performance, composition and pupil explanation. Kapow learning objectives and assessment guidance help identify security, misconceptions, next steps, support and deeper challenge.	CULTURAL CAPITAL Pupils encounter music from different periods, countries, cultures and communities; experience a diverse range of composers and performers; learn about instruments, careers and live performance; and broaden their listening repertoire through Genre of the Half Term and wider enrichment.	

BUILD

Establish secure foundations in pulse, rhythm, pitch, singing, listening and sound exploration.

REVISIT

Return to core musical ideas through new genres, instruments and contexts so pupils deepen and transfer learning.

REFINE

Use notation, vocabulary, listening and feedback to improve accuracy, technique, expression and musical choices.

LEAD

Combine knowledge and skills with increasing independence to compose, rehearse, perform, evaluate and respond musically.

LISTENING & EVALUATING

Listen • respond • identify • compare • describe • analyse
• evaluate • justify musical preferences

NOTATION

Symbols • graphic notation • rhythm notation • pitch • stave
• note values • reading • recording musical ideas

PERFORMING

Sing • play • rehearse • ensemble • accuracy • fluency
• expression • confidence • communicate to an audience

CREATING SOUND

Voice • body percussion • untuned and tuned instruments
• technique • control • timbre • experimentation

IMPROVISING & COMPOSING

Explore • improvise • create • select • organise • develop
• structure • refine musical ideas

INTER-RELATED DIMENSIONS OF MUSIC

Pulse • rhythm • pitch • tempo • dynamics • timbre • texture
• structure • duration

EYFS Long-Term Curriculum Map

Build enjoyment, confidence and musical foundations. Pupils explore sound, pulse, rhythm, singing and movement and begin to create and perform with others.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Celebration music		Musical stories		Transport	
Reception	Exploring sound		Music and movement		Big band	

ENRICHMENT

Singing and action songs • celebration and performance opportunities • music and movement • exploring instruments • whole-school singing • World Music Day • Genre of the Half Term • Christmas Production

CAREERS MADE VISIBLE

Singer • Musician • Dancer / Performer • Instrumentalist • Music Teacher • Band Musician

PROGRESSION EMPHASIS

Build enjoyment, confidence and musical foundations. Pupils explore sound, pulse, rhythm, singing and movement, begin to make musical choices and participate joyfully with others.

KS1 Long-Term Curriculum Map

Secure core musical skills and apply them with increasing control. Pupils develop confidence in singing, playing, listening and composing, begin to use simple notation and musical vocabulary, and perform collaboratively with others.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	My favourite things: Keeping the pulse	Snail and mouse: Tempo	Seaside: Dynamics	Fairytales: Sound patterns	Superheroes: Pitch	Under the sea: Musical symbols
Year 2	Animals: Call and response	On this island: Singing	Toots		Space: Contrasting dynamics	Musical me: Pitch

ENRICHMENT

World Music Day • whole-school singing • performance opportunities • specialist Toot tuition in Year 2 • Genre of the Half Term • opportunities to explore and perform with a range of instruments • Christmas Production

CAREERS MADE VISIBLE

Singer / Vocalist • Percussionist • Composer / Songwriter • Orchestral Musician • Woodwind Musician • Music Storyteller / Performer

PROGRESSION EMPHASIS

Secure core musical skills and apply them with increasing control. Pupils develop confidence in singing, playing, listening and composing, begin to recognise and use pulse, tempo, dynamics and pitch, explore simple musical symbols and notation, and perform collaboratively with others.

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LKS2 Long-Term Curriculum Map

Develop and connect musical skills with increasing accuracy and independence. Pupils read and use notation, refine instrumental and vocal technique, improvise and compose with greater control, perform confidently in ensembles and evaluate their own and others' music using increasingly precise vocabulary.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Mountain melodies: Steps and leaps	South Africa – Whole-Class Instrumental *	Inspired by India: Musical improvisations*	Reggae rhythms: Playing in a band	Music technology: Introduction to music technology	Baroque meets pop: Building harmony
Year 4	Singing in parts: Loops and layers	Sounds of China: Scales and structure	Recorder		Music technology: Loop-based composition	12-bar blues: Playing in a band

ENRICHMENT

Christmas Production • World Music Day • whole-school singing and performance opportunities • Year 3 South Africa whole-class instrumental learning • Year 3 *Young Voices • Year 4 recorder tuition • Genre of the Half Term • opportunities to perform in ensembles and use music technology

CAREERS MADE VISIBLE

Percussionist • World Music Performer • Composer / Improviser • Music Technologist • Woodwind Musician • Band / Session Musician • Music Producer • Music Teacher

PROGRESSION EMPHASIS

Develop and connect musical skills with increasing accuracy and independence. Pupils read and use notation, refine vocal and instrumental technique, improvise and compose with greater control, use technology purposefully, perform confidently in ensembles and evaluate music using increasingly precise vocabulary.

UKS2 Long-Term Curriculum Map

Apply musical knowledge with increasing fluency, independence and expression. Pupils refine technique, compose and arrange with purpose, use notation and technology confidently, evaluate performance, lead within ensembles and demonstrate the musical understanding needed for secondary music.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Music in nature: Chords and Melodies	Three-Chord pop: Playing in a band	West African rhythms: Create, play and perform	Stage and song: Storytelling through music	Music technology: Composing for games	Samba Sounds: rhythm and groove
Year 6	Songs that speak: Lyrics and messages	Bhangra beats: Global grooves	Ukulele		Music technology: Film soundtracks	Theme and variations: Developing melodies

ENRICHMENT

Christmas Production • World Music Day whole-school singing and performance opportunities
 • Year 6 ukulele tuition • Genre of the Half Term
 • opportunities to compose with music technology
 • Year 6 ensemble and end-of-year performance opportunities

CAREERS MADE VISIBLE

Instrumentalist / Ukulele Player • Songwriter /
 Lyricist • Film Composer • Music Producer / Sound
 Engineer • Session Musician • Musical Director /
 Conductor

PROGRESSION EMPHASIS

Refine and apply musical knowledge with increasing independence. Pupils perform with fluency and expression, use notation confidently, develop and structure compositions, rehearse effectively, use technology purposefully and make increasingly informed musical decisions as soloists and ensemble musicians.

Progression thread	EYFS	KS1	Lower KS2	Upper KS2 / End Point
Listening & Evaluating	Responds physically and verbally to music; notices change and expresses simple preferences.	Identifies and describes simple musical features using developing vocabulary; compares contrasting pieces.	Explains how musical elements create effects; compares styles, traditions and performances with increasing detail.	Analyses and evaluates music using precise vocabulary; justifies opinions and recognises how musical choices communicate style, mood and intention.
Creating Sound & Technique	Explores voice, body percussion and instruments; experiments with different sounds.	Uses voice and instruments with increasing control; selects sounds for a simple purpose.	Refines vocal and instrumental technique; controls pitch, rhythm, dynamics and timbre with greater accuracy.	Performs with fluency, control and expression; makes purposeful choices about sound and technique independently.
Notation	Recognises that pictures, symbols and marks can represent sound.	Uses simple symbols, graphic notation and early rhythmic/pitch representations to record and follow music.	Reads and records increasingly accurate rhythmic and pitch notation; begins to use the stave confidently.	Reads, interprets and records staff notation with increasing fluency and uses notation independently to support rehearsal, composition and performance.
Improvising & Composing	Creates simple sound patterns and musical ideas through play and exploration.	Improvises and creates short patterns and phrases; begins to organise and repeat musical ideas.	Develops motifs, patterns and structures; improvises and composes with greater control and begins to refine ideas.	Creates, develops and refines compositions independently; uses structure, contrast, notation and technology purposefully.
Performing	Joins in with songs, movement and simple instrumental activities; performs alongside others.	Sings and plays with increasing accuracy; keeps a steady pulse and performs simple parts with others.	Maintains an independent part, rehearses collaboratively and performs with growing confidence, accuracy and expression.	Performs confidently and expressively as a soloist and ensemble musician; rehearses, refines and leads aspects of performance independently.
Musical Elements & Vocabulary	Experiences and responds to pulse, rhythm, pitch, tempo, dynamics and timbre.	Identifies and begins to use pulse, rhythm, pitch, tempo, dynamics, timbre, texture and structure.	Applies the inter-related dimensions deliberately when performing, composing and evaluating music.	Manipulates and combines musical dimensions with increasing sophistication to create, interpret and evaluate music.

CAREERS ARE WOVEN THROUGH THE CURRICULUM - NOT ADDED AS A SEPARATE EVENT

PARK ROAD	SECONDARY	14-16	POST-16	CAREER ENTRY
Kapow Music • singing • instrumental tuition • choir • ensemble performance • composing • music technology • Genre of the Half Term • careers education	KS3 Music • instrumental lessons • ensembles • choir • productions • clubs • composition • music technology	GCSE Music • BTEC / vocational Music where offered • Music Technology • graded instrumental / vocal qualifications • ensemble performance	A Level Music • A Level Music Technology • BTEC / Level 3 Music • conservatoire preparation • apprenticeships • graded qualifications	Music degree / conservatoire • apprenticeships • professional training • portfolio careers • freelance work • employment in performance, education, composition, production and the wider music industry

Routes vary by role and provider. The pathway cards below show credible examples rather than a single compulsory route.

PERFORMER / INSTRUMENTALIST**Curriculum link:** instrumental tuition, ensemble playing, notation, rehearsal and performance**ROUTE** School instrumental learning / ensembles → GCSE Music / vocational Music → A Level Music, Level 3 Music or graded instrumental study → conservatoire, university or specialist performance training → professional performer, orchestral musician or session musician.**COMPOSER****Curriculum link:** improvisation, composing, notation, melody, harmony and structure**ROUTE** Classroom composition → GCSE Music / vocational Music → A Level Music or Level 3 Music → composition degree, conservatoire or specialist training → portfolio building and commissions → composer for concert, theatre, media or commercial work.**MUSIC PRODUCER****Curriculum link:** music technology, arranging, composition, recording and evaluation**ROUTE** School music technology → GCSE Music / Music Technology or vocational Music → A Level Music Technology / Level 3 Music Production → degree, HND, apprenticeship or studio training → recording and production experience → music producer.**FILM / GAME MUSIC COMPOSER****Curriculum link:** film soundtracks, game composition, mood, contrast and music technology**ROUTE** School media composition → GCSE Music / vocational Music → A Level Music / Music Technology or Level 3 Music → degree in composition, film music or game audio → portfolio and industry experience → film composer, game composer or media composer.**CONDUCTOR / MUSICAL DIRECTOR****Curriculum link:** ensemble playing, rehearsal, pulse, leadership and performance**ROUTE** School ensembles / performance → secondary ensembles and instrumental study → GCSE Music → A Level Music / advanced instrumental study → university, conservatoire or conducting training → ensemble experience → conductor or musical director.**ARTS / MUSIC ADMINISTRATOR****Curriculum link:** performances, events, collaboration, organisation and cultural experiences**ROUTE** School performances / enrichment → secondary music and event experience → Level 3 qualification, apprenticeship or degree → work experience in venues, festivals or arts organisations → arts administration or music management role.**SINGER / VOCALIST****Curriculum link:** singing, choir, expression, ensemble work and performance**ROUTE** School singing / choir → secondary choir and vocal tuition → GCSE Music / vocational Music → A Level Music, Level 3 Music or vocal grades → conservatoire, university or specialist vocal training → singer, backing vocalist or recording artist.**SONGWRITER / LYRICIST****Curriculum link:** lyrics, melody, chord sequences, composition and popular music**ROUTE** School songwriting and composition → GCSE Music / vocational Music → A Level Music, Level 3 Music or songwriting study → degree, specialist course or portfolio development → collaboration and recording experience → songwriter, lyricist or artist-writer.**SOUND ENGINEER****Curriculum link:** music technology, recording, sound quality, live performance and evaluation**ROUTE** School music technology → GCSE Music / vocational Music or Technology → Level 3 Music Technology / Production → degree, HND or apprenticeship in audio / sound engineering → studio or live sound experience → sound engineer.**MUSIC TEACHER / INSTRUMENTAL TUTOR****Curriculum link:** instrumental learning, notation, modelling, performance and musical vocabulary**ROUTE** School music / instrumental study → GCSE Music → A Level Music / Level 3 Music → music degree or conservatoire study → teacher training or specialist instrumental training → classroom music teacher or instrumental tutor.**MUSIC THERAPIST****Curriculum link:** improvisation, listening, communication, expression and inclusive music-making**ROUTE** School music and instrumental experience → GCSE Music → A Level Music / Level 3 Music → relevant music degree or strong professional musicianship → approved postgraduate Music Therapy training → professional registration → music therapist.**A&R / ARTIST MANAGEMENT / MUSIC INDUSTRY****Curriculum link:** genre study, artists, performance, listening and music careers**ROUTE** School music and genre exploration → GCSE Music / Business / vocational Music → Level 3 qualification, apprenticeship or degree → work experience with venues, labels, promoters or agencies → A&R, artist management, promotion or wider music-industry role.

SPECIALIST PROVISION Specialist music teaching enhances the Kapow curriculum through professional tuition, whole-class instrumental learning and targeted expertise. Pupils experience Toot in Year 2, South African percussion in Year 3, recorder in Year 4 and ukulele in Year 6.	INSTRUMENTAL LEARNING & PERFORMANCE Instrumental learning develops technique, notation, rehearsal, ensemble skills and confidence over sustained blocks. Year 3 also take part in Young Voices, giving pupils the opportunity to rehearse and perform as part of a large-scale choir.	ENRICHMENT & CULTURAL CAPITAL Genre of the Half Term, World Music Day, choir, productions, whole-school singing, visiting musicians and performance opportunities broaden pupils' repertoire and cultural understanding. The school choir performs at school events and within the local community, giving pupils authentic audiences and a strong sense of musical contribution.
BRITISH VALUES & CHARACTER Mutual respect is developed through listening to others, ensemble work and valuing music from different cultures; democracy through shared musical choices and collaboration; individual liberty through creativity, interpretation and self-expression; responsibility through rehearsal, care of instruments and contribution to group performance.	SUSTAINABILITY Build staff confidence and musical subject knowledge; invest in durable, reusable instruments and resources; maintain and reuse specialist equipment; develop sustainable specialist partnerships; and build internal expertise so musical provision remains strong over time.	SUBJECT LEADERSHIP Triangulate Kapow planning and assessment, lesson visits, pupil voice, work scrutiny, performance evidence, instrumental provision, enrichment and staff confidence. Monitor curriculum breadth, participation and representation and address barriers to equitable musical access.

CURRICULUM This overview • Kapow units • progression documents • National Curriculum mapping • Genre of the Half Term • instrumental provision	TEACHING Lesson visits • modelling • musical vocabulary • adaptive practice • use of notation • rehearsal • pupil application
ASSESSMENT Kapow learning objectives • FFT half-termly judgements • questioning • listening • performance • composition • feedback • next steps	INCLUSION Adaptive teaching • SEND support • accessible instruments and notation • participation analysis • pupil voice • equitable access
INSTRUMENTAL PROVISION Year 2 Toot • Year 3 South African percussion • Year 4 recorder • Year 6 ukulele • specialist tuition • performance outcomes	ENRICHMENT Choir • Young Voices • World Music Day • productions • community performances • Genre of the Half Term • whole-school singing
SPECIALISTS Professional music tuition • visiting musicians • specialist instrumental teaching • quality assurance • staff development	CAREERS Curriculum-linked careers • pathway cards • composers and performers • music technology roles • real-world industry connections
SUSTAINABILITY Staff subject knowledge • reusable instruments and resources • equipment stewardship • sustainable specialist partnerships • building internal capacity	GOVERNANCE Subject monitoring • action planning • pupil voice • curriculum review • participation and representation • leadership oversight

BY THE END OF YEAR 6

Pupils leave Park Road Academy as increasingly confident, creative and reflective musicians. They can listen with discrimination, sing and play with control and expression, read and use notation, improvise and compose with purpose, rehearse and perform collaboratively and evaluate music using increasingly precise vocabulary. They understand how the inter-related dimensions of music shape musical outcomes, use technology appropriately, recognise music from a broad range of genres, cultures and traditions and understand that music can offer lifelong opportunities for participation, creativity and future careers.