

1. Music Curriculum Vision

At Storyybrook, we believe music provides pupils with opportunities to express themselves creatively, communicate emotions and develop confidence through listening, performing, composing and reflection.

Music teaching is designed to ensure pupils:

- develop musical confidence and creativity
- listen and respond thoughtfully to music
- perform using voice and instruments
- compose and improvise
- recognise patterns, rhythm and notation
- evaluate and refine musical ideas
- understand music from different cultures, traditions and periods

Within our specialist SEMH context, music provides opportunities for:

- emotional expression and regulation
- communication and collaboration
- confidence building
- sensory and creative exploration
- resilience and self-expression
- developing belonging and identity

Learning is ambitious, adaptive and carefully sequenced so pupils progressively know more, remember more and can do more over time.

2. Intent

At Storyybrook pupils will:

Know

- substantive musical knowledge
- musical vocabulary
- rhythm, pitch, pulse and notation
- important musical styles, traditions and composers

Understand

- how music communicates ideas and emotions
- how musical elements combine and change
- similarities and differences between musical styles and traditions
- how musical structure and notation support performance and composition

Apply

- singing and instrumental performance skills



- composition and improvisation
- listening and appraisal skills
- rhythm and notation skills
- evaluation and refinement of musical ideas

3. Implementation

Music is implemented through:

- Carefully sequenced units
- Learning is organised through thematic units and revisited across phases.

Musical Development

Pupils progressively develop musical understanding through:

listen → explore → perform → compose → evaluate → refine

Retrieval

Pupils revisit:

- prior knowledge
- vocabulary
- musical elements
- notation
- misconceptions
- previously taught musical knowledge and skills

Vocabulary

Vocabulary is explicitly taught through:

- Tier 1 language
- Tier 2 language
- Tier 3 musical vocabulary

Reading

Pupils explore:

- lyrics
- musical notation
- rhythmic patterns
- composer studies
- musical interpretations
- cultural music traditions
- performance instructions



Adaptive Teaching

Learning may include:

- visual notation
- practical demonstrations
- sensory exploration
- chunked rehearsal
- call and response activities
- oral rehearsal
- vocabulary pre-teaching
- structured discussion

4. Impact

Leaders evaluate impact through:

Monitoring activity	Evidence
Learning walks	musical vocabulary, engagement and participation
Performance observations	progression of musical skills and confidence
Pupil voice	confidence, vocabulary and enjoyment
Assessment information	progress and misconceptions
Retrieval activities	long-term retention
Vocabulary reviews	disciplinary language use
Final outcomes	application of musical knowledge and creativity

Within the specialist SEMH context:

Improved attendance, engagement and participation are considered important indicators of curriculum impact.

5. How Music Progresses at Storyybrook

Phase	Knowledge	Musical Development	Musical Thinking
KS1	explore pulse, rhythm and simple notation	listen and perform	identify → perform
LKS2	investigate composition, notation and musical styles	compose and refine	investigate → explain
UKS2	analyse musical structures, traditions and interpretation	evaluate and improve performances and compositions	analyse → justify → evaluate



Music Knowledge Progression Overview

Strand	KS1	LKS2	UKS2
Pulse & Rhythm	recognise pulse and rhythm	perform and compose rhythmic patterns	analyse and refine rhythmic structures
Singing	sing simple songs and chants	perform with increasing control and expression	sing confidently with accuracy and expression
Instrumental Performance	explore instruments and sounds	perform patterns and accompaniments	refine technique and performance quality
Composition	create simple sound patterns	compose and improve musical ideas	compose purposefully and evaluate outcomes
Notation	recognise simple symbols and patterns	read and use basic notation	interpret and apply increasingly complex notation
Listening & Appraisal	respond to music and sound	compare styles and traditions	analyse and justify musical viewpoints

Music Progression Principles

Music learning at Storybrook is designed so that pupils:

- revisit prior learning through retrieval opportunities
- develop increasingly sophisticated musical vocabulary
- move from listening and performing towards evaluation and refinement
- communicate ideas and emotions through music
- increasingly think, communicate and work as musicians

6. Musical Development Progression

KS1	LKS2	UKS2
Explore sounds, rhythm and pulse	Compose and refine musical ideas	Evaluate and justify musical choices
Perform simple songs and patterns	Use notation and musical structure	Analyse and improve performances and compositions
Recognise simple musical symbols	Explain musical techniques and effects	Interpret and apply increasingly complex notation
Respond to music and sound	Compare musical styles and traditions	Analyse musical interpretation and influence

Pupils revisit and increasingly apply these musical skills across all phases and musical contexts.



7. Musical Disciplinary Progression

KS1	LKS2	UKS2
Musicians explore, perform and respond	Musicians compose, refine and explain	Musicians analyse, evaluate and justify musical choices

8. Reading in Music

Phase	Reading focus
KS1	symbols, lyrics and simple rhythmic patterns
LKS2	notation, composer studies and musical instructions
UKS2	musical interpretation, notation and analysis





9. Music Coverage by Unit

All You Need is Love / Wise Words (KS1)	Dreaming of Dragons / Believe it or Not (KS1)	Christmas Around the World / Easter Hope (LKS2)	Sound Waves (LKS2)	Discover New Zealand (UKS2)	Our Changing World / Protect Our Planet (UKS2)
Delivery Focus Singing, rhythm and expressive performance	Delivery Focus Sound exploration, composition and imagination	Delivery Focus Cultural music, singing and performance	Delivery Focus Rhythm, notation and musical structure	Delivery Focus Cultural music, interpretation and composition	Delivery Focus Music for communication, performance and reflection
National Curriculum Links use voices expressively play tuned and untuned instruments listen and respond to music	National Curriculum Links experiment with sound create simple compositions perform musical patterns	National Curriculum Links sing and perform with accuracy listen to music from different traditions develop understanding of musical structure	National Curriculum Links understand pitch and rhythm develop notation understanding compose and perform music	National Curriculum Links appreciate music from different traditions compose and perform purposefully evaluate musical influence	National Curriculum Links compose and perform music evaluate musical impact develop expressive performance
Musical Development Focus recognise pulse and rhythm perform simple songs explore musical expression	Musical Development Focus explore instruments and sounds compose simple patterns perform collaboratively	Musical Development Focus compare musical traditions refine singing and rhythm perform collaboratively	Musical Development Focus compose rhythmic patterns interpret notation refine performances	Musical Development Focus analyse musical traditions refine compositions justify musical choices	Musical Development Focus communicate ideas through music refine musical outcomes evaluate performances
Reading Focus lyrics symbols rhythmic patterns	Reading Focus symbols musical prompts sound patterns	Reading Focus lyrics notation cultural music examples	Reading Focus notation rhythmic patterns musical instructions	Reading Focus notation cultural music studies musical interpretation	Reading Focus notation lyrics musical interpretation
Vocabulary pulse rhythm tempo perform	Vocabulary composition sound pattern instrument	Vocabulary tradition melody harmony notation	Vocabulary pitch rhythm notation dynamics	Vocabulary composition interpretation tradition influence	Vocabulary expression dynamics structure evaluation
Assessment Opportunities perform songs confidently identify pulse and rhythm	Assessment Opportunities create sound patterns perform collaboratively	Assessment Opportunities compare musical styles perform with control	Assessment Opportunities compose rhythmic sequences	Assessment Opportunities analyse musical styles justify musical decisions	Assessment Opportunities compose purposeful music





respond to music	explain musical ideas	explain musical features	interpret notation evaluate performances	refine compositions	evaluate performances justify musical choices
Adaptive Teaching call and response visual prompts chunked rehearsal	Adaptive Teaching sensory exploration practical demonstrations supported composition	Adaptive Teaching visual notation guided rehearsal structured discussion	Adaptive Teaching visual notation chunked rehearsal practical modelling	Adaptive Teaching guided listening visual notation structured reflection	Adaptive Teaching structured rehearsal visual supports guided evaluation

National Curriculum Strand	KS1 Cycle 1	KS1 Cycle 2	LKS2 Cycle 1	LKS2 Cycle 2	UKS2 Cycle 1	UKS2 Cycle 2
Listening and Appraisal	The First Christmas	All at Sea	Walk Like an Egyptian	Christmas Around the World	Ancient Greece	World War 2
Singing	Uniquely Me	All You Need Is Love	Winter Wishes	Easter Hope	Christmas Journeys	Christmas Hope
Rhythm and Pulse	Jack's Amazing Adventure	Dreaming of Dragons	Tremors	Sound Waves	Forces in Action	Electricity and Circuits
Pitch and Melody	Spring to Life	Whiskers, Feathers and Fur	Light and Shadows	Sound Waves	Space Exploration	Light and Perception
Composition and Improvisation	The Lonely Beast	Believe it or Not	Healthy Me	Protect Our Planet	Rainforests	Our Changing World
Musical Notation	Graphic notation and simple rhythm patterns through <i>Spring to Life</i>	Rhythm symbols and pattern recognition through <i>Dreaming of Dragons</i>	Introduction to standard notation and rhythmic structure through <i>Walk Like an Egyptian</i>	Reading and performing rhythmic notation through <i>Sound Waves</i>	Pitch notation, composition and performance through <i>Ancient Greece</i>	Independent reading, composition and performance using musical notation through <i>Electricity and Circuits</i>
Performance	The First Christmas	The Christmas Miracle	Winter Wishes	Christmas Around the World	Christmas Journeys	Christmas Hope





National Curriculum Strand	KS1 Cycle 1	KS1 Cycle 2	LKS2 Cycle 1	LKS2 Cycle 2	UKS2 Cycle 1	UKS2 Cycle 2
Cultural and Historical Music	Shabbat	Discover New Zealand	Walk Like an Egyptian	Roman Britain	Ancient Greece	The Mayans
Evaluation and Reflection	Uniquely Me	All You Need Is Love	Healthy Me	Easter Hope	Easter Reflections	Healthy Futures

10. Assessment in Music

Formative assessment	Summative assessment
retrieval quizzes	end-of-unit outcomes
questioning	teacher assessment and professional judgement
vocabulary checks	TrackAble outcomes
performance observations	pupil application tasks
discussion activities	musical development outcomes
composition activities	final musical outcomes

Assessment Principles in Music

Music assessment at Storybrook is designed to ensure pupils progressively develop:

- substantive musical knowledge
- musical vocabulary
- performance and composition skills
- listening and appraisal skills
- the ability to communicate ideas and emotions through music

Assessment opportunities may include:





- singing and instrumental performance
- discussion and oral explanation
- composition activities
- listening and appraisal tasks
- collaborative musical performances
- evaluation and reflection activities

Assessment supports pupils in moving progressively from:

KS1: explore → perform



LKS2: compose → refine



UKS2: analyse → justify → evaluate

Within the specialist SEMH context, assessment approaches are adaptive, supportive and designed to allow pupils to demonstrate understanding through practical, verbal and performance-based outcomes.

11. Music Assurance Statement

The Storybrook Music Curriculum provides full National Curriculum coverage whilst ensuring learning remains ambitious, adaptive and meaningful within a specialist SEMH context. Pupils progressively develop substantive musical knowledge, disciplinary understanding and musical skills through increasingly sophisticated listening, performance, composition and evaluation. This prepares pupils to communicate creatively, engage thoughtfully with musical expression and become confident, reflective musicians.

