

Year	Block A	Block B	Block C	Block D	Block E	Block F
1 Tuned and untuned percussion	Singing	Untuned percussion	Singing	Untuned percussion	Singing	Tuned percussion
	Singing focus: Being together in music	Untuned focus: Introducing rhythm and pulse	Singing focus: introducing pitch	Untuned focus: introducing tempo and dynamic	Singing focus: Exploring emotions through music	Tuned focus: experimenting with sounds (duration)
	Control the voice – nursery rhymes	Representing sounds pictorially	Identify changes in sounds (high/low)	Identify changes in sounds (fast/slow, loud/soft)	Responding to music	Representing sounds pictorially

Year	Block A	Block B	Block C	Block D	Block E	Block F
2 Tuned and untuned percussion	Untuned percussion	Singing	Untuned percussion	Singing	Tuned percussion	Singing
	Untuned focus: experimenting with sounds 2	Singing focus: Being together in music 2	Untuned focus: Introducing rhythm and pulse 2	Singing focus: introducing pitch 2	Tuned focus: introducing tempo and dynamic 2	Singing focus: Exploring emotions through music 2
	Exploring ostinato	Control the voice – sing as a choir	Compose short patterns	Control and describe pitch	Control and describe tempo and dynamic	Choose sounds to create an effect

Lower KS2

Including 3 half terms of whole class instrumental teaching from SIPS music

Year	Block B	Block D	Block F	Whole Class Instrumental Teaching
3 Mastering the glockenspiel	Untuned Percussion	Glockenspiel	Range of Instruments Studied	Trumpet
	Untuned focus: Mastering rhythm	Tuned focus: Musical notation	Performance focus: Introducing timbre	Whole class trumpet teaching from SIPS Music
	Recognise beats in a bar (time signatures/metre)	Introduce the staff	Perform as an ensemble (range of instruments)	

Year	Whole Class Instrumental Teaching	Block A	Block C	Block E
4 Mastering the glockenspiel	Trumpet	Untuned Percussion	Glockenspiel	Glockenspiel
	Whole class trumpet teaching from SIPS Music	Untuned focus: Mastering rhythm 2	Tuned focus: Musical notation 2	Performance focus: Composition 2 (may need to look back to y3 composition 1 beforehand)
		Follow beats in a bar (time signatures/metre)	Revisit the staff	Perform including an element of composition

Upper KS2

Including 3 half terms of whole class instrumental teaching from SIPS music

Year	Block B	Block C	Block F	Whole Class Instrumental Teaching
5 Mastering the keyboard	Singing	Keyboard	Keyboard	Clarinet
	Singing focus: introducing structure	Tuned focus: Musical notation 3	Tuned focus: Improvisation	Whole class clarinet teaching from SIPS Music Whole Class Instrumental Teaching
	Identify parts of a song	Follow musical notation	Improvise using repeated patterns	

Year	Whole Class Instrumental Teaching	Block C	Block D	Block E
6 Mastering the keyboard	Clarinet	Singing	Keyboard	Keyboard
	Whole class clarinet teaching from SIPS Music	Singing focus: introducing structure 2	Tuned focus: Musical notation 4	Tuned focus: Composition 4
		Identify cyclic patterns inc verse / chorus, coda	Create simple notation	Improvise using melodic phrases

Our music curriculum is delivered through four complementary strands: whole class instrumental tuition (WCIT), weekly classroom music lessons, a daily listening calendar and a weekly singing assembly. WCIT develops pupils' performance skills, ensemble playing, notation reading and instrumental technique through a progressive programme of learning. Classroom music lessons focus on broader musical knowledge and skills, including rhythm, structure, timbre, texture, composition and improvisation, while also providing opportunities to play tuned instruments such as glockenspiels and keyboards. The weekly singing assembly develops vocal technique, pitch accuracy, confidence and repertoire through a range of musical styles and traditions. The listening calendar further enriches the curriculum by exposing pupils to a diverse range of composers, musicians, genres and cultural traditions. Together, these elements ensure comprehensive coverage of the Key Stage 2 National Curriculum, enabling pupils to perform, compose, listen, appraise, sing, play instruments and develop an appreciation of music from different times, places and cultures. This combined approach ensures that all pupils make progress as performers, composers and critical listeners while developing a secure understanding of the inter-related dimensions of music and the diverse musical traditions that shape our world.