



TJS Music Curriculum



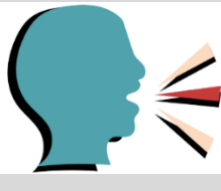


Together Everyone Achieves More



**““Music can change the world because it can change people.”
Bono**

Our music curriculum empowers every child to experience the joy of making, performing, and appreciating music. Through a rich and inclusive programme, we nurture creativity, confidence, and cultural understanding, enabling pupils to express themselves, collaborate with others, and develop a lifelong love of music. We believe music is a universal language that connects communities and inspires personal growth.

Our music curriculum encompasses the five key curriculum drivers in the following ways:

Numerate 	Literate 	Articulate 	World Wise 	Aspirational 
Pupils develop an understanding of rhythm, beat, and musical patterns, applying mathematical concepts such as timing and structure.	Children use precise musical vocabulary to describe, compose, and evaluate music, and read standard notation confidently.	Pupils express ideas and emotions through performance and composition, and communicate their musical intentions clearly.	Learners explore music from diverse cultures and historical periods, understanding its role in society and global traditions.	We inspire pupils to pursue musical interests beyond the classroom, fostering creativity, confidence, and ambition for future opportunities.

Substantive Concepts - The ‘Big Ideas’ that children at Tollgate need to learn in music

Listening and Appraising	Performance	Composition and Creativity
Understanding how music is structured, its elements (pitch, dynamics, tempo, timbre), and how composers use these to create meaning.	Developing skills to sing and play instruments accurately, expressively, and with confidence, both individually and in ensembles.	Exploring how to create original music by combining sounds, rhythms, and melodies, and making purposeful choices to communicate ideas.
Notation and Musical Literacy	Cultural and Historical Context	Technology in Music
Learning to read, write, and interpret musical symbols and notation to support performance and composition.	Investigating music from different times, places, and traditions, and understanding its role in society and cultural identity.	Using digital tools for creating, recording, and editing music, and understanding their impact on modern music-making.

National Curriculum Requirements

- **Play and perform** in solo and ensemble contexts, using voices and instruments with increasing accuracy, fluency, control, and expression.
 - **Improvise and compose** music for a range of purposes using the interrelated dimensions of music.
 - **Listen with attention to detail** and recall sounds with increasing aural memory.
 - **Use and understand staff and other musical notations.**
- **Appreciate and understand** a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
 - **Develop an understanding of the history of music**

Second order concept development - throughout the year

- **Interpretation** – How meaning is conveyed through performance and composition.
- **Expression** – Understanding how dynamics, tempo, and timbre communicate emotion.
 - **Structure and Form** – Recognising patterns and organisation in music.
 - **Creativity** – Generating and refining musical ideas.
- **Cultural Significance** – Exploring why music matters in different societies and times.
 - **Evaluation** – Critically listening and making informed judgments about music

Our Music Curriculum



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Let Your Spirit Fly Original Scheme R&B	Glockenspiel Stage 1 Original Scheme Instrumental unit	Three Little Birds Original Scheme Reggae	The Dragon Song Original Scheme Singing in 2 parts	Parts of the Orchestra Bespoke unit Recognising the sounds of different instruments.	Bringing us together Original Scheme Disco
Year 4	Mamma Mia Original Scheme Classic Pop – Abba	Glockenspiel Stage 2 Original Scheme Instrumental unit	Stop! Original Scheme Songs with meaning Grime, Classical, Bhangra, Tango, Latin Fusion	Lean on Me Original Scheme Gospel music and its origins.	Blackbird Original Scheme Classic Pop - The Beatles Civil rights legacy in music.	Reflect, Rewind, Replay Original Scheme Western Classical Music and choices from Year 4
Year 5	Livin' On A Prayer Original Scheme Rock	Classroom Jazz 1 Original Scheme Jazz (Instrumental unit)	Make You Feel My Love Original Scheme Pop Ballads	'The Fresh Prince of Bel-Air' Original Scheme Hip hop	Dancing In The Street Original Scheme Motown	Reflect, Rewind and Replay Original Scheme Western Classical music and choices from Year 5
Year 6	Happy Original Scheme Pop/ Motown	Classroom Jazz 2 Original Scheme Jazz/Latin/Blues Instrumental unit	Cover versions Bespoke Unit Singing Pop, R&B, Ballads	You've got a friend Original Scheme The music of Carole King	Music and Me Original Scheme Raps Women in the music industry	Music Remixed Creative Curriculum Yu Studio Unit – creating music digitally



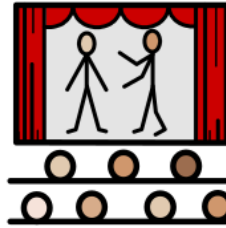
Listening and Appraising

Listening and Appraising is about investigating:

- How musical elements such as pitch, dynamics, tempo, and timbre create mood and meaning.
- The ways composers use structure and texture to shape music.
- How listening critically helps us understand and respond to music thoughtfully.

Key question to thread this concept across the topic:

How does listening and appraising music help us understand its purpose and impact?



Performance

Performance is about investigating:

- How to sing and play instruments accurately and expressively.
- The importance of posture, breathing, and technique in confident performance.
- How performing together builds teamwork and musical awareness.

Key question to thread this concept across the topic:

How does performing music help us communicate and connect with others?



Composition and Creativity

Composition and Creativity is about investigating:

- How to combine sounds, rhythms, and melodies to create original music.
- The role of improvisation and experimentation in developing ideas.
- How making purposeful choices conveys mood and meaning.

Key question to thread this concept across the topic:

How does composing music help us express ideas and emotions creatively?



Notation and Musical Literacy

Notation and Musical Literacy is about investigating:

- How symbols and notation represent sounds and rhythms.
- The importance of reading and writing music for performance and composition.
- How musical literacy supports independence and confidence.

Key question to thread this concept across the topic:

How does understanding musical notation help us share and perform music accurately?



Cultural and Historical Context

Cultural and Historical Context is about investigating:

- How music reflects the culture, history, and values of different communities.
- The ways musical styles have evolved over time.
- How exploring diverse traditions broadens our understanding of the world.

Key question to thread this concept across the topic:

How does learning about music's cultural and historical context help us appreciate its significance?



Technology in Music

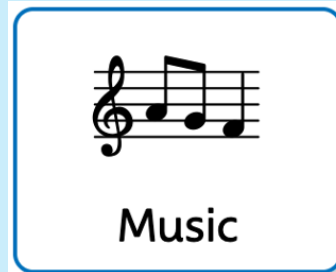
Identity and Self-Awareness is about investigating:

- What shapes our identity (family, culture, experiences).
- How self-esteem grows through strengths, effort, and feedback.
- How we show respect for differences and challenge stereotypes.

Key question to thread this concept across the topic:


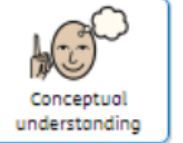
Who am I, and how do I value myself and others in a diverse community?

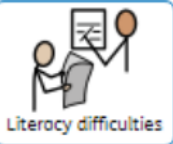
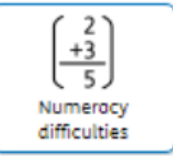

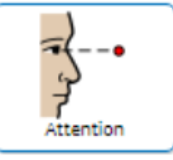
Music and SEND



Any adaptations to the Music curriculum should be based on pupils' individual needs. These adaptations must focus on **how the subject is taught rather than reducing the core concepts and skills** pupils are expected to learn. Exposure to key ideas such as listening, performing, and composing is essential for progression.

Reducing the curriculum can limit pupils' ability to develop confidence and creativity and should be avoided. Instead, adaptations should include **scaffolding for practical tasks**, visual supports for notation and musical vocabulary, and strategies to reduce unnecessary demands on working memory. Supporting pupils to access key musical concepts and apply them in meaningful contexts will ensure they can participate fully and make sustained progress.

Area of need	Adaptive practice
 <p>Vocabulary and/or language</p>	<ul style="list-style-type: none"> Use visual word banks with icons for musical terms (e.g., dynamics, tempo, pitch). Pre-teach key vocabulary before lessons and revisit regularly. Provide sentence starters for discussion (e.g., <i>The tempo changes because...</i>, <i>I think the composer wanted to...</i>). Offer dual coding (word + symbol + sound) for notation and musical elements
 <p>Conceptual understanding</p>	<ul style="list-style-type: none"> Break down complex ideas (e.g., harmony, texture) into small, manageable steps. Use graphic organisers for musical structure (e.g., verse/chorus maps). Model processes with worked examples (e.g., composing a simple rhythm). Connect new learning to prior knowledge (e.g., link rhythm patterns to familiar songs).

	<ul style="list-style-type: none"> Provide simplified notation or colour-coded staves for pupils who struggle with reading. Allow alternative recording methods (e.g., oral explanations, diagrams instead of written evaluations). Use teacher-read prompts for listening tasks and scaffold written responses.
	<ul style="list-style-type: none"> Use visual aids for rhythm and beat (e.g., number lines for note values). Incorporate physical counting activities (clapping beats, stepping rhythms). Provide timelines or grids for sequencing notes and patterns.
 	<ul style="list-style-type: none"> Establish clear routines for instrument setup and lesson flow. Provide visual task planners (e.g., step-by-step for learning a song). Give countdowns for transitions between listening, performing, and composing activities. Offer pre-exposure to resources (e.g., sample tracks, notation cards). Begin lessons with short, engaging stimuli (e.g., a musical clip or live demo). Chunk activities into brief, focused tasks with clear goals. Offer movement breaks through active music-making (e.g., body percussion). Use props or instruments for hands-on learning and sensory engagement.

Assessment

Assessed after each unit using Insight

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Listen with attention to detail and recall sounds with increasing aural memory	Use and understand staff and other musical notations	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Develop an understanding of the history of music
Y3 Units 1,2,3,4,6 Y4 Units ALL Y5 Units ALL Y6 Units ALL	Y3 Units 1,2,3,4,6 Y4 Units ALL Y5 Units ALL Y6 Units ALL	Y3 Units ALL Y4 Units ALL Y5 Units ALL Y6 Units ALL	Y3 Units 2,4,6 Y4 Unit 1,2,4,5,6 Y5 Units ALL Y6 Unit 1,2,4,6	Y3 Units 3,4,5,6 Y4 Units 3,4,5,6 Y5 Units ALL Y6 Units ALL	Y3 Units 3,4,5 Y4 Units 3,4,5,6 Y5 Units 2,5,6 Y6 Units 2,3,4,5,6