Kindness Teamwork Curiosity

At Bushfield Road Infant School, our Music curriculum (delivered using Get Set 4 Music) is designed to develop pupils' aural discrimination, vocal confidence, rhythmic control and creative expression. It is sequential and practical, enabling pupils to listen, sing, play and create with increasing independence and enjoyment while reflecting our commitment to Kindness, Teamwork and Curiosity. Our curriculum intent reflects and promotes our core values:

• Kindness: We teach pupils to listen attentively and respond kindly to others' musical contributions. Pupils learn to give gentle, constructive feedback and to appreciate different voices and ideas, creating a safe environment where everyone feels able to participate.

• Teamwork: Music-making is collaborative. Through singing, ensemble games and group composition pupils practise taking turns, supporting peers and working together to achieve a shared performance, developing communication and cooperative skills.

• Curiosity: Get Set 4 Music encourages exploration of sound, pulse, rhythm, pitch and timbre. Pupils are encouraged to ask questions, experiment with instruments and musical ideas, and pursue their own creative responses, fostering inquisitive musical thinking.

Through this curriculum, pupils develop secure foundations in listening, steady pulse, simple rhythm and pitch work, basic instrument technique and the ability to create and perform short musical ideas. They build confidence in singing and in using untuned and simple pitched percussion, and begin to use musical vocabulary to describe their work and the music of others.

Our intent is to prepare pupils not only to be confident and capable musical makers but also to become thoughtful, collaborative and curious learners who embody Kindness, Teamwork and Curiosity in their musical and personal development.

Listening Skills

Nursery	EYFS	Year 1	Year 2
Listen with increasing attention to sounds Move and respond to music (e.g. clapping, swaying) Begin to notice changes in sound (loud/quiet, fast/slow)	Describe sounds (e.g. whistling, twinkly) Respond physically to tempo/dynamics React to music through movement or discussion	Recognise changes in music (faster/slower, louder/quieter) Begin to identify instruments aurally Use simple musical vocabulary	Recognise how music tells a story or message Identify tempo, dynamics and pitch Begin to justify preferences

Listening Knowledge			
Nursery	**EYFS**	**Year 1**	**Year 2**
Sounds can be different (loud/quiet, fast/slow) Music can make us move or feel different ways Environmental and musical sounds differ	Music can be loud/quiet, fast/slow Changes affect feelings and movement Sound effects show meaning	Know tempo, dynamics, pitch Instruments make different sounds (timbre/material) Played in different ways	Composers use musical elements to create effect Instruments recognised by sound Playing techniques affect sound
In **Nursery**, children **must** listen and respond to sounds, beginning to notice differences such as loud/quiet and fast/slow. They **should** join in with music through movement and show increasing attention to sound. They **could** begin to explain how sounds make them feel and notice simple patterns in what they hear.	In **EYFS**, children **must** describe sounds and respond to changes in tempo and dynamics. They **should** respond to music using movement and simple musical vocabulary, showing understanding of changes. They **could** begin to explain their responses and describe changes they hear using simple musical language.	In **Year 1**, children **must** recognise simple changes in music such as faster/slower and louder/quieter. They **should** begin to identify instruments and use basic musical vocabulary. They **could** describe music in more detail and explain their preferences using appropriate language.	In **Year 2**, children **must** identify changes in tempo, dynamics and pitch in music. They **should** recognise how music can represent a story, mood or message. They **could** justify their preferences and explain how musical elements are used to create effect.

loud, quiet, fast, slow, sound, music, listen	tempo, dynamics, pitch, high, low, fast, slow, loud, quiet	tempo, dynamics, pitch, instrument, sound, louder, quieter	tempo, dynamics, pitch, timbre, texture, mood, structure

Composing Skills			
Nursery	**EYFS**	**Year 1**	**Year 2**
Explore sounds through play (voice, body, objects) Begin to make patterns of sound Join in with songs and rhymes	Explore sounds using voice, body percussion, instruments Create sequences of sounds Invent actions, words and sounds	• Improvise simple chants and patterns • Create graphic scores with images • Compose simple rhythms and melodies	• Improvise Q&A phrases • Use notation for rhythm/pitch • Compose structured pieces

Composing Knowledge			
Nursery	**EYFS**	**Year 1**	**Year 2**
Different objects make different sounds Sounds can change (loud/quiet, fast/slow) Repeating sounds creates patterns	Images/symbols represent sound Sounds change (fast/slow, loud/quiet, high/low) Explore ideas before choosing	Dynamics, tempo, pitch affect music Symbols show rhythm/pitch Sounds represent mood/character	Structure improvisation into 4/8 beats Notes/images show pitch Sounds represent mood and emotion
In **Nursery**, children **must** explore and create sounds using voice, body percussion and instruments. They **should** begin to repeat and vary sounds to make simple patterns. They **could** independently choose sounds and begin to create their own ideas and patterns.	In **EYFS**, children **must** create simple sequences of sounds using voice and instruments. They **should** select sounds to represent a simple idea, character or mood. They **could** combine sounds creatively to represent ideas or short musical stories.	In **Year 1**, children **must** create simple rhythms or patterns and represent them using basic graphic notation. They **should** improvise simple rhythmic and melodic patterns. They **could** explain the choices they have made in their compositions.	In **Year 2**, children **must** compose short pieces using rhythm and pitch patterns. They **should** create structured phrases using rhythm, pitch and simple notation. They **could** develop compositions further, showing clear structure, mood and purposeful musical ideas.

sound, voice, instrument, tap, shake, bang, pattern	rhythm, pattern, sound, sequence, high, low	rhythm, melody, pattern, pulse, beat, symbol, graphic score	rhythm, melody, pitch, pulse, composition, notation, structure

Performing Skills			
Nursery	**EYFS**	**Year 1**	**Year 2**
Join in with singing and rhymes Explore instruments and body percussion Begin to keep a simple beat	Copy simple rhythms Explore sounds and start/stop together Follow simple instructions	Sing simple songs with awareness of pitch Play steady pulse and rhythms Follow directions	Sing with pitch control Perform with notation and groups Follow direction confidently

Performing Knowledge			
Nursery	**EYFS**	**Year 1**	**Year 2**
Voices and instruments make sound Music has a steady beat (pulse) Actions and sounds can match music	Pulse is steady beat Symbols show when to play Watch/listen to others	Know tempo and dynamics Listening helps pitch Signals guide performance	Understand pitch (high/low) Notation links to sound Perform with awareness of others
In **Nursery**, children **must** join in with singing and begin to keep a simple steady beat. They **should** explore voice and instruments with increasing control. They **could** perform confidently using a	In **EYFS**, children **must** copy simple rhythms and follow basic instructions such as start and stop. They **should** control their voice and sounds, showing awareness of dynamics and tempo. They **could** perform with increasing confidence, using sound to express simple ideas.	In **Year 1**, children **must** sing simple songs and play to a steady pulse. They **should** maintain a steady beat and perform as part of a group. They **could** perform confidently with improved control, accuracy and awareness of others.	In **Year 2**, children **must** sing and play with developing control and follow direction. They **should** perform with awareness of others and begin to use simple notation. They **could** perform expressively with control, confidence and awareness of audience and group.

variety of sounds and actions.			
sing, voice, beat, clap, tap, loud, quiet	pulse, beat, rhythm, sing, start, stop	pulse, beat, rhythm, pitch, tempo, dynamics, perform	pulse, rhythm, pitch, tempo, dynamics, notation, audience