



Cambridge Park Academy

Character - Preparation - Achievement

KS4 Music Curriculum

Functional Curriculum

Stages 4-10

(Year 1)

Curriculum Intent:

“Our vision is to make music an enjoyable learning experience and inspire our young musicians to become talented stars of the future

We encourage pupils to participate in a variety of musical experience through which we aim to build the confidence and creativity for all and provide opportunities for all pupils to create, play perform and enjoy music

Our aim is to develop the skills necessary to appreciate a wide variety of musical forms and to begin to make judgement about the quality of music. Using technology, we can access new, exciting and accessible musical application to compose, produce and perform the key elements of music.”

Music can empower pupils to express themselves in a way that other subjects cannot. Experiencing music, high quality live and recorded performances that demonstrate a range of culture and changes over time will capture the attention of pupils of all age and developmental levels.

Engagement and enjoyment are a pivotal part of developing a love and appreciation for a range of music that can then be measured through observation.

At Cambridge Park we intend that our pupils:

- Have a rich knowledge of a range of music from classical to modern contemporary popular music, music that has changed through time and music from a range of cultures.
- Learn to play and experience a range of tuned and un-tuned instruments and have the opportunity to perform on their own and as part of an ensemble in music lessons, celebrations and class groups, being able to display mastery of their increasing skills and knowledge.
- Learn to use their voices to create musical sounds and sing a range of songs and rhymes appropriate to their communicative level and understanding.

We have 4 Golden Strands to support pupils in deepening their understanding of the musical world around them. This provides them with opportunities to express themselves creatively and develop their musical skills and appreciation.



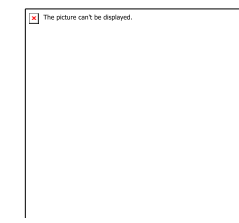
Listen and appreciate



Perform



Play



Compose



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Developmental Stages and Ages

Stage 4 5 years (The bridge from the foundation curriculum to the formal curriculum)	Stage 5 5-6 years	Stage 6 6-7 years	Stage 7 & 8 7-9 years	Stage 9 &10 9-11 years

Long Term Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Night at the Movies Guardians of the Galaxy soundtrack	Celebration - Christmas Song: John Lennon – War is Over	Guitar Heroes Metallica	Music Legends Queen	On the Decks House/EDM	Summer Festival - Glastonbury



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Substantive Knowledge					
Autumn 1					
Term					
Key Topic	<p>Night at the Movies – Guardians of the Galaxy Soundtrack</p> <p><i>In this exciting music topic, pupils will explore the dynamic relationship between music and film, through the lens of the iconic Guardians of the Galaxy movie series. Pupils will focus on the classic song 'Come and Get Your Love' by Redbone and will learn about how music is used in the film franchise to convey different emotions and aspects of the narrative. Pupils will also investigate how music can help to shape the tone of film. They will discover a variety of music from a range of genres, explore the impact on popular culture that the music has had. As pupils progress, they will develop their understanding of the cultural impact of music, the use of music in film for narrative and emotional purposes, and their understanding of different musical elements.</i></p>				
	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
Knowledge	<ul style="list-style-type: none"> Guardians of the Galaxy is a film franchise. The films include music. A song from Guardians of the Galaxy is 'Come and Get Your Love'. 	<ul style="list-style-type: none"> Guardians of the Galaxy is a film franchise that started in the 2010s. Music is used in different scenes within the films. The song 'Come and Get Your Love' is by a band called Redbone. The song has repeating words and a simple tune we can sing or hum. 	<ul style="list-style-type: none"> Guardians of the Galaxy is a film franchise that started in the 2010s and is made up of three films. Music is used to show emotion in the films. The song 'Come and Get Your Love' is by a band called Redbone and came out in the 1970s. The song has verses and a chorus that repeats. 	<ul style="list-style-type: none"> Guardians of the Galaxy is a film franchise that is made up of three films that came out between 2014 and 2023. Music is used in the films to propel the narrative and display emotion in a scene. The song 'Come and Get Your Love' is by a band called Redbone, came out in 1973 and is a rock song. The band Redbone is made up of Native American and Mexican people. The song uses features of funk music. 	<ul style="list-style-type: none"> Guardians of the Galaxy is a film series made up of three films that came out in 2014, 2017 and 2023. Each film features music from a later time period than the film before. E.g. 70s in GOTG 1, 80s in GOTG 2... Music is used diagegically as a narrative device within the film scenes. Music is used to show the emotion of a scene and to influence the emotion of the viewer. The song 'Come and Get Your Love' by Redbone came out in 1973 and is used in the opening of the first film to set a tone and mood for the series.
Key Vocab	Score, soundtrack, culture, impact, band, Redbone, instrument, musician, film, story, character, franchise, band, tune, scene, emotion, sad, happy, hopeful, verse, chorus, narrative, rock, funk, time period, decade, diagegic, influence, tempo, mood, tune, pitch, tone.				



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Substantive Knowledge					
Autumn 2					
Celebration – Christmas					
In this topic, pupils explore John Lennon's powerful peace anthem <i>"Happy Xmas (War Is Over)"</i> . Through music and discussion, they reflect on the song's dual themes of Christmas and anti-war protest. They investigate how Lennon and Yoko Ono used creative expression to promote peace during the Vietnam War, and how music can carry emotional and political messages. Pupils will explore the meaning of the lyrics, connect with the values of empathy and hope, and respond through their own creative work, including posters, songwriting, or mixed-media artwork inspired by the song's message of peace and unity					
	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
Knowledge	<ul style="list-style-type: none"> Christmas is a celebration that happens every year. Some songs are about peace, kindness, and sharing. John Lennon was a singer who sang songs about love and peace. 	<ul style="list-style-type: none"> <i>"Happy Xmas (War Is Over)"</i> is a Christmas song by John Lennon. The song talks about wanting peace instead of fighting. Music can make people feel calm, happy, or hopeful. 	<ul style="list-style-type: none"> The song was written in 1971 as a message for peace during a time of war. John Lennon and Yoko Ono used music to share their beliefs about peace. The song mixes festive themes with a serious message about stopping war. 	<ul style="list-style-type: none"> <i>"Happy Xmas (War Is Over)"</i> was part of a wider campaign for peace during the Vietnam War. The song combines Christmas traditions with a protest message. Music can be used to influence people's opinions and encourage change. Lennon and Ono used posters and billboards to spread their anti-war message alongside the song. 	<ul style="list-style-type: none"> The song reflects Lennon's belief in activism through art and music, tying in with the 1970s peace movement. Lyrics like "War is over if you want it" invite listeners to take responsibility for creating peace. The song has become an enduring example of how artists can use their platform to address global issues. Pupils understand the cultural and historical context of the Vietnam War and protest music.
Key Vocab	peace, protest, war, Christmas, hope, lyrics, message, activism, harmony, campaign, belief, John Lennon, Yoko Ono, Vietnam, billboard, chorus, emotion, unity, voice, change				

Substantive Knowledge



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Term	Spring 1				
Key Topic	Guitar Heroes – Metallica				
	<p><i>In this exciting music topic, pupils will dive into the powerful world of hard rock and heavy metal, with a special focus on the legendary band Metallica. Through listening, discussion, and practical activities, pupils will explore the key features of hard rock music, including strong guitar riffs, driving rhythms, powerful vocals, and dynamic song structures. Pupils will delve into Metallica's iconic anthem Enter Sandman, and look at its influences, cultural and musical impact, and structure.</i></p>				
	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
Knowledge	<ul style="list-style-type: none"> Enter Sandman is a song by a band called Metallica. The song Enter Sandman is from a long time ago. We can clap, move and play along to the beat of the song. Rock is a type of music. 	<ul style="list-style-type: none"> Metallica are four musicians from America who have made lots of famous rock and metal songs. Enter Sandman is a song about nightmares. The song has repeating words and a tune we can sing or hum. Metallica have been a famous band for a long time. Hard rock and metal music often uses electric guitars. 	<ul style="list-style-type: none"> Metallica have been a band since the 1980s and come from California. Enter Sandman was released in 1991. The song refers to nightmares and how pupils can fear their dreams. How we feel about the song can be described using musical language. (e.g. rhythm, mood, tempo etc) Hard rock and metal music often uses overdriven electric guitars. 	<ul style="list-style-type: none"> Metallica were formed in 1981 and released their first album in 1982. Metallica's current members are James Hetfield, Lars Ulrich, Kirk Hammett and Robert Trujillo. Enter Sandman was released as part of The Black Album in 1991. The song's lyrics focus on imagery of a child trapped in a nightmare. Metallica have been extremely influential in rock and metal music. Overdriven electric guitars are used within most of Metallica's music. 	<ul style="list-style-type: none"> James Hetfield and Lars Ulrich are founding members of Metallica. Kirk Hammett and Robert Trujillo joined the band later after other members left or passed away. The Black Album is one of the highest-selling rock albums ever. The song's lyrics have sections in the style of a lullaby, and sections that focus on being trapped in a nightmare. Metallica were most influenced by the British bands Motorhead and Black Sabbath. Metallica use overdriven electric guitars to create an energetic and powerful sound in their music.
Key Vocab	Band, guitar, drums, microphone, bass, metal, rock, play, move, song, Metallica, album, musician, America, nightmare, famous, decade, influence, fear, mood, tempo, tuning, members, current, imagery, lyrics, symbolism, founders, lullaby, Motorhead, Black Sabbath, concert, rhythm, heavy, loud, amplifier, stage, riff, solo, overdriven.				

Substantive Knowledge



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Term	Spring 2				
Key Topic	Music Legends - Queen				
	<p><i>In this fun and lively topic, pupils will explore the amazing music of the rock band Queen. They'll learn how Queen became one of the most famous bands in the world by mixing rock, pop, and even opera to create songs that are full of energy and excitement. Pupils will listen to some of Queen's biggest hits, with a specific focus on 'We Will Rock You', and will learn to play and sing the song as a group. They will explore how the band used strong rhythms, powerful singing, catchy melodies, and exciting instruments to make their music special. Pupils will learn about Freddie Mercury, Queen's incredible lead singer, and how his voice and stage presence helped make the band so popular. They will also find out how Queen worked together as a team to write and perform music that still inspires people today.</i></p>				
	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
Knowledge	<ul style="list-style-type: none"> We Will Rock You is a song by a band called Queen. The song is from a long time ago. We can clap, stomp and sing along to the song. 	<ul style="list-style-type: none"> Queen were four musicians from the UK who have made lots of famous music. We Will Rock You uses foot stomps and claps as instruments. The song has some words that repeat and a tune we can hum. Queen made lots of different kinds of music. 	<ul style="list-style-type: none"> Queen were a band that formed in London in the 1970s. We Will Rock You uses foot stomps and claps as percussion. The song has verses and a repeated chorus. Queen mixed lots of genres of music to create their own sound. Freddie Mercury was the singer of Queen. 	<ul style="list-style-type: none"> Queen was made up of Freddie Mercury, Brian May, Roger Taylor and John Deacon. Each band member played a different instrument. We Will Rock You was released in 1977. The song is about being strong, confident and standing up for yourself. Queen are one of the highest-selling bands of all time. Queen took part in Live Aid in 1985. 	<ul style="list-style-type: none"> Queen were originally formed by Freddie Mercury, Brian May and Roger Taylor in 1970, with John Deacon joining later. Each member of the band played different instruments; <ul style="list-style-type: none"> (Brian May – guitar, Roger Taylor – Drums, John Deacon – Bass). We Will Rock You was originally released in 1977 alongside We Are the Champions. The songs lyrics refer to a person as a child, young man and old man. Queen's Live Aid performance in 1985 is regarded as one of the greatest live performances ever. Freddie Mercury passed away in 1991.
Key Vocab	Queen, rock, band, music, instruments, clap, stomp, sing, famous, musician, lyrics, tune, hum, percussion, guitar, drum, bass, vocal, harmony, genre, London, decade, singer, Live Aid, Freddie Mercury, Brian May, Roger Taylor, John Deacon, performance, live.				

Substantive Knowledge



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Term	Summer 1				
Key Topic	<p>On the Decks – House/EDM</p> <p><i>In this electric topic, pupils will dive into the world of EDM (Electronic Dance Music) and learn about one of its most famous artists — David Guetta. Pupils will listen to some of David Guetta’s most popular songs, with a focus on his 2011 hit ‘Titanium’. As part of the topic, pupils will discover how EDM music is created using special music software and make their own rhythms and beats using digital tools. Pupils will also explore how DJs like David Guetta perform live and keep crowds dancing using mixers, decks, and effects.</i></p>				
	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
Knowledge	<ul style="list-style-type: none"> Titanium is a song by David Guetta. The song is from a few years ago. We can clap, sing and move along to the music. 	<ul style="list-style-type: none"> Titanium is a dance song made by David Guetta. David Guetta is a DJ. The song is electronic music. EDM is a type of dance music. 	<ul style="list-style-type: none"> Titanium is a dance song made by David Guetta in the 2010s. David Guetta makes EDM music. The song is EDM. The song was made using electronic instruments. The song has verses and a repeated chorus. A singer called Sia is also on the song. 	<ul style="list-style-type: none"> Titanium is an EDM song made by David Guetta in 2011. David Guetta is a French EDM DJ and producer. Build-ups and drops are features of EDM. The song was made using electronic instruments and digital music software. The song is about being strong and not giving up. EDM usually has a BPM of between 100 and 130. Sia performs the vocals in the song. 	<ul style="list-style-type: none"> Titanium is an EDM song made by David Guetta in 2011 which became his highest selling song. David Guetta was born in Paris in 1967. Build-ups and drops are used in EDM to create excitement and to get people dancing. EDM musicians use mixers and decks to blend songs into one another when performing live. The song’s lyrics relate to resilience, being brave and keeping going. EDM usually has a BPM between 100 and 130 so that people can dance to it easily. Sia’s vocals in the song are powerful to match the message of the song.
Key Vocab	Electronic, EDM, clap, sing, dance, move, music, song, David Guetta, decade, 2010s, instrument, chorus, verse, Sia, DJ, producer, digital, software, strong, resilience, bravery, BPM, vocals, Paris, build-up, drop, excitement, dancing, mixers, decks, live, perform, powerful, message, meaning, lyrics.				

Substantive Knowledge



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Term	Summer 2				
Key Topic	Summer Festival - Glastonbury <i>In this topic, pupils will explore the vibrant world of music festivals, discovering how they bring together communities, celebrate culture, and showcase a wide range of musical styles. The key focus will be the iconic Glastonbury Festival – one of the world’s most famous music events. Pupils will learn about its history, the variety of performances it hosts, notable performances from the past and its cultural impact. Pupils will develop their understanding of live music experiences, festival organisation, and the role of music in shared celebrations. They will also have the opportunity to contribute towards the organisation of our very own school Summer festival.</i>				
	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
Knowledge	<ul style="list-style-type: none"> A music festival is a big event where people listen to live music. Glastonbury is a music festival. Glastonbury is in England. Music festivals can last for a day or even longer 	<ul style="list-style-type: none"> Glastonbury is a music festival which has been running for a long time. Glastonbury is held in the Summer. Glastonbury has other entertainment as well as music. Glastonbury has lots of different stages. People sometimes camp in tents at festivals. 	<ul style="list-style-type: none"> Glastonbury has live music on stage from Friday to Sunday. The first Glastonbury Festival was in 1970. Glastonbury is traditionally held at the end of June. Glastonbury also includes art, theatre and other cultural performances. Glastonbury is one of the most famous music festivals in the world. Lots of different genres of music are performed at Glastonbury. The main stage at Glastonbury is called 'The Pyramid Stage'. 	<ul style="list-style-type: none"> Glastonbury takes place across 5 days in total, with 3 days of live music on the main stages. The first Glastonbury Festival in 1970 cost £1 to attend. Glastonbury is held at Worthy Farm in Somerset. Glastonbury is traditionally held at the end of June. Glastonbury started as a folk and rock festival. The main acts at Glastonbury are called 'headliners' and these usually play on The Pyramid Stage. 	<ul style="list-style-type: none"> Some smaller stages are open from the first day of Glastonbury, but the main stages are not. The smaller stages show comedy, theatre, dance and smaller music acts. Glastonbury Festival was originally called Pilton Pop, Blues & Folk Festival. Around 200,000 people go to Glastonbury Festival each year. Some famous British Glastonbury headliners are Ed Sheeran, Stormzy and Elton John. Over time, Glastonbury has expanded the range of music performed at the festival. Glastonbury was founded by Michael Eavis in 1970.
Key Vocab	Festival, music, Glastonbury, England, Summer, entertainment, stage, camping, tent, June, art, theatre, culture, performance, genre, Pyramid Stage, live music, Worthy Farm, Somerset, folk, rock, headliner, dance, British, Ed Sheeran, Stormzy, Elton John, Michael Eavis, founded.				

Disciplinary Knowledge





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Being a Musician



Our music curriculum is built around four key strands — **Listen & Appreciate, Perform, Play, and Compose** — ensuring all pupils develop a broad, balanced, and practical understanding of music. Through these interconnected areas, pupils experience music as active participants and reflective listeners, building both musical skill and personal expression.

Stage 4	Golden Strand	Stage 5	Stage 6	Stage 7&8	Stage 9&10
<ul style="list-style-type: none"> • Uses role play, music, movement, and storytelling to express their ideas. • Sings songs and rhymes from memory and makes up their own tunes or words. • Explores different instruments and the sounds they make. • Uses movement and sound to show feelings, actions, or characters. • Makes up stories during imaginative play, sometimes involving others. • Enjoys performing or showing others what they have made or done. • Talks about their creations and how they made them. • Shows interest in art, music, or dance they see in books, performances, or displays. 	 <p>Listen and appreciate</p>	<ul style="list-style-type: none"> • Describe how a piece of music makes them feel • Begin to recall a part of music listened to • Understand that music can be categorised by style or genre • Understand that music has changed over time • Know that songs have a verse and a chorus • Understand that musical instruments can be classified (<i>musical families</i>) 	<ul style="list-style-type: none"> • Understand a range of musical words to describe (<i>mood, emotions</i>) • Listen with attention to detail and recall some sounds • Recognised different styles/genres of music (<i>classical, Rock, Pop, Hip-Hop</i>) • Begin to develop an understanding of how music has developed over time • Identify the verse and chorus of familiar and unfamiliar songs • Identify the most common musical family categories <ul style="list-style-type: none"> ○ Woodwind family. ○ Brass family. ○ Percussion family. ○ Electronic family. ○ Keyboard family 	<ul style="list-style-type: none"> • Use musical words to describe what they do or do not like about a piece of music (<i>tone, mood, tempo, instruments</i>) • Repeat or describe a phrase from the music after listening intently • Describe how music has developed over time • Identify some key elements/features of different genres and styles of music • Identify a range of instruments within the 5 musical families 	<ul style="list-style-type: none"> • Explain the effect of silence has on music • Recognise how different musical elements can create different moods and effects • Identifying different purposes of music • Compare a range of elements within different musical genres • Recognise and describe music from different periods of history, cultures and geographical regions • Recognise less common instruments and their family
	 <p>Perform</p>	<ul style="list-style-type: none"> • Uses sounds and words expressively • Follow instructions when to sing • Recall from memory simple rhymes and chants 	<ul style="list-style-type: none"> • Start to use voices expressively and creatively • Perform simple patterns and accompaniments keeping a steady pulse • Begin to show awareness of musical dynamics as part of a performance 	<ul style="list-style-type: none"> • Uses voice expressively with intonation within a group or solo • Develops an understanding of vocal dynamics – breathing, warm up • Sings songs from memory • Perform showing awareness of tempo 	<ul style="list-style-type: none"> • Sing with good posture and breathing technique • Perform showing awareness of dynamics and tempo • perform simple rhythmic patterns using crotchets and minim rhythm cards. • play simple melodies on their instrument



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	 <p>Play</p>	<ul style="list-style-type: none"> • Sing or clap increasing or decreasing tempo • Keep a steady rhythm • Use instruments within a performance • Accompany a range of music using small percussion 	<ul style="list-style-type: none"> • Begin to use a range of different representations when playing instruments (knowing more than one note/sound) • Accompany familiar sounds and music playing to the beat • Play clear notes on instruments and use different elements in composition 	<ul style="list-style-type: none"> • Accompany a familiar song playing at a tempo appropriate to the music • Begin to play tuned instruments to accompany a song • Play rhythmically simple parts using a limited range of notes 	<ul style="list-style-type: none"> • play six or seven note melodies producing a good sound and playing with expression. • play showing awareness of dynamics and tempo • Begin to develop ability to read music.
	 <p>Compose</p>	<ul style="list-style-type: none"> • Create repeating patterns with small percussion instruments • Add additional layers to music using percussion • Compose a range of rhythmic patterns (fast, slow, loud, quiet) • Create long and short sounds • Know that visual representation can be used to represent sound • Create a mixture of different sounds – Loud and Quiet 	<ul style="list-style-type: none"> • Make a sequence of sounds • Create music in response to different start points • Combine sounds to create a mood • Respond to different moods in music • Create a mixture of different sounds – High and low • Create a sequence of long and short sounds • Follow visual pattern to create sounds • Understand simple elements of musical composition – intro – middle – altro 	<ul style="list-style-type: none"> • Create repeated patterns with a range of instruments • Identify the elements of a chant • Perform and edit a familiar chant • Use a range of visual representations to show when to play and when to rest • Create a mixture of different sounds with a range of musical dynamics (e.g. long, high, fast) • Combine different sounds to create a specific mood or feeling (soundscape) • Identify some differences in musical elements (intro, verse, chorus) • Comment on own compositions 	<ul style="list-style-type: none"> • Compare a range of chants • Compose a chant • Create sounds/music using visual representations and/or notations • Compare the impact of dynamics when creating a musical piece • Show awareness of structure in own compositions e.g. call and response, chorus, rondos • Compose music/sounds involving multiple layers relevant to a given theme • Use simple structural elements of musical composition (intro, verse, chorus, end) • Comment upon and improve own compositions • choose the most appropriate tempo for a piece of music