

Music Curriculum Overview 2026-2027

Early Years Outcomes for Music:

Nursery: 3 and 4 Year Olds

Expressive Arts and Design:

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs, or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

Reception: Children in Reception

Expressive Arts and Design:

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Explore and engage in music making and dance, performing solo or in groups

Early learning Goals:

Expressive Arts and Design: Being Imaginative and Expressive

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

EYFS	Autumn	Spring	Summer
<u>Nursery</u>	- Sing nursery rhymes, counting rhymes and songs with simple tunes and choruses. - Create movements or actions to songs and music. - Play untuned percussion instruments (claves, shakers, maracas, tambourines, drums) while singing familiar songs. - Songs and rhymes related to the topic - Use of Singing Phonics Book 1 to support rhythm, beat and names of instruments.	Developing on Autumn and: - Practise playing instruments in different ways e.g. fast/slow, loud/soft. - Explore instrumental sounds to represent different sounds e.g. farmyard animals. - Songs and rhymes to support the learning re 'dinosaur' and 'wonderful world' and level 1 Phonics progression.	Developing on Spring and: - Develop / extend understanding of rhythm and rhyme using phonic activities, rhymes and songs. - Songs and rhymes related to mini-beasts, growing and Our Community.
<u>Reception</u> Cycle 1 Expressive Arts and Design – Music 2025 – 2026	All About Me Sing-up – Hello, How are you? The Family Song Harvest-	Space The solar system song – Kids TV The Planet song – KLT Travel	Growth Three Singing Pigs – Jack and the Beanstalk The Enormous Turnip

	'Cauliflowers fluffy' song Three Singing Pigs – Little Red Hen Name song Sounds Topical - The Best Fruit Salad in the world Song Seasons and Change Sing up – Harvest Rock and Roll Our Wonderful World Let's go fly a kite + Singing finger rhymes, nursery rhymes and counting songs related to the topic. • Recognising sounds and sound patterns. • Playing un-turned percussion instruments (claves, shakers, maracas, tambourines, drums, woodblock) • Sing simple songs from memory. • To rehearse and perform with others • Listen with concentration. Term focus: Begin to identify the pulse in music	Music from Around the World Tam Tam Tambablay book -Mrs Brownie Three Singing Pigs – The Awongalema Tree Sing up – Down there under the sea + Singing finger rhymes, nursery rhymes and counting songs related to the topic. • Recognising sounds and sound patterns, • develop co-ordination when playing unturned percussion (claves, shakers, maracas, tambourines, drums, woodblock) • Sing simple songs from memory. • To rehearse and perform with others • Listen with concentration Term focus: Exploring tempo- fast/ slow	A tiny seed was sleeping Animals and habitats Apusskidu – Going to the Zoo Barefoot book – Down in the Jungle Noah's Ark – Animals went in 2 by 2 Singing finger rhymes, nursery rhymes and counting songs related to the topic. • Recognising sounds and sound patterns, • Playing unturned percussion instruments • Sing simple songs from memory. • match movement to music. Term focus: Sing songs to pitch with increasing accuracy.
<u>Reception</u> Cycle 2 Expressive Arts and Design – Music 2026 – 2027	<u>All About Me</u> Songs from Sing-up – Hello, How are you? The Family Song Oats, beans and barley grow Three Singing Pigs – The Enormous Turnip Charanga - Name song Sounds Topical - The Best Fruit Salad in the world Song <u>Fairy Tales</u> Songs from: Musical express – 3 bears rap Singing phonics – Three pigs rap Across both topics: • Recognising sounds and sound patterns.	<u>Dinosaurs</u> Songs and music from: 10 Little Dinosaurs- Super simple. Copy Cats- Singing Phonics. <u>Wonderful World</u> Songs from: Music from Around the World Tam Tam Tambablay book -Mrs Brownie -Funga alafai • Recognising sounds and sound patterns, • develop co-ordination when playing unturned percussion (claves, shakers, maracas, tambourines, drums, woodblock)	<u>Mini-beasts and Living Things</u> Songs from: Sing up – Hop, little frog Charanga – Five fine bumble bees The ants come marching Music Express – Cricket Capers Caterpillar <u>Our Community</u> Songs and music from: Musical Express – Farm animals and beyond Big Litter muncher Noah's Ark – Animals went in 2 by 2

	- Playing un-turned percussion instruments (claves, shakers, maracas, tambourines, drums, woodblock) - Sing simple songs from memory. - To rehearse and perform with others - Listen with concentration. + Singing finger rhymes, nursery rhymes and counting songs related to the topic.	- Sing simple songs from memory. - To rehearse and perform with others - Listen with concentration + Singing finger rhymes, nursery rhymes and counting songs related to the topic.	Sing Up -People who help us - Recognising sounds and sound patterns, - Playing untuned percussion instruments - Sing simple songs from memory. - match movement to music. Term focus: Singing finger rhymes, nursery rhymes and counting songs related to the topic.
Aims – covered across Key Stage 1 and Key Stage 2	A1) perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians A2) learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence A3) understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations		
Key stage 1 National Curriculum Objectives	1.1.use their voices expressively and creatively by singing songs and speaking chants and rhymes 1.2.play tuned and untuned instruments musically 1.3.listen with concentration and understanding to a range of high-quality live and recorded music 1.4.experiment with, create, select and combine sounds using the inter-related dimensions of music. (pitch, duration, dynamics, tempo, rhythm)		
Key Stage 1	Autumn	Spring	Summer
<u>Year 1</u>	<u>Autumn 1-Exploring pulse and rhythm. 1.1, 1.2, 1.4</u> - start to identify and respond to pulse in music and songs - Identify and play simple rhythms in music, songs and chants - Know the difference between pulse and rhythm - sing simple songs and rhymes - use un-tuned percussion to play simple rhythms and pulse in songs <u>Autumn 2- Fireworks music and simple graphic scores. 1.1, 1.2, 1.3, 1.4</u> - Create long and short sounds - Know pitch is how high or low a note is - Begin to experiment with pitch and duration with their voices - Use their voice expressively to create sound effects	<u>Spring 1. Pitch 1.1,1.2,1.4</u> - Understand pitch is how high or low a note is - Identify pitch in music and songs - Identify changes in pitch in music and songs - Control the pitch of their voice - Begin to sing melodies in tune that have a small intervals and mainly go up and down in pitch - Experiment with pitch <u>Spring 2.What is Blues music? 1.1,1.2,1.3,1.4</u> - Listen to blues music and identify key instruments - Sing a blues song in unison - Sing songs tunefully - Experiment with pitch and rhythm in a blues song - Compose a blues song as a class - Play a simple melody on tuned percussion. (Step intervals and repeated notes) Key listening: Variety of songs from Music Express Ma Rainey Runaway Blues,	<u>Summer 1. Songs and music inspired by water/sea 1.1,1.2,1.4</u> - Sing songs and chants linked to water in unison - Sing songs tunefully - Create vocal sound effects for water - Identify long and short sounds and create their own vocal sounds with different durations - Experiment with tuned and un-tuned percussion to create a class composition linked to water - Listen and respond to Aquarium – Saint Saens <u>Summer 2. Composition based on topic of the seaside. 1.1,1.2,1.3,1.4</u> - Use my voice expressively to represent the sea. - follow a simple graphic score to know which vocal sounds to make - use tuned percussion instruments to create a simple melody that represents animals in the sea

	Understand a symbol can represent a sound. Key listening: Real fireworks tracks- Music Express Handel- The Music for the Royal Fireworks.	In The Groove- Joanna Mangona- Charanga	Begin to follow a conductor Key Listening: Aquarium – Saint Saens La mer- Debussy
Year 2	<u>Autumn 1 and 2. Pulse and rhythm- the beginnings of notation. 1.1,1.2,1.3,1.4</u> - Understand the difference between pulse and rhythm - Recognise pulse and rhythm. - Play a short rhythm - Play two different rhythms in sequence - Compose and play their own rhythm - Understand a melody has rhythm and pitch elements - Create and perform a short melody - Use voices to sing in tune within a limited pitch range Key listening: Rhythm In the Way We Walky-Joanna Mangona Bolero-Ravel Ronda alla Turca- Mozart	<u>Spring 1-Graphic scores- pitch, rhythm and dynamics. 1.2,1.4</u> - know a score tells us what to play - notate a short rhythm - represent pitch graphically - understand dynamics are how loud or quiet we play and follow graphic representations for this - create a short melody and represent it graphically <u>Spring 2-Peter and the Wolf- Prokofiev inspired composition 1.1,1.2,1.3,1.4</u> - Listen to Peter and the Wolf by Prokofiev and identify the instruments played in it - Understand each instrument represents a character - Recognise which instrument represents each character - Use pitch descriptively to represent a character - Create a short melody with a simple rhythm (using tas (crotchets), tetes (quavers), ta-ahs (minims) and rests) to create a character as a class and in small groups Key listening: Peter and the wolf-Prokofiev The Lark Ascending-Vaughan Williams	<u>Summer-Music from around the World-songs and sounds from around the world. 1.1,1.2,1.3,1.4</u> - Play a variety of rhythm patterns (including syncopation) on a range of percussion instruments - Know samba comes from Brazil - Keep to a steady pulse - As a class, play two rhythms at the same time - Know call and response is two distinct phrases where one answers the other - Know traditional Chinese music is based on a pentatonic scale (5 notes) - Sing songs from Jamaica and Australia tunefully - Sing and play a percussion instrument at the same time - Know reggae music comes from Jamaica - Know some names of instruments from countries focused on Key listening: Fanfarra-Sergio Mendes/Carlinhos Brown (Samba) Zootime- Joanna Mangona Charanga (Reggae)
Key stage 2 National Curriculum Objectives	2.1)play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2.2)improvise and compose music for a range of purposes using the inter-related dimensions of music 2.3)listen with attention to detail and recall sounds with increasing aural memory 2.4)use and understand staff and other musical notations 2.5)appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 2.6)develop an understanding of the history of music.		
Key Stage 2	Autumn	Spring	Summer

<u>Year 3</u>	<u>Glockenspiels</u> • Play a simple melody • Play together as a group • Hold the beater correctly and produce a clear sound • Read notated rhythms with increasing familiarity Key listening/ focus songs: Count on Me- Bruno Mars Winter- Vivaldi Jingle Bells – James Pierpont	<u>Instrument control and playing techniques 2.1,2.3</u> • Hold the violin correctly • Play a clear, accurate note, open string pizzicato (plucked) • Hold the bow correctly • Play a clear, accurate note, open string arco (using bow) • Play with control and accuracy across open strings <u>First finger placement and composition. 2.1, 2.2, 2.3, 2.5, 2.6</u> • Play an accurate note in first finger position • Create sounds on a string instrument to represent an idea (i.e. frost, animals playing...) • Control the bow to create desired sound • Be inspired by Vivaldi's Winter and Spring • Compose a short motif using first fingers • As a class (15), collate ideas to form a class composition Key listening: Winter and Spring – Vivaldi	<u>First finger placement and composition. 2.1, 2.2, 2.3, 2.5, 2.6</u> • Play an accurate note in first finger position • Create sounds on a string instrument to represent an idea (i.e. frost, animals playing...) • Control the bow to create desired sound • Be inspired by Vivaldi's Winter and Spring • Compose a short motif using first fingers • As a class (15), collate ideas to form a class composition <u>Music history and its influence 2.2, 2.3, 2.4, 2.5, 2.6</u> • Understand how music developed over time • Identify some key composers in the classical period • The understand a theme and variations • Be inspired by a composition from the classical period to create my own variations Key listening: Twelve Variations on "Ah! Vous dirai-je, Maman" - Mozart Three Romances – Clara Schumann Concerto No. 21 – Mozart Piano Sonata No. 11 - Mozart
<u>Year 4</u>	<u>Instrument skills and playing as an ensemble. 2.1, 2.3, 2.4, 2.5, 2.6</u> • Play an accurate note using second and third finger position • Play a simple tune using the first three finger position using the bow • Play in time as part of an ensemble • Develop accuracy of finger placement to create a clear sound • Learn a motif by Beethoven • Play to tempo • Play in time as part of an ensemble Key listening: Ode To Joy - Beethoven	<u>Expression through music and composition. 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</u> • Continue to develop accuracy in first three finger placements • Understand different pieces of music evoke different emotions • Change the duration of notes in a motif • Change dynamics to show emotion • Change tempo to show emotion • Play expressively to show emotion • Compose a piece of music to show an emotion Key listening: Pomp and Circumstance March No. 1 – Elgar Ode To Joy – Beethoven	<u>Current compositions and story telling. 2.1, 2.2, 2.3, 2.5, 2.6</u> • Understand that string instruments are used in modern music • Identify emotions evoked by different cinematic music • Identify instruments playing in an orchestra • Compose short melodic motifs to show emotions to match a short movie clip Key listening: Variety of themes by John Williams
<u>Year 5</u>	<u>Unit 1: Notation – rhythm, pitch, dynamics,</u>	<u>Group composition and notation</u>	

	<u>rhythm</u> <u>2.1, 2.2, 2.4, 2.5</u> - Understand how to write semibreves, minims, crotchets, quavers and semi quavers - Understand note values - Begin to read music on the stave in treble clef - Record music on the stave <u>Unit 2: World Music</u> <u>2.3, 2.4, 2.5, 2.6</u> - Identify traditional instruments in mariachi, bhangra and gospel music - Identify and play key rhythms - Compare and contrast musical styles from around the world See MTPs for song selections and key listening	<u>2.1, 2.2, 2.3, 2.4, 2.5, 2.6</u> - Study a composer (Holst) and his Planets Suite - Compose a short pieces in small groups to represent a character - Select instruments based on their sounds to create a character - Composition built in recorded layers – untuned percussion, tuned percussion, strings Key listening: The Planets Suite by Gustav Holst	<u>Unit 1 : Vocal skills – exploring different ways to use the voice</u> <u>2.1, 2.2, 2.3, 2.4, 2.5, 2.6</u> - Understand the voice is an instrument - Learn good singing technique – warm up, posture, hydration, breathing - Control use of voice to sing in different styles - Identify the beat of the music - Sing expressively to match style of piece - Use the voice to create percussive sounds (sea shanty, rap, beatboxing, acapella) <u>Unit 2: Harmony in singing</u> <u>2.1, 2.2, 2.3, 2.4, 2.5, 2.6</u> - Sing pitch accurately - Sing parts in canon - Sing parts in harmony with others - Sing expressively to show feel of song - Use dynamics within singing to aid expression (popular music, musical theatre) See MTPs for song selections and key listening
Year 6	<u>Victorian music hall composition</u> <u>2.1, 2.2, 2.3, 2.4, 2.5, 2.6</u> - Understand the Victorian Music Hall style - Compose an ostinato - Compose melody to fit over ostinato accompaniment - Study a pair of composer (Gilbert and Sullivan) and their style Key listening: Daddy Wouldn't Buy Me a Bow Wow – Joseph Tabrar Daisy Bell – Harry Dacre I Am The Very Model of a Modern Major General – Gilbert and Sullivan	<u>Chords, harmony and notation – with a focus on pop music</u> <u>2.1, 2.2, 2.3, 2.4, 2.5, 2.6</u> - Read music on a stave in the treble clef - Record music on the stave - Understand what a chord is - Play chords on a piano/keyboard - Record chords on a stave - Play chords as an accompaniment to a modern popular piece of music - Compose own song using chords as an accompaniment Key listening: Make You Feel My Love – Bob Dylan, covered by Adele Happy – Pharrell Williams	<u>Music technology for editing – focus on modern and pop music</u> <u>2.1, 2.2, 2.4, 2.5</u> - Explore music technology as a way of composing music - Understand technology can be used to alter pitch, dynamics, tempo and structure - Edit song written in previous unit to create a remix by changing pitch, dynamics, tempo and/or structure Key listening: Angel – Tokio Myers