



Music Curriculum

Compassion, Self -Awareness, Aspiration, Commitment, Resilience and
Integrity

Music Curriculum:

There are five ways in which knowledge and skills are embedded in the Music Scheme of Work:

- Performing
- Composing
- Listening
- Inter-related dimensions of music: pitch, duration, dynamics, tempo, texture, structure, timbre.
- The history of music

Music is thoughtfully structured into units that build on pupils' prior learning, ensuring a comprehensive and engaging music curriculum for children from EYFS to Year 6. This programme of study develops essential skills, knowledge, and understanding within the key areas of performing, composing, and listening. Through exposure to music from diverse cultures and historical periods, children learn to respect and appreciate musical traditions from around the world while fostering a lifelong love of music.

Year Reception		
Autumn One	Autumn Two	Spring One
Unit: Exploring sound	Unit: Celebrating music	Unit: Music and movement
L.O. To explore using voices to make a variety of sounds	L.O To learn about music from another culture, particularly when related to the festival of Diwali To respond to music with movement	L.O. To understand why songs have actions: to learn some simple Makaton signs to accompany a song
L.O. To explore how to use our bodies to make sounds.	To learn about music from another culture, particularly when related to the festival of Hanukkah. To learn the names of some traditional Jewish musical instruments. To play and move to traditional Jewish Hanukkah music.	L.O. To explore beat through body movement: to express feelings and emotions through movement to music
L.O. To explore the sounds of different instruments.	To learn about music from another culture, particularly when related to the festival of Kwanzaa To take part in a traditional call and response song To find classroom objects to use as drums and play in response to African music	L.O. To explore beat through body movement L.O To express feelings and emotions through movement to music
L.O. To identify sounds in the environment and differentiate between them.	Children take part in a christmas group song involving singing, creating vocal	L.O. To explore pitch and tempo through scarf dancing and body movement

	sounds and playing instruments and sing and move to a Christmas song	L.O. To express feelings and emotions through movement to music
L.O. To use voices to imitate nature sounds.	Children create and perform appropriate actions to represent Christmas song lyrics	L.O. To perform action songs to a small audience.

Year Reception		
Spring 2	Summer 1	Summer 2
Unit: Musical stories	Unit: Transport	Unit: Big band
<p>L.O. To listen to the lyrics and melody: “Teddy Bear’s Picnic” by John Walter Bratton and Jimmy Kennedy and recall part of the story.</p> <p>L.O. To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.</p> <p>L.O. To talk about how a piece of music makes you feel.</p>	L.O. To explore creating sound effects.	<p>L.O. To discuss what makes a musical instrument</p> <p>L.O. To use recyclable materials to create a simple representation of a musical instrument</p>
<p>L.O. To use actions to retell a story to music</p> <p>L.O. To sing and perform a group song</p>	L.O. To explore making sounds at different speeds.	<p>L.O. To learn what an orchestra is</p> <p>L.O. To learn about the four different groups of musical instruments</p>

<p>L.O. To learn how instruments can represent a certain mood, character or action</p> <p>L.O. To experiment with the sounds of different instruments</p>	<p>L.O. To explore moving to different tempos.</p>	<p>L.O. To copy and follow a beat</p> <p>L.O. To follow a beat using an untuned instrument</p>
<p>L.O. To create a musical story based upon a familiar routine</p> <p>L.O. To use instruments to represent moods or actions</p> <p>L.O. To play an instrument as part of a group story</p>	<p>L.O. To interpret symbols to show a change in speed.</p>	<p>L.O. To experiment with playing tuned and untuned instruments</p> <p>L.O. To play in time to familiar songs</p>
<p>L.O. To create a musical story based upon a familiar routine</p> <p>L.O. To use movement to express moods or actions within a musical story</p> <p>L.O. To play an instrument as part of a musical story and perform as a group</p>	<p>L.O. To interpret a simple score to show tempo changes.</p>	<p>L.O. To choose appropriate instruments to represent different parts of a song.</p> <p>L.O. To perform a practised song to a small audience.</p>

Year One		
Autumn One	Autumn Two	Spring One
Unit: Keeping the pulse	Unit: Tempo	Unit: Dynamics
L.O. To demonstrate an understanding of pulse using parts of the body.	L.O. To use voices and bodies expressively, while exploring tempo.	To understand how music can be used to represent an environment.
L.O. To keep a pulse and show a sound pattern using bodies and voices.	To practice a rhyme using fast and slow beats on instruments.	To understand how music can represent changes in an environment.
L.O. To explore using a thinking voice to show the pulse.	To use voices to perform a song with a fast and slow beat.	To explore using instruments, body and voice to create a seaside soundscape
L.O. To play short rhythms in time with the pulse.	To use singing voices and an instrument to perform a song with a fast and slow beat.	To identify how dynamics can reflect environments.
L.O. To demonstrate an understanding of pulse through performance.	To demonstrate fast and slow beats within the context of a story.	To create and represent sounds using symbols.

Year One		
Spring 2	Summer 1	Summer 2
Unit: Sound patterns	Unit: Pitch	Unit: Musical symbols
L.O. To explore and change dynamics using the voice.	L.O. To identify high- and low-pitched sounds.	L.O. To explore tempo changes through movement.
L.O. To experiment with creating different sounds using a single instrument.	L.O. To explore pitch by creating two-pitch patterns.	L.O. To explore how dynamics can be represented by different symbols.

L.O. To read simple rhythmic patterns comprising of one beat sounds and one beat rests.	L.O. To demonstrate tempo changes.	L.O. To clap simple rhythmic patterns while keeping the pulse.
L.O. To play sound patterns in time with the pulse using a visual stimulus.	L.O. To create a superhero theme tune with a variety in tempo and pitch.	L.O. To interpret symbols to demonstrate a pitch pattern.
L.O. To show awareness of different roles when performing in a group performance.	L.O. To perform a piece of superhero music showing a change of pitch and tempo.	L.O. To perform as part of a group to demonstrate dynamics, pitch and rhythm.

Year Two		
Autumn One	Autumn Two	Spring One
Unit: Call and response	Unit: Instruments	Unit: Singing
L.O. To create short sounds with varied dynamics that represent an animal.	L.O. To explore listening and analysing a piece of music in relation to a story.	L.O. To learn to sing a British folk song.
L.O. To copy a short sound pattern.	L.O. To explore how music and sound effects can tell a story.	L.O. To practise and perform a song relating to the countryside.
L.O. To explore call and response using instruments.	L.O. To select appropriate sounds to match events, characters and feelings in a story.	L.O. To practise and perform a song relating to the city.
L.O. To create sound patterns based on call and response.	L.O. To suggest appropriate sounds to represent parts of a story.	L.O. To create symbols to represent sounds.
L.O. To perform different sound patterns with contrasting dynamics.	L.O. To perform a composition showing changes in tempo and dynamics.	L.O. To develop and perform a musical composition.

Year Two		
Spring 2	Summer 1	Summer 2
Unit: contrasting dynamics	Unit: structure	Unit: pitch
L.O. To create a simple soundscape using dynamic changes.	L.O. To read and clap a rhythm based on a phrase from a story.	L.O. To understand and practice reading different symbols to show pitch.
L.O. To listen to music and respond creatively, considering how dynamics can be represented.	L.O. To hear, write and clap rhythms based on a phrase from a story.	L.O. To sing and draw pitch patterns.
L.O. To compare two pieces of music.	L.O. To use a rhythm in different ways to demonstrate structure.	L.O. To read and understand the notation for the song 'Once a Man Fell in a Well.'
L.O. To create a short pitch pattern to represent a planet.	L.O. To create a structure using rhythmic patterns.	L.O. To use a tuned percussion instrument to play a song.
L.O. To perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics.	L.O. To perform a group composition.	L.O. To complete the notation for a short song using a three-line stave.

Year Three		
Autumn One	Autumn Two	Spring One
Unit: Ballads	Unit: Creating composition in response to an animation	Unit: Developing singing techniques
L.O. To use musical vocabulary to explain the stylistic features of a ballad.	L.O. To tell a story from a piece of music through movement.	L.O. To sing in time with others.
L.O. To explore how actions can impact performance.	L.O. To create a soundscape using percussion instruments.	L.O. To sing in time with others.

L.O. To plan a musical structure inspired by a story.	L.O. To create a range of sounds to accompany a story.	L.O. To recognise simple rhythmic notation by ear and by sight.
L.O. To create lyrics that match a melody.	L.O. To compose and perform a rhythm to accompany a story.	L.O. To use simple rhythmic notation to compose a Viking battle song.
L.O. To show awareness of style, structure and features to perform a ballad.	L.O. To compose and notate a short melody to accompany a story.	L.O. To perform music with confidence and discipline.

Year Three		
Spring 2	Summer 1	Summer 2
Unit: Pentatonic melodies and composition	Unit: Jazz	Unit: traditional instruments and improvisation
L.O. To learn about the music used to celebrate the Chinese New Year festival.	L.O. To sing and clap a syncopated rhythm for a ragtime-style song.	L.O. To form an opinion of Indian music.
L.O. To play a pentatonic melody on a tuned percussion instrument.	L.O. To improvise a call and response.	L.O. To be able to improvise using given notes.
L.O. To write and perform a pentatonic melody.	L.O. To be able to scat sing using the call and response format.	L.O. To be able to improvise using given notes.
L.O. To perform a group composition.	L.O. To create a jazz motif.	L.O. To create a piece of music using a drone, rag and tal.
L.O. To perform a piece of music as a group.	L.O. To adapt a familiar tune using jazz rhythms.	L.O. To perform a piece of music using musical notation.

Year Four

Autumn One	Autumn Two	Spring One
Unit: Body and tuned percussion	Unit: Rock and roll	Unit: Change in pitch, tempo and dynamics
L.O. To identify structure and texture in music.	L.O. To understand the history of rock and roll music.	L.O. To sing in two parts using expression and dynamics.
L.O. To use body percussion.	L.O. To be able to perform with a sense of style.	L.O. To recognise key elements of music.
L.O. To create musical rhythms using body percussion.	L.O. To play a walking bass line on tuned percussion.	L.O. To perform a vocal ostinato.
L.O. To create simple tunes.	L.O. To be able to play a rock and roll bass line.	L.O. To create and perform an ostinato.
L.O. To build and improve a composition.	L.O. To be able to play a rock and roll piece of music.	L.O. To improve and perform a piece of music based around ostinatos.

Year Four		
Spring 2	Summer 1	Summer 2
Unit: Hiku music and performance	Unit: Samba and carnival sound and instruments	Unit: adapting and transposing motifs
L.O. To describe the Hanami festival using suitable words and sounds.	L.O. To recognise and identify the main features of samba music.	L.O. To sing in tune and in time.
L.O. To represent a blossom tree using sounds.	L.O. To understand and play syncopated rhythms.	L.O. To understand what a musical motif is.
L.O. To identify different musical features using descriptive vocabulary.	L.O. To play syncopated rhythms as part of a group.	L.O. To compose and notate a motif.

L.O. To work as a group to create a piece of music celebrating the Hanami festival.	L.O. To compose a basic rhythmic break.	L.O. To develop and transpose a musical motif.
L.O. To perform a piece of music to celebrate Hanami.	L.O. To perform rhythmic breaks within a samba piece.	L.O. To combine and perform different versions of a musical motif.

Year Five		
Autumn One	Autumn Two	Spring One
Unit: composition notation	Unit: Blues	Unit: South and West Africa
L.O. To sing with accuracy, fluency, control and expression.	L.O. To know some features of blues music.	L.O. To sing a traditional African song unaccompanied.
L.O. To explore and use different forms of notation.	L.O. To play the first line of the 12-bar blues.	L.O. To use tuned percussion to play a chord progression.
L.O. To understand note length.	L.O. To be able to play the 12-bar blues.	L.O. To use vocals or tuned percussion to perform a piece of music as an ensemble.
L.O. To read simple pitch notation.	L.O. To be able to play the blues scale on a tuned instrument.	L.O. To play call and response rhythms using percussion instruments.
L.O. To use hieroglyphs and stave notation to write a piece of music.	L.O. To be able to improvise with notes from the blues scale.	L.O. To create an eight-beat break to play within a performance.
Year Five		
Spring 2	Summer 1	Summer 2
Unit: Composition to represent the festival of colour	Unit: looping and remixing	Unit: musical theatre

L.O. To understand that music can be represented with colours.	L.O. To play a simple looped rhythm from notation.	L.O. To understand the history of musical theatre.
L.O. To represent a piece of music as a graphic score.	L.O. To explore how sound can be layered using loops.	L.O. To identify character songs and action songs.
L.O. To create a vocal composition based on a picture.	L.O. To play a melody line accurately and fluently.	L.O. To create a musical theatre scene.
L.O. To create a piece of music inspired by a single colour.	L.O. To select a section of a tune and perform it as a loop.	L.O. To rehearse a musical theatre scene.
L.O. To work as a group to perform a piece of music.	L.O. To combine loops to create a remix.	L.O. To perform a musical theatre scene.

Year Six		
Autumn One	Autumn Two	Spring One
Unit: Dynamics, pitch and texture	Unit: Songs of WW2	Unit: Film music
L.O. To appraise the work of a classical composer (Felix Mendelssohn).	L.O. To use musical vocabulary to identify features of different eras of music.	L.O. To appraise different musical features in a variety of film contexts.
L.O. To improvise as a group, using dynamics and pitch.	L.O. To improve accuracy in pitch and control for singing with expression and dynamics.	L.O. To identify and understand some composing techniques in film music.
L.O. To improvise as a group, using texture.	L.O. To identify pitches within an octave when singing.	L.O. To use graphic scores to interpret different emotions in film music.
L.O. To use knowledge of dynamics, texture and pitch to create a group composition.	L.O. To use knowledge of pitch to develop confidence when singing in parts.	L.O. To create and notate musical ideas and relate them to film music.

L.O. To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.	L.O. To be able to notate a melody using pitches up to an octave.	L.O. To play a sequence of musical ideas to convey emotion.
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Year Six		
Spring 2	Summer 1	Summer 2
Unit: Themes and variations	Unit: Baroque	Unit: Composing and performing a leavers' song
L.O. To explore the musical concept of theme and variations.	L.O. To understand the importance of Monteverdi in the history of opera.	L.O. To listen to and describe music.
L.O. To compare and contrast different variations in the piece The Young Person's Guide to the Orchestra.	L.O. To read and play a canon from staff notation.	L.O. To write lyrics for a song.
L.O. To use complex rhythms to be able to perform a theme.	L.O. To demonstrate an understanding of Baroque music features when composing.	L.O. To organise lyrics into a song structure.
L.O. To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time.	L.O. To combine knowledge of staff notation and aural awareness to play a fugue.	L.O. To use vocal improvisation and known melodies against a backing track.
L.O. To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.	L.O. To apply their understanding of fugue structure when performing with others.	L.O. To compose a melody. L.O. To compose a verse melody.