



## Music Year Group Curriculum Overview 2025/26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b> <b>Hazel Class</b>	<u>Nursery Rhymes</u> Encourage children to join in with familiar nursery rhymes and songs.	<u>Celebration music</u> Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas. <b>CHRISTMAS PRODUCTION</b>	<u>Exploring Sound</u> Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.	<u>Music and Movement</u> Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	<u>Musical stories</u> A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.	<u>Big Band</u> Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.
<b>Year 1</b> <b>Willow Class</b>	<u>Pulse and Rhythm (My Favourite Things)</u> Children explore keeping the pulse together through music and movement, by exploring their favourite things.	<b>CHRISTMAS PRODUCTION</b>	<u>Tempo (Snail and Mouse)</u> Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.	<u>Dynamics (Seaside)</u> Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.	<u>Sound Patterns (Fairytale)</u> Through fairytales, children are introduced to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.	<u>Pitch (Superheroes)</u> Learning how to identify high and low notes and to compose a simple tune to represent a superhero.
<b>Year 2</b> <b>Maple Class</b>	<u>Call and Response (Animals)</u> Using instruments to represent animals, copying rhythms and creating call and response rhythms.	<b>CHRISTMAS PRODUCTION</b>	<u>Instruments (Musical Storytelling)</u> Children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.	<u>Singing (On this Island)</u> Learning folk songs and creating sounds to represent three contrasting landscapes: seaside, countryside and city.	<u>Contrasting Dynamics (Space)</u> Developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.	<u>Pitch (Musical Me)</u> Exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch.

<p><b>Year 3 Oak Class</b></p>	<p><u>Ballads</u> Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.</p>	<p><u>Creating Composition (Mountains)</u> Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture.</p>	<p><u>Developing Singing Techniques (Vikings)</u> The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.</p>	<p><u>Pentatonic Melodies (Chinese New Year)</u> The children explore Chinese music. It introduces key vocabulary such as pentatonic scale, tempo, dynamics, texture, and melody, helping the pupils understand how these musical elements are used in Chinese compositions. The pupils will also learn about traditional Chinese instruments, such as the guzheng, erhu, and dizi, and how they contribute to the distinct sound of Chinese music.</p>	<p><u>Jazz</u> The children explore the key characteristics of jazz music and its historical significance. It introduces key vocabulary such as syncopation, improvisation, swing, blues scale, and call and response, helping the pupils understand how jazz musicians create expressive and dynamic performances. The pupils will also learn about the influence of jazz pioneers and experiment with improvisation techniques.</p>	<p>SUMMER PRODUCTION</p>
<p><b>Year 4 Rowan Class</b></p>	<p><u>Rock and Roll</u> Children learn about the origin and features of Rock and Roll music. They learn how to hand jive.</p>	<p><u>Changes in Pitch, Tempo and Dynamics (Rivers)</u> Children learn how to listen to changes in pitch, tempo and dynamics, relating it to the flow of rivers.</p>	<p><b><u>Specialist Teaching Tuned Instrument Brass</u></b></p>	<p><u>Samba and Carnival Sound (South American)</u> The children get a feel for the music and culture of South America. They are introduced to Samba and a syncopated rhythm.</p>	<p><u>Motifs (Romans)</u> Drawing on the children's knowledge of repeated patterns and beats, the children are introduced to a musical motif.</p>	<p><b><u>Specialist Teaching Tuned Instrument Brass</u></b></p> <p>SUMMER PRODUCTION</p>
<p><b>Year 5 Beech Class</b></p>	<p><u>Rock and Roll</u> Children learn about the origin and</p>	<p><b><u>Specialist Teaching Tuned Instrument Brass</u></b></p>	<p><u>Changes in Pitch, Tempo and Dynamics (Rivers)</u></p>	<p><u>Samba and Carnival Sound (South American)</u></p>	<p><b><u>Specialist Teaching Tuned Instrument Brass</u></b></p>	<p>SUMMER PRODUCTION</p>

	<p>features of Rock and Roll music. They learn how to hand jive. vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.</p>		<p>Children learn how to listen to changes in pitch, tempo and dynamics, relating it to the flow of rivers. tempo and how they change. Creating original compositions to match an animation, building up layers of texture.</p>	<p>The children get a feel for the music and culture of South America. They are introduced to Samba and a syncopated rhythm.</p>		<p><u>Motifs (Romans)</u> Drawing on the children's knowledge of repeated patterns and beats, the children are introduced to a musical motif.</p>
<p><b>Year 6</b> <b>Sycamore Class</b></p>	<p><b><u>Specialist Teaching Tuned Instrument Brass</u></b></p>	<p><u>Dynamics, pitch and tempo (Fingal's cave)</u> Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p>	<p><u>Theme and Variations (Pop Art)</u> Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p>	<p><b><u>Specialist Teaching Tuned Instrument Brass</u></b></p>	<p><u>Songs of WW2 (History of Music)</u> Developing pitch, control and confidence when singing <i>(Could be taught in SP2 or SU2)</i></p>	<p>SUMMER PRODUCTION</p>
<p>Kapow Specialist Teaching Performances</p>						